

ATTITUDES OF GRADUATE STUDENTS TOWARD
THE MASTER OF EDUCATION PROGRAM,
FACULTY OF EDUCATION,
UNIVERSITY OF MANITOBA

A Thesis
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by
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DEDICATION

This thesis is dedicated to two individuals who have made a significant contribution to education in Manitoba.

The late Emerson L. Arnett, teacher, principal, and General Secretary of the Manitoba Teachers' Society, served teachers in this province for more than twenty-five years. His high standard of professional ethics and dedicated, responsible leadership will be an inspiration for educators in the years ahead.

The late Sister Marie Richard, s.g.m., teacher, counsellor, and community worker, displayed the ideals and courage in her lifetime that provided me with the incentive and perseverance to pursue graduate work in administration despite the barriers encountered as a woman in the academic world.

ABSTRACT

This study was concerned with the identification of the demographic characteristics of the graduate students in the Master of Education degree program and the determination of their attitudes toward specific aspects of the Master of Education degree program, Faculty of Education, University of Manitoba. The specific aspects examined in each of three areas were:

Program. admission policies, orientation to program, sources of information, course work, thesis/research paper, comprehensive exam (oral or written), grading system;

Student-Advisor Relations. selection of advisor, confidence in advisor, relationship with advisor, change of student's attitude toward advisor, change of advisor, function of advisor, performance of advisor;

Other Concerns. student-staff relations, peer relations, student-administration relations, interdepartmental contacts, external group contacts, teaching/research assistantship, completion of program, choice of program, contribution of program.

In order to fulfil the purposes of this study, a questionnaire was developed and mailed to the total graduate student population from July, 1973 to April, 1974, consisting of 572 students; 443 replied.

The study focused on four related research questions. These were: 1) What were the demographic characteristics of the studied graduate student population? 2) What judgments did the graduate students hold concerning specific aspects of the Master of Education degree program? 3) What differences in perception toward the Master of Education degree

program was there among graduate students when selected variables were considered? 4) What data could be obtained that would provide the Faculty of Education with information for the evaluation, revision, and improvement of the Master of Education degree program? Analysis relevant to the first two research questions involved descriptive analysis on the total population, students in each of the five departments, and full-time and part-time students. The third question was dealt with by one-way analysis of variance and chi-square analysis to determine significant differences in attitude. All information collected in this survey provided a basis for program assessment and improvement.

The major findings in the study revealed that there was a discernible pattern to the demographic characteristics of the graduate student population in the Master of Education degree program. The majority of students were male, thirty-five years of age or younger, part-time in the major thesis route, grade 10-12 teachers or administrators with 7-15 years of experience in education, urban dwellers, and interested in the program for intellectual growth. The data revealed the students' attitudes toward specific aspects of the program. There were no significant differences in their attitudes when selected variables were considered. Based on the findings about graduate student characteristics and attitudes, a series of thirty-seven recommendations were formulated. The major ones included: encouragement of women, elementary, and rural teachers to enrol in the degree program, increased

financial aid for full-time students, extension of course work to rural Manitoba, expansion of course selection and doctoral programs, establishment of internship component and non-thesis route, clarification of research requirements, systematic assistance in thesis work, assignment of a graduate advisor to each student, and graduate student involvement in a decision-making role at the Faculty of Education.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM, SIGNIFICANCE OF STUDY, AND DEFINITIONS OF TERMS USED.	1
Introduction.	1
The Situation in Manitoba.	7
The Problem and Significance of the Study	9
Statement of the Problem.	9
Research Problems.	9
Hypotheses.	11
Research Model.	11
Significance of the Study.	14
Definition of Terms.	15
Assumptions.	16
Limitations and Delimitations.	17
Limitations.	17
Delimitations.	17
Summary of Organization of Thesis.	18
II. RATIONALE THROUGH A REVIEW OF THE LITERATURE	19
Graduate Education.	19
Issues and Problems.	22
Change in Graduate Education.	28
Graduate Education Programs.	31

CHAPTER	PAGE
Master of Education Program,	
University of Manitoba.	34
The Graduate Student.	36
Graduate Student Problems.	38
Graduate Student Attitudes.	39
Summary.	42
Specific Research on Graduate Education. .	42
Major Studies.	43
Studies on Specific Aspects of	
Graduate Education.	54
Summary.	71
Measurement of Attitudes.	73
Attitudes.	73
Attitude Measurement.	74
Summary.	79
III. RESEARCH PROCEDURES.	80
Instrumentation.	80
Sampling Procedures.	83
Data Collection.	86
Data Analysis.	90
Summary.	92
IV. ANALYSIS OF DATA.	94
Descriptive Analysis of Data.	95
Demographic Information on	
Graduate Students.	96

CHAPTER	PAGE
Attitudes Toward Program.	120
Attitudes Toward Student-Advisor Relations.	145
Attitude Toward Other Concerns.	166
Content Analysis.	203
Summary.	242
Inferential Analysis of Data.	244
Analysis of Variance.	245
Chi-Square Analysis.	379
Summary.	393
Interpretation of Results.	394
Demographic Characteristics.	395
Attitudes Toward Master of Education Degree Program.	399
Summary.	403
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	405
Summary.	405
Findings.	406
Conclusions and Recommendations.	431
Further Considerations.	442
Further Study.	444
BIBLIOGRAPHY.	446
APPENDIX A. The Instrument.	465
APPENDIX B. Letter 1 to Graduate Students.	484
APPENDIX C. Letter 2 to Non-Respondents.	486
APPENDIX D. Letter 3 to Non-Respondents.	488

CHAPTER	PAGE
APPENDIX E. Comments by Graduate Students Regarding Questionnaire.	490
APPENDIX F. Summary of Areas of Specialization in M.Ed. Program by Department and Student Status.	492
APPENDIX G. Comments Regarding Advisor.	494
APPENDIX H. Reasons for Choosing and Not Choosing Area of Specialization.	499
APPENDIX I. Recommendations for Urgent Changes in the Faculty of Education.	502
APPENDIX J. Overall Attitude Toward the Faculty of Education and Main Influencing Factor.	515
APPENDIX K. Comments on Departmental Atmosphere.	537
APPENDIX L. Comments on Departmental Goals and Policies.	544
APPENDIX M. Comments on Departmental Student- Staff Relationships.	551
APPENDIX N. Comments on Departmental Financial Support.	558
APPENDIX O. Comments on Departmental Course Offerings.	563
APPENDIX P. Comments on Departmental Techniques of Instruction.	570

CHAPTER	PAGE
APPENDIX Q. Suggestions for Innovative or Alternate M.Ed. Programs.	578
APPENDIX R. Graduate Students' "Beefs" and "Bouquets".	585
APPENDIX S. Other Comments by Graduate Students. .	597

LIST OF TABLES

TABLE	PAGE
1. Summary of the Enrolment of the Winter Session, University of Manitoba, 1972-73 and 1973-74.	8
2. Winter Session Registration 1972-73 and 1973-74, Faculty of Graduate Studies, University of Manitoba.	8
3. Summary of Berelson's Fourteen Critical Problems Regarding Graduate Education. . . .	24
4. Distribution of Students Registered in the Master of Education Program, University of Manitoba, July 1973-April 1974, by Department and Full-time and Part-time Status.	85
5. Distribution of Responses to Questionnaire by Department.	85
6. Descriptive Summary of Non-Respondents' Stage in Program by Department.	89
7. Summary of Non-Respondents' First Registration, Full-time Students by Department and Year.	89
8. Distribution of Responses to Questionnaire, Section I, Demographic Information by Department.	97
9. Distribution of Responses to Questionnaire, Section I, Demographic Information by Full-time and Part-time Students.	109
10. Distribution of Responses to Questionnaire, Section II, Part A, Attitudes Toward Program by Department.	121
11. Distribution of Responses to Questionnaire, Section II, Part A, Attitudes Toward Program by Full-time and Part-time Students.	127

TABLE	PAGE
12. Distribution of Responses to Questionnaire, Section II, Part B, Attitudes Toward Student-Advisor Relations by Department.	146
13. Distribution of Responses to Questionnaire, Section II, Part B, Attitudes Toward Student-Advisor Relations by Full-time and Part-time Students.	149
14. Summary of Reasons for Change of Advisor by Total Population, Department and Student Status.	154
15. Ranking of Responses Regarding Advisor by Department and Student Status.	160
16. Summary of Ranking Trends in Responses Regarding Advisor by Department and Student Status.	160
17. Categorization of Comments Regarding Advisor by Ranking and Total Population.	160
18. Categorization of Comments Regarding Advisor by Ranking, Department and Student Status.	162
19. Distribution of Responses to Questionnaire, Section II, Part C, Attitudes Toward Other Concerns by Department.	167
20. Distribution of Responses to Questionnaire, Section II, Part C, Attitudes Toward Other Concerns by Full-time and Part-time Students.	176
21. Distribution of Responses Regarding Recommendations for Urgent Changes in the Faculty of Education by Department and Student Status.	207
22. Categorization of Responses Regarding Recommendations for Urgent Changes in the Faculty of Education by Department and Student Status.	208
23. Distribution of Responses Regarding Overall Attitude Toward Faculty of Education and Main Influencing Factor by Department and Student Status.	212

TABLE	PAGE
24. Ranking of Responses Regarding Overall Attitude Toward Faculty of Education by Department and Student Status.	212
25. Summary of Ranking Trends in Responses Regarding Overall Attitude Toward Faculty by Department and Student Status.	212
26. Categorization of Responses Regarding Main Positive Influencing Factor by Department and Student Status.	215
27. Categorization of Responses Regarding Main Negative Influencing Factor by Department and Student Status.	216
28. Distribution of Responses Regarding Departmental Atmosphere, Goals and Policies, and Student-Staff Relationships by Department and Student Status.	219
29. Ranking of Responses Regarding Departmental Atmosphere by Department and Student Status.	219
30. Ranking of Responses Regarding Departmental Goals and Policies by Department and Student Status.	219
31. Ranking of Responses Regarding Departmental Student-Staff Relationships by Department and Student Status.	222
32. Distribution of Responses Regarding Departmental Financial Support, Course Offerings, and Instruction Techniques by Department and Student Status.	222
33. Ranking of Responses Regarding Departmental Financial Support by Department and Student Status.	222
34. Ranking of Responses Regarding Departmental Course Offerings by Department and Student Status.	223
35. Ranking of Responses Regarding Departmental Techniques of Instruction by Department and Student Status.	223

TABLE	PAGE
36. Distribution of Responses Regarding Suggestions for Innovative or Alternate M.Ed. Programs by Department and Student Status.	223
37. Categorization of Suggestions for Innovative or Alternate Programs by Department and Student Status.	225
38. Summary of Ranking Trends in Responses Regarding Departmental Aspects of M.Ed. Program by Department and Student Status.	229
39. Distribution of Responses Regarding Biggest "Beef" and "Bouquet" by Department and Student Status.	230
40. Categorization of Responses Regarding "Beefs" by Department and Student Status.	231
41. Categorization of Responses Regarding "Bouquets" by Department and Student Status.	233
42. Distribution of Responses Regarding Other Comments by Department and Student Status.	235
43. Ranking of Other Comments by Department and Student Status.	235
44. Summary of Ranking Trends in Other Comments by Department and Student Status.	235
45. Categorization of Other Comments by Total Population and Ranking.	237
46. Categorization of Other Comments by Ranking, Department and Student Status.	238
47. Summary Table of Analysis of Variance of Total Population Classified on the Basis of Sex.	247
48. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Sex.	251

TABLE	PAGE
49. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Sex.	253
50. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Sex.	255
51. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Sex.	257
52. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Sex.	259
53. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Age.	261
54. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Age.	264
55. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Age.	266
56. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Age.	268
57. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Age.	270
58. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Age.	272
59. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Occupation.	275
60. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Occupation.	277

TABLE	PAGE
61. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Occupation. . .	280
62. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Occupation. . .	282
63. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Occupation.	284
64. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Occupation. . .	286
65. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Educational Background.	289
66. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Educational Background.	291
67. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Educational Background.	293
68. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Educational Background.	295
69. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Educational Background.	298
70. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Educational Background.	300
71. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Experience in Education.	302

TABLE	PAGE
72. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Experience in Education.	305
73. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Experience in Education.	308
74. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Experience in Education.	310
75. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Experience in Education.	312
76. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Experience in Education.	314
77. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Route to M.Ed. Degree.	316
78. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Route to M.Ed. Degree.	316
79. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Route to M.Ed. Degree.	317
80. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Route to M.Ed. Degree.	317
81. Summary of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Route to M.Ed. Degree.	318

TABLE	PAGE
82. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Route to M.Ed. Degree.	318
83. Summary Table of Analysis for Total Population Classified on the Basis of Stage in Course Work.	320
84. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Stage in Course Work.	322
85. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Stage in Course Work.	324
86. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Stage in Course Work.	326
87. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Stage in Course Work.	329
88. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Stage in Course Work.	331
89. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Stage in Thesis Proposal.	333
90. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Stage in Thesis Proposal.	336
91. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Stage in Thesis Proposal.	338
92. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Stage in Thesis Proposal.	340

TABLE	PAGE
93. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Stage in Thesis Proposal.	342
94. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Stage in Thesis Proposal.	344
95. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Distance Travelled.	346
96. Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Distance Travelled.	348
97. Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Distance Travelled.	349
98. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Distance Travelled.	350
99. Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Distance Travelled.	351
100. Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Distance Travelled.	352
101. Summary Table of Analysis of Variance for Total Population Classified on the Basis of Major Reason for Taking M.Ed. Degree.	354
102. Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Major Reason for Taking M.Ed. Degree.	354

TABLE	PAGE
103.	Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Major Reason for Taking M.Ed. Degree. 355
104.	Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Major Reason for Taking M.Ed. Degree. . . 355
105.	Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Major Reason for Taking M.Ed. Degree. . . 356
106.	Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Major Reason for Taking M.Ed. Degree. 356
107.	Summary Table of Analysis of Variance for Total Population Classified on the Basis of Major Reason for Studying at Faculty. . . 357
108.	Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Reason for Studying at Faculty. 359
109.	Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Reason for Studying at Faculty. 359
110.	Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Major Reason for Studying at Faculty. . . 360
111.	Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Reason for Studying at Faculty. 360
112.	Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Reason for Studying at Faculty. 361

TABLE	PAGE
113.	Summary Table of Analysis of Variance for Total Population Classified on the Basis of Aspirations. 361
114.	Summary Table of Analysis of Variance for Department of Educational Administration Classified on the Basis of Aspirations. . . 362
115.	Summary Table of Analysis of Variance for Department of Curriculum: Mathematics and Natural Sciences Classified on the Basis of Aspirations. 362
116.	Summary Table of Analysis of Variance for Department of Curriculum: Humanities and Social Sciences Classified on the Basis of Aspirations. 363
117.	Summary Table of Analysis of Variance for Department of Educational Foundations Classified on the Basis of Aspirations. . . 363
118.	Summary Table of Analysis of Variance for Department of Educational Psychology Classified on the Basis of Aspirations. . . 363
119.	Summary Table of Analysis of Variance for Full-time and Part-time Students Classified on the Basis of Student Status. 365
120.	Summary of Analysis of Variance Results for Selected Variables by Aspect of M.Ed. Degree Program and Total Population. . . . 367
121.	Summary of Analysis of Variance Results for Selected Variables by Aspect of M.Ed. Degree Program and Department. 369
122.	Summary of Analysis of Variance Results for Selected Variables by Total Population. . . 374
123.	Summary of Analysis of Variance Results for Selected Variables by Department. 375
124.	Summary Results of Chi Square Tests for Total Population. 381
125.	Summary Results of Chi Square Tests for Department of Curriculum: Humanities and Social Sciences. 381

TABLE	PAGE
126. Summary Results of Chi Square Tests for Department of Curriculum: Mathematics and Natural Sciences.	381
127. Summary Results of Chi Square Tests for Department of Educational Administra- tion.	382
128. Summary Results of Chi Square Tests for Department of Educational Foundations. . .	382
129. Summary Results of Chi Square Tests for Department of Educational Psychology. . .	382
130. Summary Results of Chi Square Tests for Full-time Students.	383
131. Summary Results of Chi Square Tests for Part-time Students.	383
132. Summary of Chi Square Analysis Results for Selected Variables by Total Population. . .	389
133. Summary of Chi Square Analysis Results for Selected Variables by Department.	390
134. Summary of Chi Square Results for Selected Variables by Student Status.	391
F.1 Summary of Areas of Specialization in M.Ed. Program by Department and Student Status. .	492
H.1 Summary of Reasons for Choosing Area of Specialization by Department and Student Status.	500
H.2 Summary of Reasons for Not Choosing Area of Specialization by Department and Student Status.	501

LIST OF FIGURES

FIGURE		PAGE
1.	Design of the Research Model.	13
2.	Selection of Areas for Study.	72
3.	Cumulative Percentage of Responses to each Mailing.	87

CHAPTER I

THE PROBLEM, SIGNIFICANCE OF STUDY, AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

Graduate education is a matter of concern in North America. Some educators claim that it is in trouble; others maintain that it is in a transitional period. Whatever, it is clear that problems and issues in graduate education are being surveyed and these studies may indicate that change is due. It would be unwarranted to sound an alarm about a crisis, but there is no doubt that problems are now being faced in a more stringent climate than has been the case at least since the depression of the 1930s, and it is perhaps this condition above all that characterizes the present situation.¹

In 1932, widespread dissatisfaction with graduate education led to a series of studies, many under the auspices of the Association of American Universities. It was only after the effects of the depression and World War II demands had decreased that graduate education began to expand. The expansion since World War II was due to several

¹Robert A. Feldmesser, Problems and Issues in the Future of Graduate Education, California: Graduate Record Examinations Board Meeting, March 11-12, 1971, p.6. (Mimeographed.)

factors including the demand for a reservoir of highly educated manpower in the postwar period, demographic factors such as the "baby boom" and the influx of veterans, and an infusion of funds to meet the pressures placed on the graduate schools.

Today, however, many problems and issues once again confront graduate education as they did in the 1930s. The National Board on Graduate Education in the United States has identified two categories of problems.¹ One category is at the level of the total system of graduate education, including such issues as the labor market for highly trained manpower, the rising costs and financing of graduate education, the geographic and qualitative dispersion of graduate schools and of students among these schools. A second category of problems is related to the level of the individual institution including such areas as program effectiveness and relevance, relationship of graduate to undergraduate education, equal opportunity in the admission of students and recruitment of staff, internal resource allocation, and imitation and conformity in graduate education.

Three major reviews in the United States indicate present attempts to deal with the problems of graduate education. The Department of Health, Education and Welfare (HEW) Task Force on Graduate Education was established to

¹National Board on Graduate Education, Graduate Education: Purposes, Problems and Potential, Washington: National Board on Graduate Education, November 1972, pp.6-7.

advise HEW about appropriate federal graduate education guidelines, particularly fellowship policy.¹ The National Board on Graduate Education, an organization of educational and business statesmen, undertook a thorough review of graduate education today and its relationship to American society in the future.² The Panel on Alternate Approaches to Graduate Education studied the contemporary educational scene, assessing the emerging needs for graduate education and recommending an appropriate course of action to assist the graduate schools in assuming the leadership in determining the future of the academic community.³

The Canada Council decision in 1974 to create a Commission on Enquiry into Graduate Studies in the Humanities and Social Sciences reflects the concern in Canada. André Fortier, Director of the Canada Council, has stated that one of the many factors prompting this enquiry was the increasing uncertainty as to the purposes, effectiveness and general orientation of graduate studies in the light of present day needs and conditions. He also referred to the changing

¹The Special Task Force to the Secretary of Health, Education and Welfare, The Second Newman Report: National Policy and Higher Education, Cambridge, Mass.: Massachusetts Institute of Technology Press, 1973.

²National Board on Graduate Education, Doctorate Manpower Forecasts and Policy, Washington, D.C.: National Board on Graduate Education, 1973.

³Panel on Alternate Approaches to Graduate Education, Scholarship for Society, Princeton, N.J.: Graduate Record Examinations Board, 1973.

attitudes of students toward advanced university education, as exemplified in Canada by fluctuations in enrolments at the doctoral level over the past three years.¹

Graduate education enrolment in the United States has undergone a tremendous expansion in the past twenty-five years. Between 1940 and 1959, U.S. graduate enrolment doubled; it quadrupled between 1950 and 1970 from 237,000 to 907,000.² The U.S. Office of Education estimated that by 1974 this number would increase to 1.1 million.³ Similarly, in Canada, graduate student enrolment increased by 160 per cent between 1960-65.⁴ Figures released by Statistics Canada⁵ indicated that graduate education will continue to rise at a rate of two per cent annually. Part-time graduate enrolment, however, is expected to rise at about ten to twelve per cent annually.

¹Canada Council News Release, Ottawa, January 25, 1974.

²"Graduate Education," National ACAC Journal 18, May, 1973, p.13.

³Wayne E. Gregg, "Several Factors Affecting Graduate Student Satisfaction," Journal of Higher Education XLIII, June, 1972, p.483.

⁴Wolfgang M. Illing and Zoltan E. Zaigmond, Enrolment in Schools and Universities 1951-52 to 1975-76, Ottawa: Queen's Printer, 1967, p.48.

⁵"Enrolment up in most areas," University Affairs, November, 1974, p.7.

Despite the increase in the number of graduate students in North America, indications are that public interest in graduate education has fallen and support has tapered off since 1968. The decline in the amount of money available for support of students and graduate programs and the scarcity of jobs traditionally held by Ph.D.'s have sharpened the question of the purpose of graduate education.¹ Students themselves have added pressure to the demand for accountability by becoming increasingly active and vocal. There are many students who, in one way or another, are expressing doubts about the traditional purpose of graduate education, and they represent an important force for constructive change.²

A serious void exists in the research on graduate education. Very few studies have been done on graduate students and their experiences while in graduate school. It is unfortunate because graduate students are important. They will be future leaders in the professions; they do a substantial amount of undergraduate teaching and provide research manpower.³ It is therefore imperative that the ways in which graduate students view their education be examined. One way to facilitate change in graduate education is to undertake pertinent research about it. The

¹Robert A. Feldmesser, op. cit., p.6.

²Ibid., p.10.

³Philip G. Altbach, "Commitment and Powerlessness on the American Campus: The Case of the Graduate Student," Liberal Education XVI, December, 1970, p.563.

graduate students themselves could be an effective lever for setting their institutions in motion. As Creager put it:

"If the development of the graduate student as a human resource is regarded as the primary purpose of graduate education, it is remarkable that so little has been done to assess graduate students' experiences and developing expectations as the students themselves report them." ¹

It is particularly important that the Master's degree be reviewed. In the United States, for example, the number of Master's degrees awarded in 1959-60 (74,497) increased 281 per cent by 1969-70 (209,387).² The National Board on Graduate Education maintains that:

". . . the sheer magnitude of these numbers suggest a need and an opportunity to review the status of this degree. Little is known, however, about the motivation of individuals who seek the degree, although much of the impetus may stem from teachers wishing to upgrade their academic credentials. Because of this teacher certification function and the relative ease with which Master's programs can be established, a lack of standardization in curriculum and program requirements is alleged to exist, raising questions about the quality of many programs. These and other issues need to be explored in the context of a thorough analysis of the role of the Master's degree." ³

¹John A. Creager, The American Graduate Student: A Normative Description, American Council on Education Reports, Vol. 6, No. 5, Washington: Office of Research, American Council on Education, October, 1971.

²National Board on Graduate Education, op. cit., p.17.

³Ibid.

The Situation in Manitoba

Of the 18,814 students at the University of Manitoba for the 1973-74 academic year, 2,488 were registered in the Faculty of Graduate Studies. This number represented a thirteen per cent increase over the 1972-73 graduate population (see Table 1). These students were enrolled in a variety of programs as shown in Table 2.

Students who enrol in the Master of Education program at the Faculty of Education, University of Manitoba, are one group of graduate students. They represented sixteen per cent of the 1973-74 graduate population. These students were registered in one of five departments of specialization at the Faculty of Education. These were: 1) Department of Curriculum: Humanities and Social Sciences, 2) Department of Curriculum: Mathematics and Natural Sciences, 3) Department of Educational Administration, 4) Department of Educational Foundations, and 5) Department of Educational Psychology.

Because the concern for graduate education has been expressed throughout North America and is being reviewed, it is appropriate that aspects of the Master of Education program at the Faculty of Education, University of Manitoba, be examined. It is also appropriate that the students enrolled in the program express their views about it.

TABLE 1
SUMMARY OF THE ENROLMENT OF THE WINTER SESSION,
UNIVERSITY OF MANITOBA, 1972-73 AND 1973-74*

Faculty	Full-Time Students		Part-Time Students		Total Population	
	1972-73	1973-74	1972-73	1973-74	1972-73	1973-74
Administrative Studies	922	1052	67	107	989	1159
Agriculture (Degree)	382	430	26	27	408	457
Agriculture (Diploma)	177	189	2	3	179	192
Architecture	3		2		5	
Arts	3118	2813	2055	2196	5173	5009
Dental Hygiene	48	48	3		51	48
Dentistry	120	121		1	120	122
Education	1087	1141	980	1422	2067	2563
Engineering	814	841	20	28	834	869
Environmental Studies	225	238	18	50	243	288
Fine Arts (Degree)	185	211	50	62	235	273
Fine Arts (Diploma)	30	45	13	18	43	63
Graduate Studies	1356	1358	845	1130	2201	2488
Home Economics	448	475	21	33	469	508
Interior Design	247	236	13	28	260	264
Law	327	332	1	1	328	333
Medicine	326	347		1	326	348
Medical Rehabilitation	194	192	26	35	220	227
Music	46	55	19	18	65	73
Nursing (Degree)	329	368	27	19	356	387
Pharmacy	129	120	5	10	134	130
Physical Education	277	306	11	17	288	323
Science	2198	2139	301	280	2499	2419
Social Work	311	259	12	12	323	271
Total	13299	13316	4517	5498	17816	18814

*as at December 1, 1973.

TABLE 2
WINTER SESSION REGISTRATION 1972-73 AND 1973-74,*
FACULTY OF GRADUATE STUDIES, UNIVERSITY OF MANITOBA

Program	Full-Time Students		Part-Time Students		Total Population	
	1972-73	1973-74	1972-73	1973-74	1972-73	1973-74
Diploma	10	6	4	7	14	13
Occasional	49	46	96	119	145	165
PreMaster's	231	249	41	53	272	302
Master of Architecture	34	42	1	6	35	48
Master of Arts	209	203	171	198	380	401
Master of Business Administration	41	62	52	85	93	147
Master of City Planning	30	27	10	14	40	41
Master of Education	31	23	276	380	307	403
Master of Law	2			1	2	1
Master of Nutrition	17	28	5	5	22	33
Master of Science	342	347	116	144	458	491
Master of Social Work	6	7	2	3	8	10
Ph.D.	354	318	71	115	425	433
Total	1356	1358	845	1130	2201	2488

*as at December 1, 1973

II. THE PROBLEM AND SIGNIFICANCE OF THE STUDY

Statement of the Problem

The purpose of this study was 1) to identify the demographic characteristics of the graduate students in the Master of Education degree program, and 2) to determine their attitudes toward specific aspects of the Master of Education degree program, Faculty of Education, University of Manitoba.

The areas selected for study were: 1) Program, 2) Student-Advisor Relations, and 3) Other Concerns. The specific aspects of the Master of Education program examined in each of the three areas were as follows:

Program. admission policies, orientation to program, sources of information, course work, thesis/research paper, comprehensive exam (oral or written), grading system;

Student-Advisor Relations. selection of advisor, confidence in advisor, relationship with advisor, change of student's attitude toward advisor, change of advisor, function of advisor, performance of advisor;

Other Concerns. student-staff relations, peer relations, student-administration relations, interdepartmental contacts, external group contacts, teaching/research assistantship, completion of program, choice of program, contribution of program.

Research Problems

Four related research questions were considered in the study. These were:

1.0 Student characteristics. The first research problem was the identification of the demographic characteristics of the studied graduate students as a whole, by department and student status.

1.1 What were the demographic characteristics of the studied graduate students as a whole, by department and student status?

2.0 Student attitudes. The second research problem involved the determination of graduate students' attitudes concerning specific aspects of the Master of Education degree program.

2.1 What judgments did the graduate students as a whole, by department and student status hold concerning specific aspects of the Master of Education degree program?

3.0 Differences in student attitudes. The third research problem was the identification of differences in perception toward the Master of Education degree program among graduate students.

3.1 What differences in perception toward the Master of Education degree program were there among graduate students when selected variables were considered?

4.0 Program assessment and improvement. The fourth research problem involved the collection of information for the evaluation, revision, and improvement of the Master of Education program.

4.1 What data could be obtained that would provide the Faculty of Education with information for the evaluation, revision, and improvement of the Master of Education degree program?

Hypotheses

The research hypotheses tested were:

1. There is a discernible pattern to the demographic characteristics of graduate students in the Master of Education degree program, University of Manitoba.

Each of the following variables was treated for interpretation as a sub-hypothesis for determining the acceptance of Hypothesis 1: sex, age, occupation during 1973-74 academic session, educational background, experience in education, marital status, family responsibilities, major department, areas of specialization in M.Ed. program, route to M.Ed. degree, stage in program (course work, thesis proposal), attendance at 1973-74 session, greatest distance travelled to attend session, major reason for taking program, major reason for studying at the Faculty, person influencing student most to enter program and during program, aspirations upon completion, financial assistance received, and student status (full-time, part-time).

2. There are no significant differences in attitude among the graduate students of the Master of Education degree program when selected variables are considered.

Each of the following variables was treated for interpretation as a sub-hypothesis for determining the acceptance of Hypothesis 2: sex, age, occupation, educational background, experience in education, route to M.Ed. degree, stage in program (course work, thesis proposal), distance travelled, major reason for taking M.Ed. degree program, major reason for studying at Faculty, aspirations, and student status (full-time, part-time).

Research Model

A number of questions have occurred regarding graduate education and its status in today's society. Its problems and related issues have been discussed by many authorities in an attempt to meet demands expressed by various people, including the graduate student. One important area of concern is the attitudes of graduate students toward graduate work.

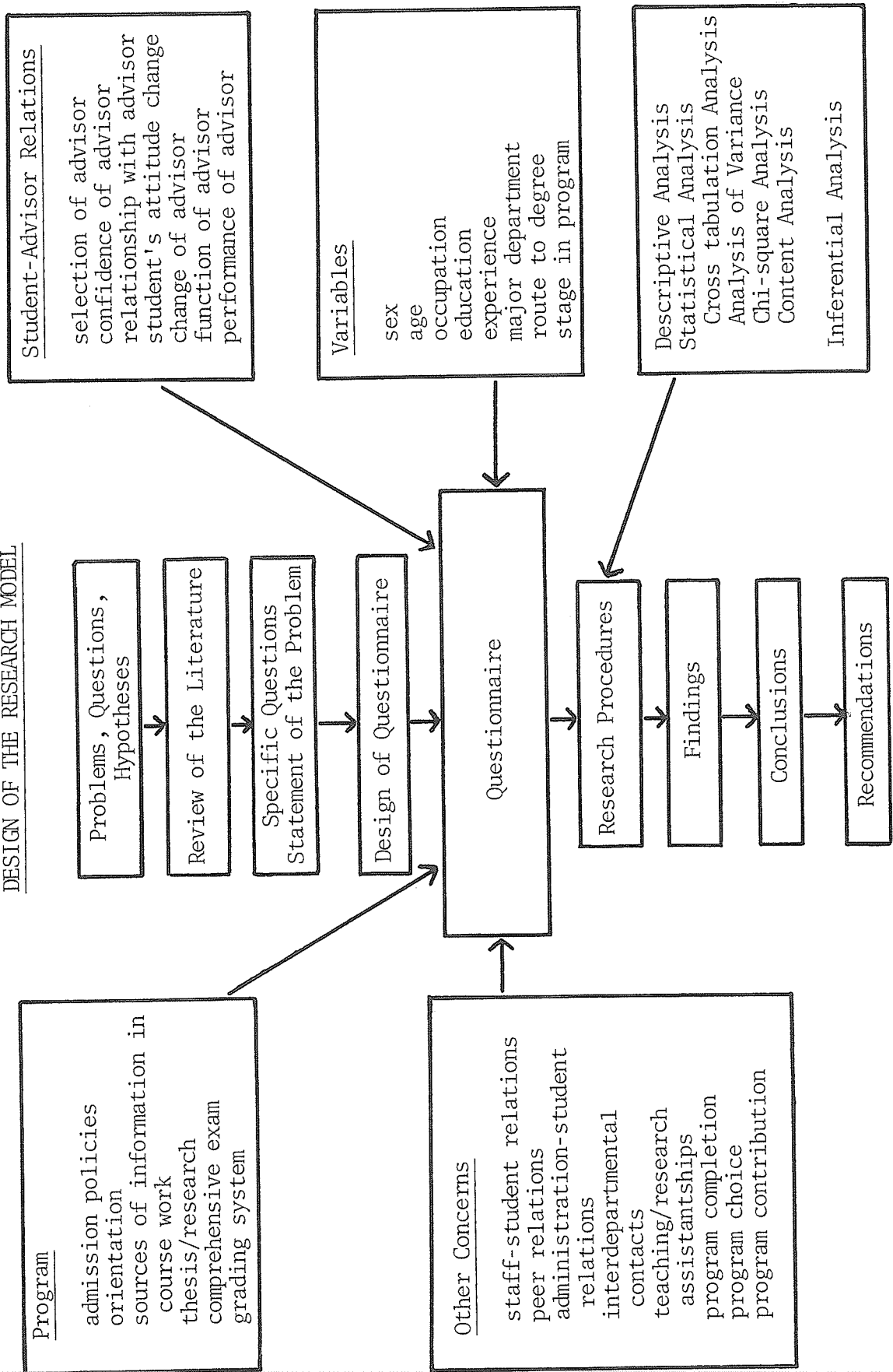
The student will react toward various aspects of the degree program and form judgments based on those experiences. These attitudes may change both during graduate work, or following graduation. At any rate, such attitudes are one indication of the state of graduate education; they may provide some insight into the questions presently being asked about this aspect of higher education.

In order to research graduate student attitudes toward the Master of Education program at the University of Manitoba, a systematic research design was developed as outlined in Figure I. A rationale for the study was formulated through a review of the literature, including studies on major and specific aspects of graduate education. Based on the review of related literature, it was possible to state the research problem and four related research questions (see page 10) to be used as a framework for this study. It was also possible to determine the design of the questionnaire from the review of the literature.

Three selected areas of the Master of Education degree program were identified as the basis for the questionnaire as a result of a thorough review of various studies. The areas identified were: 1) Program, 2) Student-Advisor Relations, and 3) Other Concerns. Several aspects in each area were delineated as presented in Figure I. Furthermore, certain variables were chosen as the basis for gathering information about students' characteristics and for comparison purposes.

FIGURE 1

DESIGN OF THE RESEARCH MODEL



Following the development of the questionnaire and subsequent collection of information, several techniques for analysis were used to analyze the data. These were: descriptive analysis (cross tabulation and content analysis), and inferential analysis (analysis of variance and chi-square analysis). These procedures resulted in a discussion of the findings and the formulation of several conclusions and recommendations.

Significance of the Study

This study is important and significant for several reasons. It will contribute to an area of knowledge where there is a lack of research. There is a need for an in-depth study of the Master of Education degree program at the Faculty of Education, University of Manitoba. With the appointment of a new dean at the Faculty of Education, effective April, 1974, it is important that data be provided for the evaluation and improvement of the graduate education program.

The Report of the Task Force on Post-Secondary Education in Manitoba recommended that graduate education be offered only at the University of Manitoba in this province.¹ Since teachers in the public school system obtain higher salary classification through further study, and the

¹
Michael Oliver et al., Report of the Task Force on Post-Secondary Education in Manitoba, Winnipeg: Department of Colleges and Universities Affairs, 1973.

Faculty of Education is the only institution open to them for graduate work in education if they remain in Manitoba, it is important that the Faculty of Education offer an adequate and effective program. This study was one way of stimulating possible change; it is significant that the stimuli came from the graduate student population.

It is significant that this study is apparently the only one examining the Master of Education degree program at a Canadian university. Most of the studies undertaken on graduate education have involved doctoral programs in the United States. It is necessary to add to the knowledge of the Canadian scene rather than relying exclusively on American studies for knowledge of problems related to graduate programs.

III. DEFINITION OF TERMS

Terms used in this study were defined as follows:

Attitude: a mental position, feeling, or emotion toward and judgments and beliefs about the Faculty of Education based on experiences;

Master of Education program: a graduate degree program with two basic patterns of studies. These are: 1) a minimum of three courses and thesis, 2) a minimum of five courses, a research paper and one comprehensive examination in the major area of study;¹

Graduate student in education: a student enrolled in a master of education program on a full-time basis or part-time basis;²

¹The University of Manitoba General Calendar
Winnipeg: University of Manitoba, 1974, p.163.

²Ibid., p.202.

Full-time graduate student: a student who identifies himself/herself as a full-time student and whose department certifies at registration that his/her academic program for the registration period will be that of a normal full-time student;¹

Part-time graduate student: a student who does not meet the criteria specified for a full-time student who is either: a) on campus: a student registered for one or more courses or on campus regularly for research or regular consultation with supervisor; or b) off campus: a student who reregistered only for thesis, comprehensive examinations, or language requirement.²

IV. ASSUMPTIONS

The validity of this study was based upon the following assumptions:

(1) Graduate students enrolled in the Master of Education degree program at the University of Manitoba had the capacity to and would evaluate aspects of the graduate program based on their perceptions of it during their graduate work.

(2) Graduate students in this study were pursuing a graduate degree of their own choice.

(3) Information gathered from the questionnaire could be organized in such a manner as to identify problem areas in the Master of Education degree program, and it would be usable for creating recommendations, modifications, and major changes, if necessary, to increase effectiveness and acceptability of the program.

¹The University of Manitoba General Calendar
Winnipeg: University of Manitoba, 1974, p.202.

²Ibid.

V. LIMITATIONS AND DELIMITATIONS

Limitations

Factors such as time, cost and mailing which would normally be limitations in a study using a questionnaire applied in this study. The problems of determining people's attitudes toward any organization also limited the research. The study was limited to the data obtained by means of a questionnaire.

Because all aspects of the Master of Education program could not be reviewed due to limitations of time and finances, it was decided to limit this study to certain aspects of the program. The study was also limited to a survey of attitudes at a particular period in time rather than a longitudinal study of graduate students' attitudes toward the Master of Education program.

Delimitations

This study was confined to an examination of the attitudes of graduate students in the Master of Education program at the Faculty of Education, University of Manitoba, from July, 1973 to April, 1974. This was a time referenced sample of the total graduate student population registered in the degree program between 1969 and 1974. It was decided to exclude doctoral students at the Faculty due to the small number enrolled, as well as graduate students in other faculties at the University due to their unfamiliarity with the Master of Education program.

VI. SUMMARY OF ORGANIZATION OF THESIS

The problem, its significance, and definition of terms have been presented in this chapter. Chapter II contains a rationale for the study through a review of related literature, with emphasis on the aspects of the Master of Education program studied. Chapter III describes the research procedures used, and Chapter IV presents a description of response patterns to the questionnaire and the statistical treatment of the data. Finally, Chapter V summarizes the findings, and presents conclusions, recommendations, and suggestions for further study on graduate education.

CHAPTER II
RATIONALE THROUGH A REVIEW
OF THE LITERATURE

The purpose of this chapter was to survey the literature concerning graduate education in order to develop a rationale upon which to base the study of graduate students' demographic characteristics and attitudes toward selected areas of the Master of Education program, Faculty of Education, University of Manitoba.

First, this chapter presents a discussion of graduate education in general and its problems and issues today. Then the literature pertaining to graduate education programs and change is reviewed, specifically the Master of Education program offered at the University of Manitoba. Thirdly, literature dealing with attitudes of students toward graduate education is discussed. Finally, research on aspects of graduate programs is presented with emphasis on research findings. Reference is also made to the literature on the measurement of attitudes to support the procedures used in this study.

I. GRADUATE EDUCATION

Concern is being expressed about the state of higher education. Some critics hold the university responsible for society's ills. Heiss stated that:

"Probably at no point in the history of higher education has there been so much confusion and controversy over the role of the university as prevails today." ¹

The criticisms include such issues as the university's projection of a model of autocratic rather than democratic institutions, its dehumanization of education and subsequent reduction of appeal to youth, its alienation and increase of social distance between whites and all other cultures, and its production of ideas and inventions that are antithetical to human life.² Gardner expressed the dilemma as "too many unloving critics and too many uncritical lovers."³ In simple terms, it may be that the university is caught between those who want to preserve the status quo and those who want to do away with institutions.

Graduate education is being questioned as part of the total review of higher education's role in today's society. Many of the issues raised in the literature are applicable. Heiss, for example, claimed that graduate education was being challenged by the drive toward innovative curriculum reform, new fields of study, new doctoral degree programs, new structural organization, and new teaching and research technologies in the face of such pressures as rising costs, declining support and student disenchantment. In the

¹Ann M. Heiss, Challenges to Graduate Schools, San Francisco: Jossey-Bass, Inc., 1970, p.6.

²Ibid., p.2.

³J. W. Gardner, "Uncritical Lovers and Unloving Critics," Commencement Address, Cornell University, New York, June 1, 1968.

⁴Heiss, op. cit., p.3.

discussion of the responsibilities of a graduate school, Grigg¹ identified the basic conflict as one among three recognized functions of graduate education. These were: 1) the giving of instruction at an advanced level, 2) production of research, and 3) service of society by provision of advanced knowledge.

Mayer² wrote that recession has struck American graduate education in that the largest and best graduate schools have made reductions in entrants. Several state departments of education have proclaimed a moratorium on new Ph.D. programs at universities under their supervision.

Breneman³ investigated trends in graduate enrolments, graduate student support, and first job placements of new Ph.D.'s in several academic disciplines from 1968-1973. His purpose was to assess the impacts that declining financial support for students and labor market difficulties have had on graduate departments. Principal findings revealed a general stability in the percentage distribution of graduate enrolments; doctoral programs facing a genuine crisis of survival were primarily located in smaller, less known departments. Major program changes, however, had not been stimulated. Funds for graduate student support continued to be allocated on the basis of academic merit rather than

¹Charles M. Grigg, Graduate Education, New York: Center for Applied Research in Education, Inc., 1965, viii.

²Martin Mayer, "Everything is Shrinking in Higher Education," Fortune, Vol. XC, No. 3, September, 1974, p.123.

³David W. Breneman, Graduate School Adjustments to the "New Depression" in Higher Education, Technical Report Number Three, Washington, D.C.: National Academy of Sciences, February, 1975.

financial need. Breneman cautioned that any consideration of how graduate education can be strengthened must be based on a clear understanding of the diverse pressures facing individual disciplines. Pressures felt by individual departments may be very different from those felt by the graduate school as a whole or the total university.¹

Perhaps Henry, chairperson of the National Board on Graduate Education, gave the best summary statement of graduate education's dilemma when he wrote:

"Following a decade of unprecedented growth, graduate education today is undergoing the difficult transition to a new environment of slower growth, changing student aspirations, reduced support, and demands for alternative curricula. The problems, questions, and opportunities associated with this process of change create the need for a critical review of the purposes and practices of graduate education."²

There are certain issues and problems unique to graduate education. These are discussed in the next section of this chapter.

II. ISSUES AND PROBLEMS

Common concern about the issues and problems involved in graduate education exists. Whether they be economic or philosophical arguments, there is general agreement that

¹Breneman, op. cit., p.4.

²National Board on Graduate Education, Doctorate Manpower Forecast and Policy, Washington, D.C.: National Board on Graduate Education, 1973, iii.

graduate education is in need of review and change.

Nor is the debate a recent one. In 1960, Berelson¹ surveyed graduate education and acknowledged fourteen critical problems (see Table 3). The main ones related directly to the Master's degree were: undergraduate preparation and articulation of graduate and undergraduate work, training in teaching, degree structure, rationalized support of graduate education, and exploitation of students as research or teaching assistants. Based primarily on extensive questionnaires which explored the attitudes of graduate deans, graduate faculties, recipients of the doctorate, and university presidents, Berelson's conclusions were that attention might be most usefully concentrated on tightening the graduate program, shortening the dissertation, regularizing the post-doctoral program, and perhaps improving the state of affairs in all higher education by establishing a center for advanced study in humanities and a university dedicated solely to graduate level pursuits.

A decade or so later, Rosenthal² claimed that graduate educators had added five overriding problems to those identified by Berelson, all of which were intricately related and rooted in the economy of the last decade. These were: 1) underwriting the costs, 2) reducing surplus "production", 3) maintaining the quality of the graduate degree, 4) changing

¹Bernard Berelson, Graduate Education in the United States, New York: McGraw-Hill, 1960.

²Elsa Rosenthal, Some Current Issues in Graduate Education: A Review of the Literature, 1965-1970, Palm Springs, California: Graduate Record Examinations Board Meeting), March 11-12, 1973, p.33. (Mimeographed.)

Table 3

Summary of Berelson's Fourteen
Critical Problems Regarding
Graduate Education

Problem
1. Conception and purpose of the doctorate
2. Undergraduate preparation and articulation of graduate and undergraduate work
3. Training in teaching
4. Duration of the doctorate and the problem of attrition
5. Character and length of the dissertation
6. Intermingling of graduate and undergraduate studies
7. Degree structure: the Master's degree and postdoctoral training
8. Foreign language requirement
9. Final oral
10. Size of the enterprise and its institutional distribution
11. Regularization of the postdoctoral program
12. Rationalized support of graduate education
13. Exploitation of students as research or teaching assistants,
14. Relations between university and college

Source: Bernard Berelson, Graduate Education in the United States, New York: McGraw-Hill, 1960.

the character of doctoral degree training, and 5) absorbing the surplus doctorate holders.

As part of her effort to discover the issues and problems which confront graduate institutions, Heiss¹ undertook an exhaustive review of the literature. Several themes emerged which indicated the issues at hand. These were: a) a concern with the increasing numbers of students, creating strain on resources and facilities, 2) student unrest and impatience with the socialization of becoming a scholar, 3) concern about decreasing sources and amounts of financial support for graduate study, 4) length of time required to complete degrees, 5) rigidity of doctoral requirements, 6) narrowness of specialization, 7) imbalance between education for research and education for teaching, 8) stress on students by the program, and 9) quality of the finished product.

Other individuals have attempted to identify the problems and issues of graduate education. Feldmesser,² for example, delineated them as 1) a stringent climate causing a decline in financial support and a scarcity of jobs, 2) the question of the purposes of graduate education, including the student demand for university accountability, and 3) the relevance and uniformity of graduate education. He recommended remedies such as giving students a larger role in departmental decision-making, undertaking pertinent research

¹Ann M. Heiss, op. cit., p.22.

²Robert A. Feldmesser, Problems and Issues in the Future of Graduate Education, Palm Springs, California: Graduate Record Examinations Board Meeting, March 11-12, 1971. (Mimeographed.)

on graduate education, specifically a study of it, and the sponsorship of a series of "colloquia" on graduate education.

In its analysis of basic issues, the National Board on Graduate Education¹ emphasized two goals for graduate schools in the 1970's. These are: 1) enhancing the effectiveness and efficiency of graduate education, scholarship, and research; 2) ensuring the responsiveness of graduate education to the needs of society. The Board claimed, however, that realization of these goals was complicated by several problems and unresolved issues facing graduate education, including financial pressures, labor market prospects for doctorates, access to graduate education, planning, management and cost analysis, adjustment problems to the steady state of the 1970's, and the lack of coordination among federal policies toward graduate education.

Finally, the article, "Graduate Education,"² presented four basic problems in an assessment of the situation. These were: 1) a costly oversupply of graduates in some fields and a chronic undersupply of graduates in other fields, 2) a shift of enrolments of Ph.D. candidates, 3) a failure of graduate education to create effective programs of research and training of professionals in social-service-oriented fields, and 4) continuing barriers to entry for women and minorities. The latter problem has received much attention in recent years.

¹National Board on Graduate Education, Federal Policy Alternatives toward Graduate Education, Number 3, Washington, D.C.: National Academy of Sciences, January, 1974, pp.3-4.

²"Graduate Education," National ACAC Journal Vol. 18, No. 1, May, 1973, p.12.

The plight of the female graduate student, for example, has been a subject for discussion and research.

Holmstrom and Holmstrom¹ investigated factors underlying discrimination against woman doctoral students using data from a 1969 ACE-Carnegie higher education survey. Their analysis revealed that faculty attitudes and behaviors toward woman students contributed significantly to their emotional stresses and self-doubts. Interaction with faculty indicated a bias in favor of men. One recommendation offered to solve difficulties facing female graduate students was to increase the proportion of women among the faculty; these women would serve as role models and supporters. A more basic recommendation was a change in attitudes on the part of administrators, faculty, and graduate students toward women as students and participants in the labor force in addition to their family role.

Other writers such as Harris,² Simon et al.,³ Lamphere⁴ and Acker⁵ have reviewed access of women to

¹Engin Inel Holmstrom and Robert W. Holmstrom, "The Plight of the Woman Doctoral Student," American Educational Research Journal, Vol. 11, No. 1, Winter, 1974, pp.1-17.

²Ann Sutherland Harris, "The Second Sex in Academe," AAUP Bulletin, Vol. 36, No. 3, September 1970, pp.283-295.

³Rita James Simon et al., "The Woman Ph.D.: A Recent Profile," Social Problems, Vol. 15, No. 2, Fall, 1967, pp. 221-236.

⁴Louise Lamphere, Report of the AAUP Committee on the Employment and Status of Women Faculty and Women Graduate Students at Brown, Providence, Rhode Island: Brown University, October 15, 1970.

⁵Sandra Acker, A Comparison of Ambition of Men and Women Graduate Students at an American University, Paper presented at the VIIIth World Congress of Sociology, Toronto, August, 1974. (Mimeographed.)

graduate education, their position in graduate school, and the many problems encountered during the academic experience.

A review of the literature indicates that concern about the state of graduate education has been expressed over the years. A sense of urgency is prevalent today as higher education in general faces a questioning of its purposes and a tightened economy. One reaction to the situation involves advocating change in graduate programs as discussed in the next section.

III. CHANGE IN GRADUATE EDUCATION

Critics advocate reform in graduate education. Some have definite proposals; others offer many criticisms but no solutions. The Panel on Alternate Approaches to Graduate Education, for example, is one group that has spoken for change and new concepts of planning in graduate education.¹ It approved twenty-six concrete proposals as ways of coping with needs and difficulties in eight problem areas: mission, access, experimental learning, alienation of students and younger faculty, reward systems, new media, reconception of subject matter, and futures. The recommendations were accompanied with advice about implementation for administrators and faculty acting on them.

Armstrong² referred to an unrelenting desire for

¹Benjamin DeMott, "Reforming Graduate Education," Change 6, February, 1974, pp.25-29.

²Nancy K. Armstrong, "Can Graduate Education Change?" Improving College and University Teaching XX, Summer, 1972, p.134.

changes in education. She advocated a fresh, new approach in graduate education, one that includes more practical experiences in a particular field as well as the more than adequate exposure to research activities.

Pederson wrote that the university should be at the forefront in providing experienced teachers with new knowledge and more effective methods in graduate programs.¹ He criticized the university for offering courses that are academic in their orientation, thus ignoring the skills and techniques associated with a classroom. A related concern was the graduate program's failure to permit educators to diagnose and remedy their inadequacies as teachers.

In his article, Fincke² advocated change in graduate programs through the improvement of courses. Such factors as uninspired instructors, irrelevant courses, students with negative attitudes and an unwillingness to change were reasons stated. He suggested that courses provide for the exchange of ideas through discussion, the testing of ideas in a practical situation, and individual student meetings with an instructor.

Kruh et al.³ outlined certain barriers and inequalities of access to graduate education as one issue. Admissions

¹K. George Pedersen, "The Case for Reform in Teacher Education," Teacher Education, 7, Spring, 1974, p.13.

²Gary W. Fincke, "I Vote for Better Graduate Courses," Instructor LXXXII, June-July, 1973, p.12.

³Robert F. Kruh et al., Initial Report of the Committee on Populations, Princeton, N.J.: Panel on Alternate Approaches to Graduate Education, 1972. (Mimeographed.)

policies, access to information, institutional requirements, and financial support were discussed as traditional deterrents. Groups of people affected included the following: women other adults, educationally and/or economically disadvantaged and minority group students, restless graduate students, the circumstantially prevented, arrivals from non-traditional programs, and foreign students. Change was seen only after consideration had been given to populations and deterrents.

In referring specifically to the Master's degree, Toombs¹ maintained that change was a question of maximizing the exchange of knowledge between the university and the world of practice. Calling for new designs and wider options for study, he recommended three steps. These were: 1) disentangling the master's program from the doctorate, 2) separating the academic and professional master's programs in such a way that each can develop, and 3) initiative on the part of the university to take action.

One indication of change in graduate education is the establishment of new programs or the revision of existing ones. The next section of this chapter reviews several examples.

¹William Toombs, "Radical Surgery on the Master's Degree," Educational Record, 54, Spring, 1973, pp.147-153.

IV. GRADUATE EDUCATION PROGRAMS

There are several illustrations of non-traditional degree programs as well as traditional ones throughout North America.

One example of a new graduate teacher training program was described by John.¹ It was designed for inexperienced teachers who had an undergraduate degree in education and wished to participate in a unique Master's degree program by continuation of training without any experience. This feature of the program was justified by three reasons: 1) an individual's desire to continue in the academic race rather than re-enter later in life, 2) the tight job market, and 3) financial support available from parents. Emphasis in the program was provision of more in-depth knowledge in a content area and practical problem-solving field experiences, and a broadening of the experiential base through travel and exposure to other cultures.

A second example of a new program in some universities is the external degree. Dressnel² discussed it in an attempt to delineate some of the problems. This type of degree was advocated on the grounds that it emphasized accomplishment rather than serving time.

¹Martha Tyler John, "Rationale and Recommendations for a Graduate Teacher Training Program," Journal of Education 155, October, 1972, pp.41-47.

²Paul L. Dressnel, "Graduate Programs: Experiments with Off-Campus Learning," Journal of Higher Education 43, October, 1972, pp.525-530.

Mowat and Oliva¹ presented two new degree programs which are similar to the external degree in some ways. The University of Alberta work-study program has two unique aspects to its eligibility requirements: 1) the arrangement applies to a person whose employment is directly relevant to the graduate program, and 2) individuals who qualify in this program must register under conditions which permit them to maintain continuous personal contact with members of their department. The University of Calgary Master of Education program in Educational Administration is designed for prospective and practicing administrators who wish to pursue graduate training, but who are not committed to writing a research thesis and spending a year or more of study in residence.

An example of a non-traditional degree program in the literature was the terminal master's degree. Leys² argued its legitimacy and its recognition as the practical limit of aspiration for nine-tenths of graduate students and one way of eliminating sources of ineffectiveness in graduate education. His suggestions for the establishment of a workable program included three objectives: 1) creating a basis for technical competence, 2) maintaining habits of reading and inquiry, and 3) developing professional attitudes.

¹Gordon L. Mowat and Frank D. Oliva, "New Degree Programs," Challenge, Vol. XII, No. 2-3, Winter-Spring, 1972, pp. 54-56.

²Wayne A. R. Leys, "The Terminal Master's Degree," Harvard Educational Review, Vol. XXVI, Summer, 1956, pp. 233-240.

The specialist degree is another example. Littell¹ reported on the one offered at Central Missouri State University, including the educational and vocational backgrounds of its graduates, and later job placement. He wrote that the number of specialist degree candidates had increased significantly since its inception in 1958.

Finally, Hamilton² summarized fourteen examples of innovative programs at the graduate level in the United States. He provided documentation that the nation's graduate schools have taken positive action to change their programs in order to meet the needs of society. Several examples of new graduate programs were selected from letters and materials sent to the Panel on Alternate Approaches to Graduate Education in response to an initial request for information. Hamilton wrote that five major categories of innovative approaches to graduate education were being employed by institutions to meet student needs; they provided flexibility in admissions procedures, attendance requirements, transfer regulations and program content. Briefly, these practices were: 1) the self-designed graduate program or non-degree enrollment of students (reduction or elimination of lockstep program requirements, encouragement of part-time enrollment, more liberalized grading practices, easier transfer of credit from other institutions), 2) the development of

¹Gerald Littell, "Specialist Degree Study," School and Community LIX, March, 1973, p.22.

²Bruce I. Hamilton, Innovations in Graduate Programs: A Preliminary Report, Princeton, N.J.: Panel on Alternate Approaches to Graduate Education, November, 1972. (Mimeographed.)

cooperative, extended or non-resident degree programs (joint programs, off-campus instruction, continuing education, non-resident degree, television courses), 3) the preparation of a student in graduate training for a specific job or function in the community (internships, work study programs, training-grant programs), 4) the development of multi-disciplinary or inter-disciplinary fields of study (joint programs, establishment of institutes), and 5) the establishment of new degree programs (dual degree programs).

The examples discussed in this section illustrate that there are alternatives to the traditional graduate program which includes the established degree, lectures, seminars, thesis writing, faculty advising, research and the like. One example of a traditional degree program is the Master of Education degree program being researched in this study.

Master of Education Program, University of Manitoba

At the present time, only the University of Manitoba offers graduate education degrees in the province of Manitoba. One program leads to the Master of Education degree offered at the Faculty of Education. The basic requirements are the equivalent of a Manitoba Bachelor of Education degree (old program) with a B average and at least two years of teaching experience.¹ A more detailed description of the program is

¹Faculty of Graduate Studies, Information for Prospective Graduate Students, Winnipeg: University of Manitoba, 1973, p.23.

outlined in the University of Manitoba General Calendar,¹ as well as in a pamphlet available from the Faculty of Education.² Each of the five departments in the Faculty offers a Master of Education degree program of its own for which the individual department has available a brochure outlining programs and courses. One example is the Department of Educational Administration's booklet which provides preliminary information to prospective students.³ Another example of departmental information for graduate students is the individual letter regarding seminars on research in science and mathematics education which the department head sends to graduate students.⁴

Change has also been issue at the Faculty of Education in terms of the Master of Education program. A recent policy change was the decision of the Department of Educational Administration to establish an alternate route for its degree, enabling graduate students to select five courses, a research paper and a comprehensive examination, rather than the traditional three courses and a major thesis.⁵ A second change was the Faculty Council decision

¹University of Manitoba General Calendar, 1974-75, Winnipeg: University of Manitoba, 1974, pp.163-164.

²Faculty of Education Calendar 1972-73, Winnipeg: University of Manitoba, June, 1972, pp.5-6.

³Department of Educational Administration, Programs and Courses, 1973-74, Winnipeg: Faculty of Education, University of Manitoba, 1973. (Mimeographed.)

⁴Murray A. McPherson, Letters regarding seminars on research in science and mathematics education, Department of Curriculum: Mathematics and Natural Sciences, October 12, 1973, and November 27, 1973.

⁵Department of Educational Administration, op. cit., pp.6-7.

of February 11, 1975,¹ to recommend to the University of Manitoba Senate removal of the requirement that applicants for the program provide evidence of two years of teaching experience subsequent to certification. Despite these two changes in the Master of Education degree program, however, it follows the basic pattern of the traditional Master's degree in North America.

In the examination of the graduate education program and its requirements, one wonders about the group of individuals who register for graduate work. It is appropriate at this stage in the review of the literature to discuss the graduate student today. Reference will also be made to problems that students encounter in the pursuit of graduate degrees, and the attitudes which they develop during graduate school.

V. THE GRADUATE STUDENT

There are many people affected by the review of graduate education and its issues and problems. One such person is the graduate student. Often, however, the student does not figure in the decision-making process until action is underway and it is too late for student input to have any effect. Altbach stated the case well in his article when he wrote:

¹Faculty of Education, University of Manitoba,
Minutes of Faculty Council Meeting, February 11, 1975.
(Mimeographed.)

" . . . the graduate student has been the 'forgotten man' on the American campus . . . graduate students have been virtually ignored by researchers as well as academic planner . . . little attention has been given to the situation of the graduate student." 1

Although Altbach referred to the University of Wisconsin campus in his discussion, his ideas apply to the context of higher education in general. He listed several conditions of graduate students which cause friction, disaffection, and general unhappiness. These included being treated as children, being exploited by way of inadequate remuneration for work performed, arbitrary treatment by professors and institutions, dependence on departments for livelihood and future academic position, and ambivalence in teaching or research work with a professor.² Altbach also referred to major complaints of students including the growing bureaucracy and depersonalization of the university and the difficulty of separating the roles of graduate student as student and as employee.

Ideas similar to Altbach's were expressed by various speakers at a conference held in Toronto in 1970.³ It dealt with the common elements in the educational system at the secondary and post secondary levels, focusing on the changing role of the student in the system.

¹Philip G. Altbach, "Commitment and Powerlessness on the American Campus: The Case of the Graduate Student," Liberal Education LVI, No. 4, December, 1970, p.562.

²Ibid., p.565.

³Bruce Rusk, Tim Hardy and Bill Tooley (ed.), The Student and the System, Occasional Papers No. 5, Toronto: Ontario Institute for Studies in Education, 1970.

Graduate Student Problems

The fact that graduate education is experiencing problems today means that graduate students encounter difficulty in the pursuit of their degrees. As early as 1945, Hollis¹ delineated problems facing students in graduate schools. These included concerns of both a personal and academic nature: mental health, difficult program requirements, financial pressure, and lack of social life. In 1965, Beach² referred to a number of common complaints graduate students had. These were: faculty-student relationships, size of classes, inaccessibility of professors, and impersonal instruction.

More recently, Price and Eckstein³ wrote that graduate students' problems are created by the wide variety of preparation and by the mobility of students. Arlt⁴ was interested in the problems of the part-time student who attends university for advanced degrees. He claimed that these students are discriminated against by many regulations, such as the residency requirement, and that they are not given any financial support in most cases.

¹Ernest V. Hollis, Toward Improving Ph.D. Programs, Washington, D.C.: American Council on Education, 1945.

²Leonard B. Beach, "The Graduate Student," Graduate Education Today, Everett Walters, ed., Washington, D.C.: American Council on Education, 1965, p.126.

³Floyd Hamilton Price and Eleanor Foley Eckstein, "Preparation Differential of Graduate Students," Improving College and University Teaching XX, Summer, 1972, p.135.

⁴Gustave O. Arlt, "A Survey of Master's Level Education in the United States," A background paper for the Master Plan for Higher Education in New Jersey, Trenton, N.J.: Department of Higher Education, November, 1970.

The review of the literature indicates that there is a limited amount of work that has been done in the area of graduate student problems. Related to this aspect of higher education is the matter of the effect of problems on graduate students' attitudes toward their graduate experience.

Graduate Student Attitudes

There is some evidence of research in the review of the literature on the expectations and attitudes of students toward higher education. Specifically, there are three studies discussed here which relate to graduate student attitudes toward their experience.

Budig and Rives¹ did a survey of academic opinion including 30,000 graduate students in the United States. They found that seventy-seven per cent of the graduate students "strongly agreed" or "agreed with reservations" that they were basically satisfied with the graduate education they were getting. The students did identify, however, a number of areas for improvement. These included more variety in courses, higher quality of classroom instruction, greater availability of faculty, and less research orientation in their fields.

¹Gene A. Budig and Stanley G. Rives, Academic Quicksand: Some Trends and Issues in Higher Education, Lincoln, Nebraska: Professional Educators Publications, Inc., 1973.

In another study, Brown¹ interviewed a sample of 371 graduate students in five departments at the University of California at Berkeley regarding their professional, academic and political orientations. It was found that a substantial proportion of students rejected the narrow ends of professionalism and the norms that presently dominate the academic world.

Finally, Keilty and Greene² reported on the Multiple Alternatives Program (MAP) which represented an open experimental approach to graduate education. Assuming that attitudinal changes must necessarily precede effective new learning, the purpose of the study was to determine the effects of MAP on attitudes and self-concepts of participants. The statistically significant findings indicated that the MAP participants developed a more favorable attitude toward higher education than a comparable control group of regular graduate students.

One group of graduate students who have formed attitudes toward their program are the teachers who have been attending faculties of education.

Attitudes toward schools of education. Teachers, who at one time or another were university students, have expressed opinions about the various faculties of education

¹E. Richard Brown, Professional Orientations of Graduate Students and Determinants of Membership in the Graduate Students Union at the University of California, Berkeley: Center for Research and Development in Higher Education, April, 1970.

²Joseph W. Keilty and John F. Greene, The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students, Bridgeport, Connecticut: University of Bridgeport, February, 1973.

across Canada. A study of teacher concerns in Alberta, for example, revealed the following comments: "The Faculty is rather dull with few dynamic exceptions such as . . .", and "The Faculty of Education is somewhat less than satisfactory; courses lack content and imagination. The incompetence of some of the teaching in the faculty is unbelievable."¹ A second illustration was found in the British Columbia Teachers' Federation Newsletter² which reported that "the university is not playing its part in teacher re-education, nor is it effective in disseminating innovative practices and current educational thought among teachers of the province." Publicity given to comments by McKinnon at the 1974 Annual General Meeting of the Manitoba Teachers' Society revealed a certain attitude toward the Faculty of Education, University of Manitoba. Such comments as "little more than a collective joke among teachers, education students and within intellectual circles"³ and "professors who have little idea about junior and senior high school because they are so extremely conservative and incredibly out of touch"⁴ are indicative of his comments.

¹Alberta Teachers' Association, Profile of Alberta Teachers: Expectations and Heightened Aspirations, Research Monograph No. 13, Edmonton: Alberta Teachers' Association, 1965, p.31.

²British Columbia Teachers' Federation Newsletter, September, 1968, p.88.

³"Teacher Education Investigation Sought by Society," Winnipeg Free Press, Friday, March 29, 1974, p.3.

⁴"Convention supports study of teacher-training programs," Winnipeg Tribune, Friday, March 29, 1974, p.23.

VI. SUMMARY

The purpose of this study was to determine the demographic characteristics and attitudes of graduate students toward the Faculty of Education, University of Manitoba. In the discussion of graduate education in the first part of this chapter, problems and issues were identified which may well apply to the Faculty. Its program and other examples of graduate programs in North America were briefly reviewed in light of the demand for change in higher education. Finally, those individuals affected by the programs, namely the graduate students, were discussed in order to focus on their role in the university setting and ensuing problems and attitudes.

The remaining sections of this chapter present a review of research in the literature which focused on specific aspects of graduate education. The purpose of such an endeavour was to identify certain aspects appropriate for use in this study, specifically for the development of a questionnaire to survey graduate student attitudes.

VII. SPECIFIC RESEARCH ON GRADUATE EDUCATION

In this section of the review of the literature, several specific studies on various aspects of graduate education are reviewed. Such a review identified areas of concern in graduate work, specifically in the Master's degree program, in order to develop an instrument for use in this study and to support the research procedures discussed in Chapter III. First, major studies which dealt

with a number of issues in graduate programs are presented. Then a number of studies concerned with one particular aspect of graduate education are discussed.

Major Studies

The review of the literature revealed ten major studies that dealt with several aspects of graduate education and its issues and problems.

One such study was undertaken by Heiss¹ at the University of California during the 1963-64 academic year. Her survey of over 2,300 doctoral students in fifty-six departments on the Berkeley campus was designed to identify stress stages in the doctoral degree process and to obtain the judgment of the students about the quality and character of their experiences in graduate study. The study consisted of two stages. First Heiss developed and used a questionnaire to test the relevance of some of Berelson's conclusions² about the various degree requirements and the quality of the students' relationships with faculty members and other graduate students, and to test several assumptions derived from discussions among Heiss and various groups of doctoral students. Secondly, an interview schedule was designed based on a tabulation of the questionnaire results to find out more about the strengths and weaknesses in the doctoral program, and what the student

¹Ann M. Heiss, "Berkeley Doctoral Students Appraise Their Academic Programs," Educational Record, Vol. 48, Winter, 1967, pp.30-44.

²Bernard Berelson, Graduate Education in the United States, New York: McGraw-Hill, 1960.

thought should be done to improve the quality of graduate instruction. Several aspects of graduate education were included in the study. These were: 1) motives for pursuing the degree program, 2) orientation to the program (its purpose, involvement, and contents, materials available, personal orientation and contact with an advisor, nature and degree of orientation in the first year, advice on strategies to be followed in fulfilling requirements), 3) degree requirements (courses, foreign language requirement, seminars, qualifying exam, research topic selection, writing dissertation), 4) the teaching assistantship, 5) student-advisor relations (including selecting advisor), 6) graduate student interaction (including competition among students), and 7) effects of graduate study (including satisfaction with the institution, choice of field for study, major professor).

Based on the study, Heiss concluded that the doctoral students on the Berkeley campus were more satisfied than dissatisfied with their over-all doctoral experiences, particularly in the professional schools and physical sciences. They expressed a need for a more personalized or individualized orientation and integration into academic life, for more interaction with their professors, and for greater interdisciplinary involvement. Finally, the students saw the need for a re-examination of the rationale on which some university requirements were based and a re-evaluation of the appropriateness of the requirements to specific fields of knowledge.¹

¹Heiss, op. cit., p.43.

A later study by Heiss¹ was an attempt to learn how the university organizes itself to educate men and women in doctoral programs. Data was obtained from graduate deans, academic deans, departmental chairpersons, members of the graduate faculty, and current doctoral students at ten universities by means of interviews or questionnaires. The students, for example, were asked to appraise their graduate experiences in light of their expectations or goals. The questionnaire they received was designed to gain a student's appraisal of the academic program, and to obtain data on the extent to which the individual had developed intellectually in the course of graduate work. A follow-up to the study was done some time later to collect data permitting the Center for Research and Development in Higher Education to study developmental changes in graduate students during the period of their post-doctoral careers.

A total of twenty-eight aspects related to the doctoral program were examined in the latter Heiss study. These aspects were: admissions policies, orientation and advising processes, available materials (catalogues), program requirements, interdisciplinary relations, grading systems, dissertation, advisor role, selection, and evaluation, departmental provisions for student-faculty interchanges, student acceptance of student models, student ratings of faculty

¹Ann M. Heiss, The Challenge to the Graduate Schools, San Francisco: Jossey-Bass Inc., 1970.

members, student characteristics (age, sex, marital status, parental obligations), finances (stipend support), geographic origins, factors in decision to study, appraisal of peers, mobility, perceptions of why students drop out of program, satisfaction, stage in degree, estimate of time required, relevance of programs, relevance of curriculum, activities provided by clubs, preparation for research, publication, teaching assistantship (preparation duties), and seminars. One feature of the questionnaire was two pages left blank at the end to allow students to make additional comments. When the nature of the free comments was categorized, they tended to fall into five broad areas. These were: atmosphere of department, department's goals and policies, faculty-student relationships, curriculum, and financial support of graduate study.

Of the many findings in this second study by Heiss, one conclusion should be noted here. She wrote that the major obstacle to persistence in graduate study and the greatest single source of stress was the problem of finance.¹

A third study, by Brown and Slater,² aimed ultimately at increasing the quantity and quality of doctoral degree holders in the field of professional education, surveyed conditions affecting the pursuit of the doctoral degree in

¹Ibid., p.25.

²Laurence D. Brown and J. Marlowe Slater, The Doctorate in Education: Volume I, The Graduates, Washington: American Association of Colleges for Teacher Education, 1960.

education. Questionnaires were sent to 3,237 individuals who received the Ed.D. or Ph.D. in education between 1956 and 1958, representing ninety-one institutions which award the doctorate in education. Information was sought regarding circumstances and events leading up to doctoral study, pursuit of the degree, and attitudes toward selected situations encountered during the program and period of residency, and since the degree.

Six critical factors were identified in the study which underlie conditions affecting pursuit of the doctoral degree. These were: 1) sociological facts relative to the individual in the sample, 2) age of the graduates, 3) length of the program, 4) financial factors, 5) occupational sources of students and kinds of positions taken after receipt of the doctorate, and 6) institutional control of factors affecting pursuit of the degree.

Brown¹ later surveyed individuals receiving doctorates in education in the United States during 1963-64 and compared them with a comparable sample of respondents who had received degrees between 1956 and 1958. Certain subgroups within both samples were also compared to gather information on such variables as sex, degree and major field. In the 1963-64 study, Brown used a questionnaire with semistructured response

¹Laurence D. Brown, Doctoral Graduates in Education, An Inquiry into their Motives, Aspirations, and Perceptions of the Program, Bloomington, Indiana: Indiana University Foundation, 1966.

alternatives. Responses from 2,067 returns were compiled relative to the following: personal and sociological sample characteristics, motives for entering the doctoral program in education, perception and evaluation of individual experiences during the doctoral program, and current positions and personal aspirations. In addition, other response data were compared with information obtained during the 1956-58 survey, including such items as degrees (Ed.D. versus Ph.D.), age, length of specific doctoral programs, major field, community background, and size of specific programs. Findings in the study revealed that there was the same degree distribution in both samples with a slight increase in the predominance of men. Certain geographic regions, social classes, and communities were underrepresented in the 1963-64 sample. Respondents indicated that they chose a university primarily because of its reputation and the availability of a particular kind of program. Less than one-fifth of the sample completed the graduate program as full-time students, the median length of time being four years. Finally, the respondents received the greatest encouragement from their advisor and/or spouse.

As part of a study with three sub-projects, Campbell *et al.*¹ examined how graduate students evaluated their educational experiences, how they appraised their graduate programs, and how their educational experiences related to their careers.

¹Rex R. Campbell *et al.*, Missouri Graduate Education Assessment Needs and Institutional Plans, Columbia: Missouri Commission on Higher Education, July, 1969.

A questionnaire was developed and used to survey students who had enrolled for the first time in Missouri graduate schools during the 1957-58 academic year. Findings revealed that proximity of the institution to place of residence was the most frequently cited reason for choosing a particular graduate school. The decision to begin graduate study was primarily a personal one, although females were especially influenced by their employers. During graduate school, two-thirds of the respondents indicated they spent their leisure time with persons other than faculty and students in their own department. Social relations with faculty, however, were not highly impersonal. Students did not generally report serious financial problems hindering their studies. Finally, it was found that students who entered graduate school at a younger age were more likely to finish degrees.

A normative study of 51,429 graduate students at 158 sample institutions that had graduate programs in academic and technical areas was done by Creager¹ using a questionnaire. The sixty-six per cent returns provided information on six aspects of graduate education. These were: 1) demographic and background characteristics of respondents (sex, age, race, citizenship, number of children, adequacy of finances, total family income, expenses during current term, sources of income, religion, community background, parental

¹John A. Creager, The American Graduate Student: A Normative Description, American Council on Education Reports, Vol. 6, No. 5, Washington: Office of Research, American Council on Education, October, 1971.

education, and personal interests), 2) academic progress in terms of degrees and institutions, 3) academic progress and experience, 4) career progress and involvement, 5) attitudes toward higher education and their academic experience, and 6) general and political attitudes and preferences.

Another study was conducted by Kirchner¹ in which she asked recipients of advanced degrees in psychology over a fifteen year period to report on current activities and to reflect upon aspects of their graduate education and subsequent development. The ten-page questionnaire employed in the study solicited certain demographic information and reactions to graduate professors, student-mentor relationships, course work, foreign language requirement, dissertation and statistical requirements, and involvement in research. Kirchner found that: 1) professors ranked highest among persons influential in career and academic decisions; 2) respondents recommended close student-mentor contact, yet half reported no such experience; 3) course work was criticized due to material omitted; 4) foreign language requirements were given little endorsement, but requirements of a dissertation and statistics were endorsed; and 5) respondents expected to increase involvement in research.

In its report and recommendations, The Carnegie

¹Elizabeth P. Kirchner, "Graduate Education in Psychology: Retrospective Views of Advanced Degree Recipients," Journal of Clinical Psychology, Vol. XXV, No. 2, April, 1969, pp.207-213.

Commission on Higher Education¹ proposed a series of academic reforms in higher education to enhance the learning environment and to provide more academically acceptable alternatives. In 1969-70, it surveyed the attitudes of 160,000 participants in academic life, including 30,000 graduate students. The responses showed substantial general satisfaction with academic life, but they also revealed areas of strong specific dissatisfactions. Among graduate students, for example, 77 per cent "strongly agreed" or "agreed with reservations" that they were basically satisfied with their education; 23 per cent "disagreed with reservations" or "disagreed strongly". The graduate students expressed desires for more variety in course offerings (51 per cent), higher quality of classroom instruction (46 per cent), more relevance of course offerings to their future occupation (38 per cent), greater availability of faculty to graduate students (34 per cent), better knowledge of where each graduate student stands academically (33 per cent), less wasteful repetition between graduate and undergraduate work (32 per cent), and less research orientation in their field (27 per cent).² The Commission recommended the reassessment of graduate education, specifically, a thorough review of existing programs and careful consideration of any further expansion of graduate degree programs.

¹The Carnegie Commission on Higher Education, Reform on Campus: Changing Students, Changing Academic Programs, Toronto: McGraw-Hill, June, 1972.

²Ibid., p.16.

One study centered on Master of Education degree graduates of West Texas State University. Bates¹ presented data on a stratified random sample of 1971 degree recipients to assist in the evaluation of the graduate program in teacher education. The kinds of data collected were as follows: 1) information obtained from official university records (areas of degree specialization, selection of subjects, sex, age, graduate grade point average), 2) information concerning the graduates' present geographic location, occupation, and perceptions of their preparation program obtained through a questionnaire, and 3) graduates' personal qualities and professional competencies as perceived by their immediate educational supervisor. Program evaluation included course evaluation, job status and future plans, faculty evaluation, general evaluation, and learning environment and physical facilities. Based on the findings of the study, Bates concluded that the respondents' evaluation of the overall program was positive. Graduates were interested in the improvement of the M.Ed. degree program, and periodic feedback from them was valuable information for use in program improvement.

Finally, Ludlow, Sanderson and Pugh² did an investigation of persons receiving the doctorate in the field of

¹Enid Buswell Bates, A Follow-Up Study of Selected 1971 Master of Education Degree Recipients of West Texas State University. Final Report. Canyon, Texas: West Texas State University, August, 1973.

²H. Glenn Ludlow, John A. Sanderson and Richard C. Pugh, The Doctorate in Education. Volume Four - Follow-Up Study. Washington: American Association of Colleges for Teacher Evaluation, 1964.

education in the United States for the year 1958. The main purpose of the study was to examine certain abilities, career motivations and job satisfactions of doctoral recipients in education. A questionnaire was used to request such information as personal data, employment and educational background, dates and costs, and to obtain perceptions and attitudes of the individuals relative to certain factors and conditions attending the pursuit of the doctorate.

Summary. Several major studies on graduate education have been discussed. It should be noted that all the studies were done in the United States, and all involved either doctoral students or graduates of a Master's degree program. Also they all used a questionnaire in the research procedures, with some supplementing it with interviews. A variety of structured and open-ended questions were evidenced in the research instruments. Finally, there was a common pattern in the aspects of graduate education selected for study by the various researchers. These aspects included 1) student characteristics, 2) degree requirements, 3) relationships with people, 4) program evaluation, 5) research involvement, 6) conditions affecting the pursuit of graduate work, 7) student aspirations, as well as several other areas of concern.

Studies on Specific Aspects of Graduate Education

A review of the literature revealed that a number of studies had also been done on specific aspects of graduate education. These aspects were personnel services, program satisfaction, role relations, relationship between student and advisor, admissions, course work, graduate success or failure, and career preferences. A discussion of studies related to each of these aspects follows in this section.

Personnel services. More than thirty years ago, Strang¹ argued that graduate students' problems indicated the need for personnel services. The studied problems related to decisions about continuation in graduate school, planning a graduate program, securing the greatest professional growth through graduate education, living in the university community, mental-hygiene problems, and vocational problems. In the discussion of a rationale for personnel services, Strang referred to existing and recommended practices with respect to a series of items. These were: admission of students for graduate study, their orientation, educational guidance, suitable individualized curriculum, developmental records, student-faculty relations, faculty advisor, guidance by faculty committee, special counselling and remedial services, financial aid (scholarships, fellowships, loans, part-time work), vocational guidance and

¹Ruth Strang, "Personnel Services for Graduate Students in Education," Graduate Study in Education, Fiftieth Yearbook, Part I, Nelson B. Henry (ed.), Chicago, Illinois: National Society for the Study of Education, 1951, pp.83-114.

placement, student-health services, housing, group experiences for graduate students, and student-personnel programs in graduate schools of education.

Arbuckle¹ also discussed student personnel services by referring to several aspects, most of which were similar to Strang's. These were: evaluation and organization of personnel services, selection and admission of students, student orientation, vocational services and counselling, religious services, health, housing and dining services, student aid, and student group activities.

Program satisfaction. A second area of study was satisfaction with graduate work. Gregg², for example, focused his work on the levels of satisfaction, both academic and non-academic, that are experienced by students within the milieu of graduate education. The purpose of his inquiry was to discover the extent to which satisfaction of graduate students is associated with the collegiality of faculty-student relationships within the student's own department, the competitiveness of student-student relationships within the department, and the discrepancy between what the student expected graduate school to be like and the reality of graduate school as perceived. A questionnaire was sent to 762 graduate students at a midwestern American university to measure the following variables: 1) faculty-student

¹Dugald S. Arbuckle, Student Personnel Services in Higher Education, Toronto: McGraw-Hill, 1953.

²Wayne E. Gregg, Graduate Student Satisfaction: Academic and Non-Academic, Washington: American Educational Research Association, February, 1971.

relationships (collegiality), 2) student-student relationships (competitiveness), 3) expectation-reality discrepancy (ERD), 4) academic satisfaction, and 5) non-academic satisfaction. Of the variables in his study, Gregg found that collegiality of faculty-student relationships was by far the best predictor of both academic satisfaction and non-academic satisfaction as experienced by graduate students, whether they were grouped by sex, department size, school within the university, or degree objective. Competitiveness of student-student relationships and expectation-reality discrepancy were consistently negative predictors of both types of satisfaction.

In another study of program satisfaction among graduate students, Levine and Weitz¹ surveyed students majoring in psychology in two American universities by means of a seventy-eight item questionnaire. The instrument questioned overall satisfaction and a number of specific areas of possible satisfaction. These were: 1) factors intrinsic and extrinsic to students' work, 2) primary career goals, 3) foundation courses for all students, 4) grades, 5) present university as choice of study, 6) importance and training offered in certain professional skills, and 7) demographic characteristics (sex, age, marital status, years pursuing

¹Edward Levine and Joseph Weitz, "Job Satisfaction Among Graduate Students: Intrinsic Versus Extrinsic Variables," Journal of Applied Psychology, Vol. 52, No. 4, August, 1968, pp.263-271.

graduate study, university financial assistance, distance from residence to graduate school, university attended, student status). The students also answered two open-ended questions concerning what they liked best and least about graduate work. Levine and Weitz performed a factor analysis on several items with which a graduate student might be satisfied or dissatisfied. A major source of dissatisfaction was found to be student voice in influencing departmental policy, although it varied according to sex of the student. Satisfaction with independent thought and action and voice in departmental affairs are more importantly related to overall satisfaction for males than for females. Satisfaction with faculty-student discussion was found to be more highly related to overall satisfaction for females than for males.

A third study on program satisfaction was conducted by Skipper¹ at Miami University in 1972. One questionnaire was sent to ninety-six applicants to obtain information on geographic origins, place of undergraduate degree, intended area of graduate study, grade point average, sex, financial aid applicant and grant, and sources of information leading to application. A second questionnaire was sent to 131 students who had completed at least one year of graduate study while holding an assistantship or teaching fellowship. This

¹Charles E. Skipper, Graduate Student Characteristics and Their Program Satisfaction at Miami University, University of Ohio, 1973.

aspect of the study focused on the degree of student satisfaction obtained in educational programs, students' judgments about the quality of career and personal advice received from the faculty, and the kind of faculty model they identified with. Based on his findings, Skipper concluded that the vast majority of graduate students were satisfied with their academic programs, and their personal relationships with faculty and fellow students. Dissatisfaction centered on the need for more knowledge and understanding about public affairs, developing a satisfying philosophy of life, more and better academic advice, and career information.

Finally, Graham¹ did a study of the existence of graduate student discontent to determine its relationship to the emergence of departmental reform organizations and to describe the aims and tactics of these activist organizations. The focus was on student reactions to academic conditions. The findings revealed that one-fifth of the Wisconsin graduate students were discontented with the academic environment. Dissatisfaction was expressed toward the quality of departmental seminars, faculty guidance and counselling, the grading system, and opportunities for intellectual development outside of an academic specialty. Students' rights were not given sufficient consideration;

¹Robert Hanson Graham, "Graduate Student Discontentment, Political Activism and Academic Reform: A Study of the University of Wisconsin, 1966-1970", Ph.D. dissertation, University of Wisconsin, 1972.

graduate education was depersonalized; there was too little student influence on policy-making and decisions to promote or dismiss faculty. Discontentment varied considerably with the fields of study. Education, for example, had a lower proportion of discontented students than the mean figure of 22.5 per cent.

Role Relations. One important aspect of graduate education is a student's relationship with professors, peers and other individuals. Baird¹ studied role relations of graduate students in six departments at one university and four at another by means of a 242-item questionnaire. As well as dealing with factual matters and background information, the instrument measured the following:

- 1) relations with faculty (including clarity of faculty expectations, clarity of basis for evaluation, clarity concerning value of payoffs, psychological closeness of faculty, general relations with faculty, legitimacy of faculty demands, and power of individual professors),
- 2) general aspects of the student role (including role difficulty, rewards and sanctions for role performance, and personal definition of performance),
- 3) relations with other students (including extent of supportive student groups, countervailing groups and bandit student groups, and competitive orientation toward other students),
- 4) relations

¹Leonard L. Baird, "A Study of Role Relations of Graduate Students," Journal of Educational Psychology, Vol. 60, No. 1, February, 1969, pp.15-21.

with others outside the role (including interrole conflict and conflicting reference groups, 5) internal reactions (including psychological withdrawal, morale, person-role conflict, role stress, and coping with academic demands), and finally 6) outcomes or criterion variables (including commitment and desire for academic positions).

One of the most striking findings was that students always felt under stress no matter what the rest of their role relations were like if the role relationships among students were competitive. They did not, however, necessarily experience great tension when they were required to meet very difficult standards. Baird also found that the greater interaction among graduate students, the greater commitment is to their work. He concluded that the role relations and general adaptation of students to graduate school could be seen as a function of five variables.

These were: 1) the extent of student involvement in graduate peer groups, 2) the rigor of academic demands, 3) the degree of ambiguity and conflict in professors' demands, 4) the accessibility of the faculty, and 5) the degree of tension the student experiences from these relations.

A second study reported in the literature dealt with peer relations. Erbe¹ examined informal social relationships among graduate students by devising an index of

¹William Erbe, "Accessibility and Informal Social Relationships Among American Graduate Students," Sociometry, Vol. 29, No. 3, September, 1966, pp.251-64.

accessibility comprised of such factors as residence in university housing, family responsibilities, and job in the department. He hypothesized that physical proximity is likely to lead to an acquaintanceship between two individuals which in turn is likely to become a friendship. It was found that accessibility was related to the relative breadth of acquaintance within the department and group membership. Erbe concluded that accessibility was important as a direct predictor of social relations among students.

Student-advisor relations. One important aspect of role relations is the student's relationship with an advisor. With its focus on tailoring programs for individual students, current education has made this relationship an essential ingredient of graduate work.

It was this aspect of role relations that Stewart¹ studied. The purpose of his study was to identify and examine graduate students' perceptions and attitudes toward their advisor or committee chairperson. A survey instrument, including both semantic differential and short answer questions, was administered to eighty-one summer session graduate students in education at the University of Nebraska. Most of the students in the study did not have the opportunity to select their advisor. Nevertheless, Stewart found that the respondents had a positive attitude toward their

¹James W. Stewart, A Survey of Attitude and Perception of the Graduate Student of his Advisor or Committee Chairman, University of Nebraska, August, 1969.

advisor. A very high degree of trust and professional security was indicated; a more personal identification with the advisor developed as the student advanced in graduate work.

Faculty assistantship. Another aspect of graduate student involvement in the university setting is the role of teaching or research assistant whereby an individual receives payment for services while studying. Dubin and Beisse¹ examined the role of the graduate assistant in American higher education. They found that graduate students had supplied the needed additional undergraduate teachers. Every time an undergraduate student registered for a course, for example, the chances were one in three that a teaching assistant would be the instructor. In a case analysis of Berkeley, Dubin and Beisse concluded that assistants employed collective action to gain legitimacy and professional prerequisites for their performance of the teaching function.

An extensive study of graduate assistants at the University of Minnesota was undertaken by Anderson and Berdie.² The goals were to describe present roles and functions of graduate assistants, to describe attitudes toward them

¹Robert Dubin and Fredric Beisse, "The Assistant: Academic Subaltern," Administrative Science Quarterly, Vol. 11, No. 4, March, 1967, pp.521-47.

²John F. Anderson and Douglas R. Berdie, Graduate Assistants at the University of Minnesota, Minneapolis: Measurement Services Center, University of Minnesota, 1972.

held by specified groups, to describe how the assistantships should be administered, to discuss problematic situations and to make recommendations regarding policies. By means of questionnaires sent to various groups on campus including graduate assistants, the researchers found that, although problems exist, the students were generally satisfied with their appointments. The results also indicated that the graduate assistants were not well informed about existing departmental policies and procedures. One interesting finding was that research assistants were more open to faculty exploitation due to lack of formal policies regulating their position. Several recommendations were made. The need for clearer and more specific communication regarding specific details of a graduate assistantship was stressed. Policy revision, pre-service training and student involvement in program development were other recommendations.

Nowlis et al.¹ also focused on the problem of how to provide more effective utilization and training of graduate students as teachers. They formulated ten principles of effective graduate student teaching programs, advocating a sequence of experiences in teaching, the development and fostering of a climate of professional respect toward the teaching assistant, and the development of effective evaluation procedures.

¹Vincent Nowlis et al., The Graduate Student as Teacher, Washington, D.C.: American Council on Education, 1968.

Admissions. An individual must gain admission to graduate school. A study on a very specific aspect of graduate admissions appeared in the review of the literature. Rossmann¹ surveyed graduate deans across the United States in forty-three graduate schools and nineteen professional schools to determine the effect of satisfactory-unsatisfactory (S-U) grading on admissions. The respondents were asked whether or not a record with a high proportion of S-U grades affected a student's chance for admission, and if so, in what way. Secondly, in cases where a record had a high proportion of S-U grades, they were asked what variable (standardized tests, recommendations by faculty members, personal interviews, or general reputation of the undergraduate school) was weighted most heavily when making admissions decisions. Findings revealed that there was no general support for the trend toward S-U grading. There was great divergency as to the effect a high percentage of S-U grades would have on student applicants and which variable was weighted most heavily.

Course work. A major part of a graduate student's program consists of course requirements. Courtney² described

¹Jack E. Rossmann, "Graduate School Attitudes to S-U Grades," Educational Record, Vol. 51, No. 3, Summer, 1970, pp.310-313.

²E. Wayne Courtney, A Report of the Individualized Continual Progress Approach to the Teaching of Research Foundations at Stout State University, Menomonie, Wisconsin: Stout State University, August, 1969.

an experiment designed to determine what functional problems tended to develop under an individualized continual progress approach when large numbers of students were enrolled and where multiple instructional staff loads were maximized. Conducted by surveying student reactions to two courses, the study was concerned primarily with motivational patterns, work load, and the way in which the students reacted to individualized packaged instruction with regard to their graduate education. In his report, Courtney described the nature of instruction (self-sequencing, self-pacing, instructional packages, mastery learning, behavioral objectives), background of students involved, nature of the instructional team, testing facility, student study time and attitudes toward courses, and retention patterns. He concluded that individualized continual progress instruction using instructional packages and mastery learning was feasible and functional although there were some problems involved. The main problem was the difficulty of the instructional staff member to change role from lecturer to personal consultant.

Another aspect of course work is the amount of control exercised by a department over the classroom policies and procedures utilized by university professors. Bendig and Hountras¹ explored the interrelationships among measures

¹A. W. Bendig and Peter T. Hountras, "Anxiety, Authoritarianism, and Student Attitude Toward Departmental Control of College Instruction," Journal of Educational Psychology, Vol. 50, No. 1, February, 1959.

of anxiety, authoritarianism, and attitude toward department control among undergraduate and graduate students in education. The data collected by means of questionnaires administered to 109 undergraduate and 110 graduate students indicated that the graduate students preferred less departmental control of their professors and were less authoritarian than were the undergraduate students. There were no differences on the anxiety scales.

Graduate success or failure. One concern in graduate education is the student's adjustment to graduate life and subsequent completion of the program. Wright,¹ for example, examined certain facets of the integration of graduate students into the graduate school environment by conducting interviews with 189 students in a large university. Four broad types of factors were considered as determinants to graduate success or failure. These were: 1) endowment (academic background, work experience, health and financial welfare), 2) motivation (existence, nature and strength of current student motives to excel academically and certain other motives), 3) accommodation to graduate school (student adjustment in leisure activities, friendships, employment, psychological adjustment to worries and tensions, scholastic adjustments in terms of study habits, allocation of time, images of faculty, satisfaction with graduate

¹Charles R. Wright, "Success or Failure in Earning Graduate Degrees," Sociology of Education, Vol. 38, No. 1, Fall, 1964, pp.73-98.

school), and 4) non-academic status (sex, age, nationality, marital status, veteran status, socio-economic background). In general, Wright found that social adjustment and integration into the department was consistently, and often significantly, related to academic success on the doctoral level. The variables were not generally related, however, to success on the master's level. Few of the sixty-three variables studied proved to be associated with success or failure in earning either graduate degree.

A second study in this area was conducted by Friedenber^g and Roth¹ who examined the relationships which successful graduate students in the social sciences establish and maintain with their university in contrast to those established and maintained by manifestly unsuccessful students. Although they considered such factors as psychological ones (motivation, emotional maturity, ego-strength, personality), social factors (class origin, mobility drive, financial resources, vocational objective), and intelligence, the researchers maintained that success or failure is a relationship, not an attribute; it is a flexible process of relating one's self to graduate school, influenced by what the school is like as well as what the student is like, of which personality and perception, anxiety and defense, are all involved.² In order to study

¹Edgar Z. Friedenber^g and Julius A. Roth, Self-Perception in the University: A Study of Successful and Unsuccessful Graduate Students, Chicago: University of Chicago Press, 1954.

²Ibid., p.5.

and compare the different kinds of relationships between graduate students and a university, Friedenbergr and Roth developed a group of cards for sorting whereby different individuals could be grouped on the basis of their perceptions as supplemented by recorded interviews.

The main clusters of individuals identified in the study were Group A, consisting of successful students who indicated close conformity, Group B, a cluster of unsuccessful students who showed assistance and masochism, Group C students, both successful and unsuccessful, who were characterized by tough-mindedness, benevolence, and self determination, and Group D, those who expressed intense satisfaction with intellectual activity but drifted emotionally. A fifth group of graduate students was the most conspicuous because they were characterized by conformity and continuous control, fear of impulsivity and choice, and inability to set a term to their own program of activities. The two researchers concluded that the disorder in graduate students arises from the anxiety of the unsuccessful over their professional and economic future. They claimed that at issue is the failure to get a decent job in order to define one's identity in society. They recommended the inclusion in each department of a course in which the conditions of life available to the holder of the doctorate be discussed and also the broadening of the university's base of local contacts for placement of students upon graduation. To summarize, Friedenbergr and Roth found the most common

characteristic among unsuccessful graduate students to be the feeling on the part of the students that the university was the active agent and they the passive beneficiary in their relationships; the successful students, on the other hand, were active in their interpersonal relationships.

Career preferences of graduate students. An issue related to graduate students' aspirations upon completion of their program is employment. Davis¹ discussed data on the career preferences of 2,842 graduate students enrolled in the arts and sciences in 1958. The following areas were reviewed: 1) preference for research activities or teaching assignment, 2) type of employer, 3) academic and personal background characteristics of respondents, and 4) student attitudes and values. It was concluded that there were strong differences between students in different fields of study in their preference for teaching or research, but career preferences involved several dimensions, not just attitudes toward a specific occupational title. Background characteristics played a part prior to admission to graduate departments, resulting in a socially homogeneous group. Finally, two clusters of attitudes and values could be delineated. The first was an "artistic temperament" and "drive toward self-expression" characteristic of the research-minded student, regardless of field of study.

¹James A. Davis, Career Preferences of Graduate Students, Chicago: National Opinion Research Center, Chicago University, April, 1964.

The second was an orientation toward the secular-liberal-intellectual circle, characteristic of students attracted to academia.

Gottlieb¹ also examined the results of the same national survey of 2,842 graduate students to investigate how these students, who were at different stages of socialization and career commitment, varied in respect to certain values and attitudes. He concluded that students do alter their career preferences as they progress through their professional training. The data suggested that a form of anticipatory socialization is in operation causing students to prepare for their postgraduate careers.

Summary. The review of studies on specific aspects of graduate education indicated that there was a consistent pattern in the aspects selected. Many of them fell into broad categories, three of which were: 1) program, 2) student-advisor relations, and 3) other concerns. Each of these areas could further be delineated to include several specific items for research purposes. Very little research has been done on Master degree programs, specifically the Master of Education program. Researchers have focused on doctoral degree programs in their attempts to study graduate education. Also it would appear that no research on graduate education has been done in Canada as revealed by the review of the literature.

¹David Gottlieb, "American Graduate Students: Some Characteristics of Aspiring Teachers and Researchers," Journal of Educational Psychology, Vol. 52, No. 5, October, 1961, pp.236-40.

VIII. SUMMARY

In the discussion of graduate education in the second part of this chapter, specific research in the literature was identified and discussed which focused on certain aspects of graduate education. First, a number of major studies conducted in the United States were reviewed; secondly, studies on specific aspects of graduate work were presented. The identification and analysis of such research provided a basis for the selection of three areas to be studied in the Master of Education degree program at the Faculty of Education, University of Manitoba. These were: 1) program, 2) student-advisor relations, and 3) other concerns. Based on the review of the literature, each of these areas was further delineated into a number of specific items for purposes of developing a questionnaire.

The selection of three areas for study is illustrated in Figure 2. General concern with graduate education today raised many questions about related problems and issues. Based on a review of the literature, a first screening of ideas identified many aspects of graduate education that could be examined. A second screening further delineated those areas appropriate to the Master of Education program at the University of Manitoba. A final screening identified three areas as researchable and the specific items within each area upon which to base the development of a questionnaire. In each of the three screenings, the

FIGURE 2
SELECTION OF AREAS
FOR STUDY

GRADUATE EDUCATION
PROBLEMS AND ISSUES
Infinite Choices

First screening

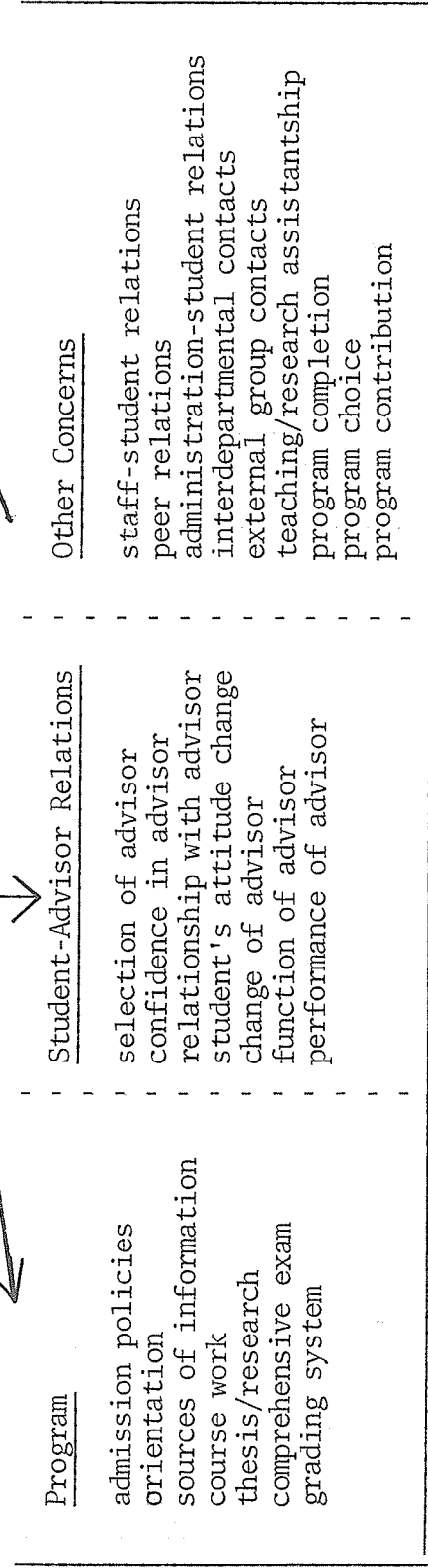
Review of the literature
Identification of aspects
to be studied

Second screening

Identification of areas
in M.Ed. program,
Faculty of Education

Third screening

Identification of areas
as researchable



review of the literature provided a rationale for selection.

Because this study involved the measurement of attitudes, it was also necessary to review the literature dealing with attitude measurement techniques with emphasis on the use of a questionnaire as an instrument for research.

IX. MEASUREMENT OF ATTITUDES

This section reviews attitude measurement techniques in order to support the survey of graduate students' attitudes toward selected areas of the Master of Education degree program. Reference is made to a definition of attitudes, different methods of measuring them, examples of the use of a questionnaire in studying attitudes, and the design of a questionnaire.

Attitudes

There are several definitions of attitudes. Wiechmann and Wiechmann¹ maintained that three general orientations of attitudes seem to have merged from the many definitions. These are: 1) attitudes as emotional stereotypes, 2) attitudes as products of intellectualization or cognition, and 3) attitudes as behavior determinants. They wrote that two opposing points of view seem to exist among empiricists and researchers concerning the nature of attitudes. Some contend

¹Gerald H. Wiechmann and Lois A. Wiechmann, "Multiple Factor Analysis: An Approach to Attitude Validation," The Journal of Experimental Education, Vol. 41, Spring, 1973, p.74.

that attitudes are highly specific and as numerous as the persons, ideas or objects to which people respond. Others such as Likert view attitudes as a number of isolated dispositions which are general in nature. Wiechmann and Wiechmann concluded with the following definition of attitudes: "psycho-biological constructs through which the human organism perceives persons, objects, and ideas, interacting with them in affective, cognitive, and behavioral ways."

Attitude Measurement

Different methods of measuring attitudes include the interview, observation, and examination of recorded information, and the use of a questionnaire. The review of the literature pertaining to graduate education supported the use of a questionnaire as the research instrument in this study. All of the studies involving a large number of respondents employed a questionnaire to cover many aspects of a graduate program.

Many writers have discussed the pros and cons of the use of a questionnaire in research. Selltiz et al.,¹ for example, detailed the advantages including features such as cost, sample size, anonymity, and uniformity of replies. Moursund² summarized the reason for using a questionnaire as follows: 1) ability to plan ahead of time in order to cover

¹Selltiz et al., Research Methods in Social Relations, Toronto: Holt, Rinehart and Winston, 1959, p.238.

²Janet P. Moursund, Evaluation: An Introduction to Research Design, Monterey, California: Brooks/Cole Publishing Co., 1973, p.45.

all important questions, 2) consideration of effects of different wording and order of questions, 3) uniformity of questions for comparable data, and 4) collection of large amounts of data. These reasons were applicable in this study.

Use of questionnaire. As already noted in the review of the literature, there were many examples of the use of the questionnaire in the study of attitudes. Three other studies are discussed here to illustrate the use of various scales in a research instrument. Sorensen et al.,¹ using a questionnaire developed by Tannenbaum and Kahn, asked students to indicate the amount of influence exercised by the administration, faculty, students, and the Black Students' Association in an attempt to determine student perceptions of the distribution of power in colleges and universities. Respondents were asked to indicate the amount of influence exercised by each group by checking one of five statements (Likert scale).

In a second example of the use of attitude scales in a questionnaire, Conley and O'Rourke² examined changes in attitude that had occurred or were occurring among upper class students on campus at the University of Illinois (Champaign-Urbana). The assessment of attitudes of both

¹Peter F. Sorensen et al., "Student Perceptions of University Power Structure," The Journal of Educational Research, 66, January, 1973, p.195.

²John A. Conley and Thomas W. O'Rourke, "Attitudes of College Students Toward Selected Issues in Human Sexuality," The Journal of School Health, Vol. XLIII, May, 1973, p.286.

sexes toward selected current sexual topics was done by means of forty Likert Scale attitude items relating to several topical areas.

A final example was Rafky's study¹ of the attitudes of black professors toward black studies and black students with the additional comparison of the sentiments of a group of white faculty. Rafky used a precoded questionnaire to survey attitudes on scales designed to collect the necessary data.

The review of the literature failed to locate any suitable instrument for use in this study. For example, Shaw and Wright² compiled a number of attitude scales which they thought would prove most useful in meeting the current research needs and in providing a common base of instrumentation for the purpose of comparing research results. Scales for measuring attitudes toward educational institutions included a faculty morale scale for institutional improvement, an attitude scale toward college fraternities, a high school attitude scale and attitude scales toward education and school courses. Shaw and Wright noted that there are very few scales to measure attitudes toward specific educational and legal institutions, despite the importance of these institutions in a complex, highly organized society.

¹David M. Rafky, "Attitudes of Black Studies Faculty Toward Black Students: A National Survey," Journal of College Student Personnel, Vol. 14, January, 1973, p.25.

²Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes, Toronto: McGraw-Hill, 1967.

Because there was no suitable instrument located in the literature for use in this study, a questionnaire had to be developed to ascertain graduate student attitudes toward selected aspects of the Master of Education degree program, University of Manitoba.

Design of questionnaire. Certain considerations are basic in the design of a questionnaire, specifically an attitude measuring instrument. Lehmann and Mehrens¹ presented seven basic questions to be considered. These questions related to such items as directions, wording, relevance of questions, and recording of responses. McAsham² listed five samples in his discussion of the development of a data-gathering instrument in order to illustrate the general concept of questionnaire design.

Other writers mentioned several items. Moursund,³ for example, referred to questionnaire validity and reliability, vocabulary and general language usage, definition of terms, and respondent's anonymity. Selltiz et al.⁴ gave a lengthy guide for questionnaire construction, including examples to illustrate the check list of points to be considered. Finally, Rummel⁵ discussed the design of a

¹Irvin J. Lehmann and William A. Mehrens, Education Research: Readings in Focus, Toronto: Holt, Rinehart and Winston, 1971, p.99.

²Hildreth H. McAsham, Elements of Educational Research, Toronto: McGraw-Hill, 1963, p.90.

³Janet P. Moursund, op. cit., pp.49-53.

⁴Selltiz et al., op. cit., pp.552-574.

⁵J. Francis Rummel, An Introduction to Research Procedures in Education, New York: Harper and Brothers, 1958, pp.87-109.

questionnaire by reference to types of questionnaire items, their construction and try-out, and instrument format and length.

The review of the literature on the measurement of attitudes provided the necessary background for the design of a questionnaire to be used in this study. For example, Shaw and Wright¹ reiterated several aspects of scale construction by discussing the properties of attitude scales and some problems associated with the determination of these properties, standards methods of constructing attitude scales, and some special methods of attitude measurement.

Finally, Edwards² summarized suggestions made by Wang, Thurstone, Chave, Likert, Bird, and Edwards and Kilpatrick regarding various informal criteria for editing statements to be used in the construction of attitude scales. These criteria dealt with such matters as interpretation, length, and clarity of statements, use of double negatives, and sentence structure.

Based on the literature related to attitude measurement, it was possible to design an instrument for determination of graduate students' attitudes in this study. The development of such a questionnaire is described in Chapter III.

¹Marvin E. Shaw and Jack M. Wright, op. cit., pp.15-32.

²Allen L. Edwards, Techniques of Attitude Scale Construction, New York: Appleton-Century-Crofts, 1957, pp.13-14.

X. SUMMARY

The purpose of this chapter was to develop a rationale for this study through a review of the literature. Graduate education and related problems and issues today as well as graduate programs and change were discussed. Next the literature dealing with attitudes of students toward graduate work, and research on specific areas of graduate programs were presented as a basis for the selection of the aspects of the Master of Education degree program, University of Manitoba, to be studied. Attention was also given to literature on the measurement of attitudes by means of a questionnaire.

Many individuals have expressed concern with graduate education today. One such person is the graduate student. It is appropriate that the characteristics and attitudes of graduate students in education be explored, specifically the students enrolled in the Master of Education degree program at the University of Manitoba. The review of the literature supports the study of selected areas in graduate education. Three areas of major concern and importance identified for this study were: 1) Program, 2) Student-Advisor Relations, and 3) Other Concerns.

The related literature also upheld the use of a questionnaire to determine graduate student characteristics and attitudes toward the Master of Education degree program. Due to the lack of a suitable instrument, it was necessary to develop a questionnaire for use in this study. The next chapter describes the stages involved in its development and other research procedures.

CHAPTER III

RESEARCH PROCEDURES

The main purpose of this study was to examine the Master of Education program at the Faculty of Education, University of Manitoba, by a survey of graduate students enrolled in the program from July, 1973 to April, 1974. Aspects of the program to be studied were established by a review of the literature and were subsequently incorporated into a questionnaire. Responses to the questionnaire by graduate students formed the data base of the study. In this chapter, the research procedures are described.

I. INSTRUMENTATION

The questionnaire developed and used in this study (see Appendix A) was designed to obtain information about attitudes toward the Master of Education program, Faculty of Education, University of Manitoba. Because a survey of existing scales for measuring graduate students' attitudes failed to locate any instrument or combination of suitable instruments which would adequately serve the purposes of this study, a questionnaire was developed.

The first stage in the development of the instrument was a thorough review of the literature to determine the areas to be studied. These were: 1) Program, 2) Student-

Advisor Relations, and 3) Other Concerns. Specific aspects to be included in each of the three areas were also delineated. The second phase consisted of an item analysis of the questionnaires used in other studies to determine items applicable in this study. Thirdly, the questionnaire was constructed from an item pool derived from two sources. These were: 1) reputable research, and 2) the researcher's personal experience as a graduate student. The questionnaire was then submitted to a panel of reviewers for possible changes in item construction and format. The panel of ten educators consisted of one staff member and one graduate of the Master of Education program in each of five departments at the Faculty of Education, University of Manitoba. The reviewers examined the instrument for style, understanding, and interpretation of questions. Based on the tabulation and analysis of the data from the panel, a number of revisions were incorporated into the questionnaire.

The final version of the questionnaire had three main sections. Each section was to be completed by all respondents.

Section I consisted of a series of questions designed to obtain demographic information. It included questions regarding the respondent's sex, age, occupation during the 1973-74 academic session, educational background, experience in education, marital status, family responsibilities, major department, area of specialization in M.Ed. program, route to M.Ed. degree, stage in program, attendance at 1973-74

session, greatest distance travelled to attend session, major reason for taking program, major reason for studying at this faculty, person influencing student most to enter program and during program, aspirations upon completion, and financial assistance received. This section was answered by checking replies to most questions in order to facilitate tabulation and analysis of responses.

Section II contained three parts. The questions were designed to elicit attitudes toward A) Program, B) Student-Advisor Relations, and C) Other Concerns. In this section of the questionnaire, respondents reacted to most questions on a five-point scale.

The purpose of Section II, Part A was to gather information about student attitudes toward the program requirements of the Master of Education program. It consisted of questions on attitudes toward admission policies, orientation to the program, sources of information, course work, thesis or research paper, comprehensive exam (oral or written), and grading system.

Section II, Part B of the questionnaire gathered information about attitudes toward a student's graduate advisor. The specific aspects examined were selection of advisor, confidence in advisor, relationship with advisor, change in student's attitude, change of advisor, function of advisor, and advisor's performance.

Section II, Part C was designed to gather information about attitudes toward other concerns in graduate work. The

questions focused on peer relations, student-staff relations, student-administration relations, interdepartmental contacts, external group contacts, teaching/research assistantships, completion of the M.Ed. program, choice of program, and contribution of program.

Section III of the questionnaire consisted of a series of open-ended questions to allow the respondent to comment in depth. It included questions regarding recommendations on most urgent changes needed, overall attitude toward the Faculty, main factor influencing this attitude, atmosphere in the student's department, departmental goals and policies relating to M.Ed. program, department's staff-student relationships, financial support of graduate students, course offerings, technique(s) of instruction, possible innovative or alternate M.Ed. program(s), biggest "beef" and "bouquet", and any other general comments.

II. SAMPLING PROCEDURES

The respondents in this study were all graduate students registered in the Master of Education program at the Faculty of Education, University of Manitoba, during July, 1973 to April, 1974. This was a time referenced sample of the total graduate student population registered in the degree program between 1969 and 1974. This group, hereafter referred to as the population, consisted of students in various stages of the program: those taking courses, those working

only on a thesis, and those registered in the M.Ed. program doing neither at the time of the survey. It contained both full-time and part-time students identified by a thorough search of files at the Faculty of Education main office and the Faculty of Graduate Studies office, University of Manitoba. Table 4 outlines the total number of graduate students in the population. Of the 572 students registered, 123 (21.50 per cent) were enrolled in the Department of Curriculum: Humanities and Social Sciences, ninety-nine (17.31 per cent) in the Department of Curriculum: Mathematics and Natural Sciences, 132 students (23.08 per cent) in Educational Administration, eighty-eight (15.38 per cent) in Educational Foundations, and 130 students (22.73 per cent) in Educational Psychology. As a result of purification of the population for this study, a complete list of graduate students in the Faculty of Education was compiled. This was a required activity because of the many discrepancies in the published statistics of the University of Manitoba.

The total population was also divided into full-time and part-time graduate students for analysis. As shown in Table 4, the full-time students numbered fifty-two and the part-time students totalled 520. In order to arrive at a substantive group of full-time students in the population, it was decided to include any student in the population for this study who had been a full-time graduate student previously from the years 1969-70 to 1973-74 at the Faculty.

Table 4

Distribution of Students Registered in the Master of Education Program, University of Manitoba, July 1973 - April 1974, by Department and Full-Time and Part-Time Status

Department	Full-Time Students n=52		Part-Time Students n=520		Total Population n=572	
	f*	%	f	%	f	%
	Curriculum: Humanities and Social Sciences	15	28.85	108	20.77	123
Curriculum: Mathematics and Natural Sciences	6	11.54	93	17.89	99	17.31
Educational Administration	12	23.08	120	23.08	132	23.08
Educational Foundations	7	13.46	81	15.58	88	15.38
Educational Psychology	12	23.08	118	22.69	130	22.73

*frequency

Table 5

Distribution of Responses to Questionnaire
by Department

Department	Total Population		Total Respondents	
	f*	%	f	%
Curriculum: Humanities and Social Sciences	123	21.50	90	15.74
Curriculum: Mathematics and Natural Sciences	99	17.31	77	13.46
Educational Administration	132	23.08	118	20.63
Educational Foundations	88	15.38	58	10.14
Educational Psychology	130	22.73	100	17.48
Total	572	100.00	443	77.45

* frequency

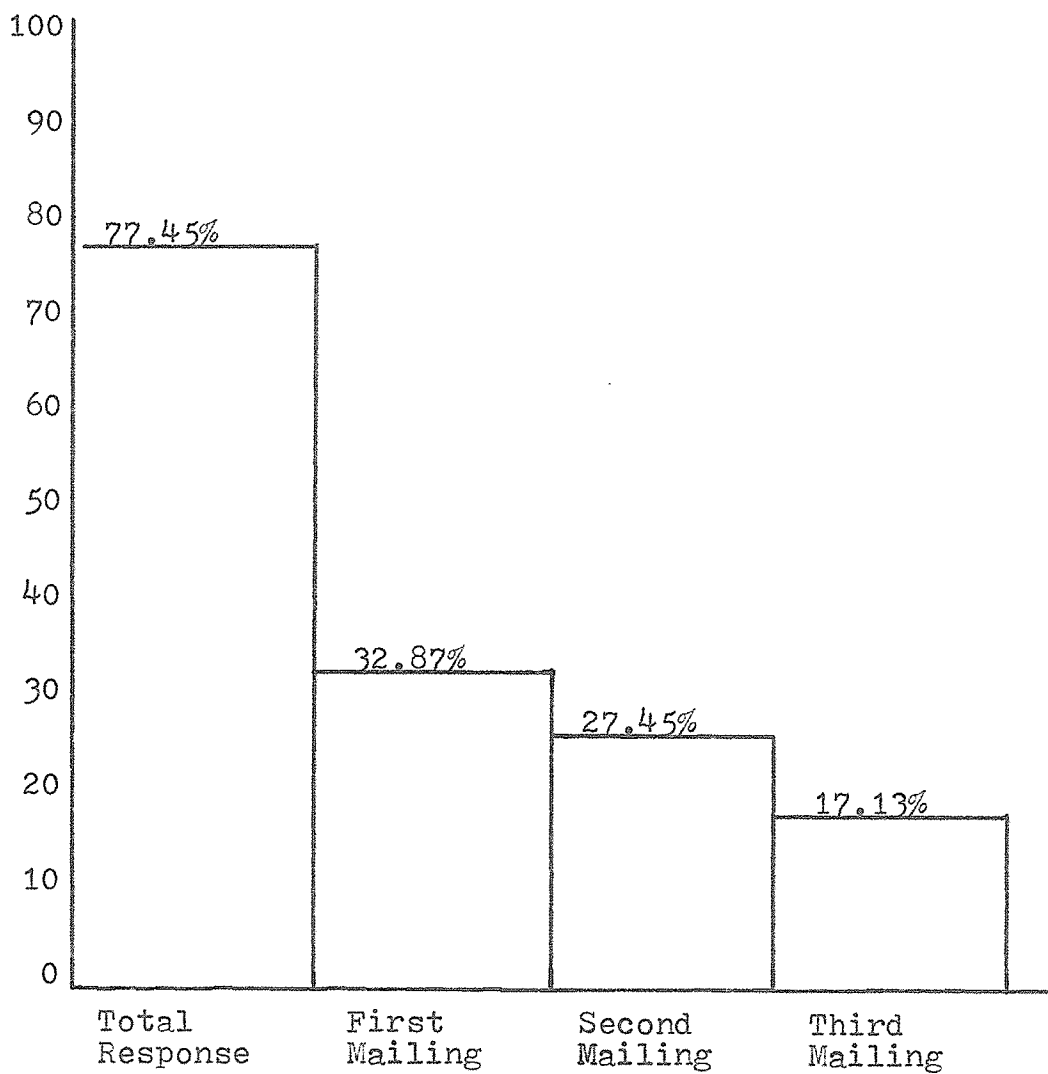
A final total of fifty-two students was determined by a combination of 1) responses to Question 3, Section I of the questionnaire, 2) a search of the files of active and inactive students from 1973-74 at the Faculty of Education main office, and 3) a search of the files of active and inactive students and 1973-74 graduates at the Faculty of Education main office. Table 4 presents a descriptive summary of the full-time and part-time students by department.

III. DATA COLLECTION

The questionnaire was mailed to the 572 graduate students in May, 1974, with a follow-up questionnaire to non-respondents two weeks later, and a third reminder in another three weeks as outlined in Appendices B, C, and D. The percentages of responses at each of the three mailings is shown in Figure 3. The total number of responses was 443, a rate of return of 77.45 per cent.

Table 5 shows the distribution of responses by the five departments within the total population of graduate students. Of the 123 students in Curriculum: Humanities and Social Sciences to whom the questionnaire was sent, ninety replied. Seventy-seven of the ninety-nine students in the Department of Curriculum: Mathematics and Natural Sciences returned questionnaires; 118 of the 132 students in Educational Administration; fifty-eight of the eighty-eight students in Educational Foundations; and one hundred of the 130 students in the Department of Educational Psychology.

FIGURE 3
CUMULATIVE PERCENTAGE OF RESPONSES
TO EACH MAILING



A number of reasons may have accounted for the lack of response from 22.45 per cent of the population. Comments written by several graduate students who answered the questionnaire or returned it blank (see Appendix E) support the following arguments. The questionnaire was mailed in May, a time when educators are busy with preparation for school closing. Some may have been indifferent to the topic or questioned the value and nature of the instrument. Other students may have been concerned about anonymity of the responses. Another reason may have been the students' hesitancy to comment on the program since they were in its early stage. A survey of the non-respondents, however, did not support the idea that the longer an individual had been a graduate student, the less likely that person would respond to the questionnaire. As shown in Table 6 and Table 7, most of the non-respondents (63.57 per cent) began the program in 1972 or later. Of the full-time students who didn't respond, nine (64.28 per cent) began in 1972 or later. Almost fifty per cent of the non-respondents had completed their course work, but only 6.98 per cent had completed a thesis. Nine students (6.98 per cent) who graduated in 1973-74 did not answer the questionnaire. Finally, there may have been a general apathy toward the completion of a questionnaire, regardless of content, by some students.

Table 6
Descriptive Summary of Non-Respondents'
Stage in Program by Department

Stage in M.Ed. Program	Curri: Hum. and Soc. Sci. ¹		Curri: Math. and Nat. Sci. ²		Educ. ³ Admin. ³		Educ. ⁴ Found. ⁴		Educ. ⁵ Psych. ⁵		Total Non-Respondents n=129	
	n=33		n=22		n=14		n=30		n=30		n=129	
	f*	%	f	%	f	%	f	%	f	%	f	%
1. Year first registered in M.Ed. program												
a) 1974	0		1	4.55	0		1	3.33	0		2	1.55
b) 1973	15	45.46	8	36.36	5	35.71	11	36.67	15	50.00	54	41.86
c) 1972	8	24.24	2	9.09	2	14.29	4	13.33	10	33.33	26	20.16
d) 1971	6	18.18	6	27.27	2	14.29	4	13.33	0		18	13.95
e) 1970	2	6.06	4	18.18	4	28.57	7	23.33	3	10.00	20	15.50
f) 1969	1	3.03	0		1	7.14	1	3.33	1	3.33	4	3.10
g) 1968	0		1	4.55	0		1	3.33	0		2	1.55
h) 1967	0		0		0		0		1	3.33	1	.78
i) 1966 or earlier	1	3.03	0		0		1	3.33	0		2	1.55
2. Course Work completed												
yes	20	60.61	13	59.09	7	50.00	10	33.33	13	43.33	63	48.84
no	13	39.39	9	40.91	7	50.00	20	66.67	17	56.67	66	51.16
3. Thesis completed												
yes	1	3.03	1	4.55	0		3	10.00	4	13.33	9	6.98
no	32	96.97	21	95.45	14	100.00	27	90.00	26	86.67	120	93.02
4. Graduated during 1973-74												
yes	1	3.03	1	4.55	0		3	10.00	4	13.33	9	6.98
no	32	96.97	21	95.45	14	100.00	27	90.00	26	86.67	120	93.02
¹ Curriculum: Humanities and Social Sciences						⁴ Educational Foundations						
² Curriculum: Mathematics and Natural Sciences						⁵ Educational Psychology						
³ Educational Administration						frequency						

Table 7

Summary of Non-Respondents' First Registration,
Full-Time Students by Department and Year

Department	Year first registered				
	1969-70	1970-71	1971-72	1972-73	1973-74
Curriculum: Humanities and Social Sciences	0	0	0	1	2
Curriculum: Mathematics and Natural Sciences	0	0	0	0	0
Educational Administration	0	0	2	0	0
Educational Foundations	0	1	0	2	1
Educational Psychology	0	1	1	2	1
Total	0	2	3	5	4

IV. DATA ANALYSIS

The data from the returned questionnaires were transferred to computer cards to facilitate statistical analysis. Treatment of the data was as follows. Content analysis was used to analyze the responses to Section III of the questionnaire which consisted of a series of open-ended questions. This method has been used for many years as "a research technique for the objective, systematic and quantitative description of the manifest content of communication."¹ Runkel and McGrath defined it as "the task of extracting data from natural language obtained either in written or oral form."² Studies involving the use of content analysis as a research technique included those by Jeffares,³ Guttentag,⁴ Lucietto,⁵ and Zimmer and Cowles.⁶

¹B. Berelson, "Content Analysis," Handbook of Social Psychology, Vol. I, G. Lindzey, editor, Reading, Massachusetts: Addison-Wesley, 1954, p.489.

²P. J. Runkel and J. E. McGrath, Research on Human Behavior, Toronto: Holt, Rinehart and Winston, 1972, p.361.

³David Jeffares, A Descriptive Study of Teacher Decisions in Curriculum Development, Ph.D. dissertation, University of Alberta, 1973.

⁴M. Guttentag, "Social Change in a School: A Computer Content Analysis of Administrative Notices," Journal of School Psychology, Vol. 9, No. 2, 1971, pp.191-200.

⁵L. L. Lucietto, The Verbal Behavior of Educational Administrators: An Analysis of the Language of School Principals. Final Report. December, 1969, ERIC 057 486.

⁶J. M. Zimmer and K. H. Cowles, "Content Analysis using FORTRAN: Applied to Interviews Conducted by C. Rogers, F. Perls, and A. Ellis," Journal of Counselling Psychology, Vol. 19, No. 2, 1972, pp.161-166.

Jeffares, for example, used content analysis to study various components of teacher curricular plans. Guttentag investigated social change in a school setting by analyzing administrative notices; Lucietto studied administrators' behavior through content analysis of language patterns. Finally, Zimmer and Cowles used a computer program to analyze counselling sessions by means of content analysis.

Based on techniques described by Kerlinger,¹ a content analysis of the responses in this study was done by the use of word and theme quantification. A three-rank scale of positive (1), neutral (2), and negative (3) was used for Questions 2 and 3 of Section III. Words which had a positive connotation in the context of the sentence were given a positive ranking; words having a negative connotation in the context of the sentence were ranked negative. Words not falling into either category were given a neutral ranking.

One way analysis of variance was used to determine the significance of the difference between the responses of Section II of the questionnaire and the variables of Section I. It is considered one of the most powerful and widely used statistical techniques for such purposes. Kerlinger,² for

¹Fred N. Kerlinger, Foundations in Behavioral Research, second edition, Toronto: Holt, Rinehart and Winston, Inc., 1973, p.525.

²Ibid., p.148.

example, claimed that there is no better way to study research design than through an analysis of variance approach, and that it is an important method of studying differences. Popham¹ described the use and interpretation of one-way analysis of variance as a popular statistical method for simultaneously testing for significant differences between means of two or more groups. Analysis of variance thus permitted the comparison of group means in a single statistical test for purposes of this study.

Chi square analysis was used to detect significant differences on nominal data in Section II. The chi-square test applied in this study because of its wide use for application to nominal data.²

Treatment of the data therefore involved inferential analysis. It was concluded that the use of this analysis would permit more discrete determination between those findings which appeared to be important as compared with those having statistical significance. A second reason for the use of inferential statistics was to give a better base for a projection beyond the population studied.

V. SUMMARY

A description of the research procedures used in the study has been presented in this chapter. A questionnaire

¹W. James Popham, Educational Statistics: Use and Interpretation, New York: Harper and Row, 1967, p.176.

²Ibid., p.288.

was developed and used to obtain information about graduate students' characteristics and attitudes toward the Master of Education program, Faculty of Education, University of Manitoba. It was mailed to all students registered in the program from July, 1973, to April, 1974, resulting in a 77.45 per cent return. Treatment of the data consisted of one-way analysis of variance to determine differences in perception among various groups within the population, chi-square analysis to detect significant differences in nominal data, and content analysis to interpret the responses to a series of open-ended questions. In the next chapter, a discussion of the overall response patterns and the analysis of data is presented.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine the demographic characteristics and the attitudes of graduate students in the Master of Education program toward specific aspects of the Master of Education degree program, Faculty of Education, University of Manitoba. As outlined in Chapter I, four research problems, related research questions and hypotheses were considered in the study.¹ This chapter deals with the four research problems and questions, and the testing of the hypotheses.

A description of the overall responses patterns to the questionnaire and the statistical treatment of the data are presented. The first section of the chapter provides a descriptive summary of the responses to the three sections of the questionnaire, including the results of content analysis of data in Section III. The second section of the chapter contains the results of the statistical analysis of the data by means of one-way analysis of variance and chi-square analysis. The third section presents an interpretation of results and basic issues related to this study.

¹p. 9.

I. DESCRIPTIVE ANALYSIS OF DATA

In order to determine the demographic characteristics and the attitudes of graduate students in the Master of Education program toward specific aspects of the Master of Education degree program, four research problems were considered. The first research problem was the identification of the demographic characteristics of the studied graduate student population. The purpose of Section I of the questionnaire was to provide data to answer the first related research question: "What were the demographic characteristics of the studied graduate student population?" This information facilitated the treatment of data in one-way analysis of variance programs discussed in the next section of this chapter, and also provided data for program assessment and improvement dealt with in the third section.

The research hypothesis tested was:

There is a discernible pattern to the demographic characteristics of graduate students in the Master of Education degree program, University of Manitoba.

Each of the following variables was treated for interpretation as a sub-hypothesis for determining the acceptance of Hypothesis 1: sex, age, occupation during the 1973-74 academic session, educational background, experience in education, marital status, family responsibilities, major department, area of specialization in M.Ed. program, route to M.Ed. degree, stage in program (course work, thesis proposal), attendance at 1973-74 session, greatest distance travelled to attend session, major reason for taking program, major reason for studying at this Faculty, person

influencing student most to enter program and during program, aspirations upon completion, financial assistance received, and student status (full-time, part-time).

The second research problem involved the determination of graduate students' attitudes toward specific aspects of the Master of Education degree program. The purpose of Section II and Section III of the questionnaire was to answer the related research question: "What judgments did the graduate students hold concerning specific aspects of the Master of Education degree program?" Section II provided the necessary data, together with that obtained in Section I, to identify differences in perception toward the M.Ed. degree program. These differences are discussed in the second part of this chapter. Responses to Section II also contributed to program assessment and improvement to be developed in the last section of Chapter IV.

Demographic Information on Graduate Students

This part of Chapter IV addresses itself to the research question: "What were the demographic characteristics of the studied graduate student population?" It deals only with the responses to Section I of the questionnaire.

A summary of the responses to Section I by the five departments and the total population is given in Table 8. The five departments were: 1) Department of Curriculum: Humanities and Social Sciences, 2) Department of Curriculum: Mathematics and Natural Sciences, 3) Department

Table 8
Distribution of Responses to Questionnaire, Section I,
Demographic Information by Department

Question	Curri. Hum. and Soc. Sci. ¹		Curri. Math. and Nat. Sci. ²		Educ. Admin. ³		Educ. Found. ⁴		Educ. Psych. ⁵		Total Population n=443	
	n=90		n=77		n=118		n=58		n=100		n=443	
	f*	%	f	%	f	%	f	%	f	%	f	%
1. Your sex												
a) female	27	30.00	8	10.39	11	9.32	6	10.35	38	38	90	20.32
b) male	55	61.11	66	85.71	104	88.14	49	84.48	52	52	326	73.58
c) no answer	8	8.89	3	3.90	3	2.54	3	5.17	10	10	27	6.10
2. Your age												
a) 25 years or younger	0		2	2.60	1	.85	1	1.72	2	2	6	1.35
b) 26-30 years	17	18.88	21	27.27	24	20.34	9	15.52	31	31	102	23.02
c) 31-35 years	35	38.89	30	38.96	31	26.27	18	31.04	23	23	137	30.93
d) 36-40 years	15	16.67	10	12.99	21	17.80	13	22.41	13	13	72	16.25
e) 41 years or older	15	16.67	11	14.28	38	32.20	14	24.14	21	21	99	22.35
f) no answer	8	8.89	3	3.90	3	2.54	3	5.17	10	10	27	6.10
3. Your occupa- tion during 1973-74 aca- demic session												
a) full-time graduate student or	8	8.89	3	3.90	5	4.24	1	1.72	3	3	20	4.51
b) part-time graduate student and												
i) teacher k-3	2	2.22	0		1	.85	1	1.72	3	3	7	1.58
ii) teacher 4-6	7	7.78	1	1.30	6	5.08	4	6.90	3	3	21	4.74
iii) teacher 7-9	12	13.33	14	18.18	10	8.47	11	18.97	11	11	58	13.09
iv) teacher 10-12	24	26.67	37	48.05	13	11.02	16	27.59	13	13	103	23.25
v) adminis- trator	13	14.44	8	10.39	75	63.56	17	29.31	11	11	124	27.99
vi) other (specify)	16	17.78	11	14.28	5	4.24	5	8.62	46	46	83	18.74
c) no answer	8	8.89	3	3.9	3	2.54	3	5.17	10	10	27	6.10
4. Your educational background												
a) Bachelor of Arts	62	68.89	11	14.28	70	59.32	40	68.97	52	52	235	53.05
b) Bachelor of Science	1	1.11	54	70.13	25	21.19	4	6.90	12	12	96	21.67
c) Master of Arts	5	5.56	0		5	4.24	3	5.17	4	4	17	3.84
d) Master of Science	1	1.11	2	2.60	1	.85	0		2	2	6	1.35
e) Master of Education	7	7.78	2	2.60	8	6.78	3	5.17	8	8	28	6.32
f) other (specify)	3	3.33	5	6.49	6	5.08	3	5.17	8	8	25	5.64
g) no answer	11	12.22	3	3.90	3	2.54	5	8.62	14	14	36	8.13
5. Your experience in education including 1973-74 academic year												
a) 3 years or less	7	7.78	2	2.6	5	4.24	4	6.90	7	7	25	5.64
b) 4-6 years	12	13.33	19	24.67	10	8.47	4	6.90	25	25	70	15.80
c) 7-10 years	18	20.00	32	41.56	25	21.19	15	25.86	24	24	114	25.73
d) 11-15 years	28	31.11	13	16.88	33	27.97	23	39.65	16	16	113	25.51
e) 16 years or more	17	18.89	8	10.39	41	34.74	9	15.52	18	18	93	20.99
f) no answer	8	8.89	3	3.90	4	3.39	3	5.17	10	10	28	6.32

¹Curriculum; Humanities and Social Sciences
²Curriculum; Mathematics and Natural Sciences
³Educational Administration

⁴Educational Foundations
⁵Educational Psychology
* frequency

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Adm. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
6. Your marital status												
a) single	9	10.00	8	10.39	11	9.32	3	5.17	7	7	38	8.58
b) married	69	76.67	65	84.42	101	85.60	51	87.93	77	77	363	81.94
c) separated	2	2.22	1	1.30	1	.85	0		4	4	8	1.81
d) divorced	1	1.11	0		1	.85	1	1.72	2	2	5	1.13
e) widowed	1	1.11	0		1	.85	0		0	0	2	.45
f) no answer	8	8.89	3	3.90	3	2.54	3	5.17	10	10	27	6.10
7. Your family responsibilities												
a) no dependents	28	31.11	24	31.17	15	12.71	13	22.41	35	35	115	25.96
b) 1 dependent	8	8.89	9	11.69	9	7.63	4	6.90	10	10	40	9.03
c) 2 dependents	17	18.89	17	22.08	33	27.97	17	29.31	20	20	104	23.48
d) 3 dependents	11	12.22	16	20.78	28	23.73	14	24.14	18	18	87	19.64
e) 4 dependents	12	13.33	3	3.90	21	17.80	3	5.17	2	2	41	9.26
f) 5 dependents or more	6	6.67	4	5.20	9	7.63	4	6.90	5	5	28	6.32
g) no answer	8	8.89	4	5.20	3	2.54	3	5.17	10	10	28	6.32
9. Your area of specialization												
a) area specified	71	78.89	63	81.82	28	23.73	38	65.52	80	80	280	63.21
b) general area accepted	11	12.22	11	14.29	87	73.73	17	29.31	10	10	136	30.70
c) no answer	8	8.89	3	3.90	3	2.54	3	5.17	10	10	27	6.10
10. Route to M.Ed. Degree												
a) major thesis	43	47.78	40	51.95	78	66.10	9	15.52	22	22	192	43.34
b) minor thesis (research paper)	29	32.22	20	25.97	21	17.80	40	68.97	57	57	167	37.70
c) no thesis or research paper	0		0		3	2.54	2	3.44	2	2	7	1.58
d) undecided	9	10.00	11	14.29	12	10.17	4	6.90	8	8	44	9.93
e) no answer	9	10.00	6	7.79	4	3.39	3	5.17	11	11	33	7.45
11. Stage in M.Ed. program												
a) When did you first register in the M.Ed. program?												
i) 1974	4	4.44	1	1.30	4	3.39	0		6	6	15	3.39
ii) 1973	23	25.56	17	22.08	27	22.88	18	31.03	21	21	106	23.93
iii) 1972	20	22.22	28	36.36	18	15.25	8	13.79	29	29	103	23.25
iv) 1971	15	16.67	11	14.29	13	11.02	6	10.35	10	10	55	12.42
v) 1970	14	15.56	8	10.39	22	18.64	11	18.97	9	9	64	14.45
vi) 1969	1	1.11	3	3.90	13	11.02	4	6.90	10	10	31	6.99
vii) 1968	1	1.11	0		7	5.93	3	5.17	1	1	12	2.71
viii) 1967	1	1.11	0		2	1.70	0		0	0	3	.68
ix) 1966 or earlier	0		1	1.30	2	1.70	4	6.90	1	1	8	1.81
x) no answer	11	12.22	8	10.39	10	8.47	4	6.90	13	13	46	10.38
b) Is your course work completed?												
i) yes	38	42.22	29	37.66	56	47.46	21	36.21	32	32	176	39.73
ii) no	43	47.78	44	57.14	58	49.15	33	56.90	58	58	236	53.27
iii) no answer	9	10.00	4	5.20	4	3.39	4	6.90	10	10	31	7.00
c) Is your thesis proposal accepted?												
i) yes	24	26.67	32	41.56	24	20.34	21	36.21	24	24	125	28.22
ii) no	54	60.00	39	50.65	82	69.49	23	39.66	58	58	256	57.79
iii) no answer	12	13.33	6	7.79	12	10.17	14	24.14	18	18	62	13.99
d) Your expected graduation date												
i) 1973	4	4.44	3	3.90	3	2.54	1	1.72	5	5	16	3.61
ii) 1974	15	16.67	16	20.78	14	11.86	17	29.31	17	17	79	17.83
iii) 1975	27	30.00	20	25.97	37	31.36	14	24.14	28	28	126	28.44
iv) 1976	10	11.11	14	18.18	24	20.34	8	13.79	15	15	71	16.03

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
11. (Concluded)												
v) 1977	5	5.56	5	6.49	13	11.02	4	6.90	9	9	36	8.13
vi) 1978	6	6.67	2	2.60	3	2.54	3	5.17	5	5	19	4.29
vii) 1979 or later	3	3.33	5	6.49	9	6.78	2	3.45	3	3	21	4.74
viii) I don't plan to continue	3	3.33	4	5.20	7	5.93	3	5.17	5	5	22	4.97
ix) no answer	17	18.89	8	10.39	9	7.63	6	10.35	13	13	53	11.96
12. Your attendance at 1973-74 session(s) for M.Ed. program												
a) summer session 1973	10	11.11	8	10.39	15	12.71	15	25.86	12	12	60	13.54
b) fall session 1973	1	1.11	2	2.60	4	3.39	0		4	4	11	2.48
c) winter session 1974	15	16.67	9	11.69	22	18.64	4	6.90	17	17	67	15.12
d) summer/fall sessions 1973	1	1.11	1	1.30	2	1.70	1	1.72	0	0	5	1.13
e) summer/winter sessions 1973-74	7	7.78	2	2.60	5	4.24	1	1.72	5	5	20	4.52
f) fall/winter sessions 1973-74	15	16.67	12	15.58	18	15.25	11	18.97	20	20	76	17.16
g) summer/fall/winter sessions 1973-74	7	7.78	8	10.39	10	8.48	6	10.35	15	15	46	10.38
h) no answer	34	37.78	35	45.46	42	35.59	20	34.48	27	27	158	35.67
13. Greatest distance travelled regularly to attend 1973-74 session(s); number of miles (one-way)												
a) 10 or less	40	44.44	32	41.56	32	27.12	19	32.76	35	35	158	35.67
b) 11-20	7	7.78	15	19.48	27	22.88	12	20.69	24	24	85	19.19
c) 21-30	6	6.67	3	3.90	10	8.48	1	1.72	1	1	21	4.74
d) 31-40	1	1.11	1	1.30	4	3.39	2	3.45	3	3	11	2.48
e) 41-50	0		2	2.60	1	.85	2	3.45	2	2	7	1.58
f) 51-60	1	1.11	0		0		0		1	1	2	.45
g) 61-70	1	1.11	0		2	1.70	1	1.72	2	2	6	1.35
h) 71-80	0		0		4	3.39	0		0	0	4	.90
i) 80 or more	6	6.67	1	1.30	8	6.78	5	8.62	3	3	23	5.19
j) no answer	28	31.11	23	29.87	30	25.42	16	27.59	29	29	126	28.44
14. Your major reason for taking M.Ed. program												
a) increase earning power	9	10.00	14	18.18	13	11.02	5	8.62	8	8	49	11.06
b) satisfy job requirements	6	6.67	2	2.60	11	9.32	2	3.45	5	5	26	5.87
c) prepare for academic career	5	5.56	5	6.49	10	8.48	6	10.35	10	10	36	8.13
d) continue intellectual growth	43	47.78	45	58.44	60	50.85	35	60.35	53	53	236	53.27
e) job promotion	8	8.89	4	5.20	19	16.10	2	3.45	6	6	39	8.80
f) see whether you like a particular area	3	3.33	1	1.30	0		2	3.45	1	1	7	1.58
g) other (specify)	7	7.78	1	1.30	0		3	5.17	6	6	17	3.84
h) no answer	9	10.00	5	6.49	5	4.24	3	5.17	11	11	33	7.45

Question	Curri; Hum. and Soc. Sci. n=90		Curri; Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
15. Your major reason for studying at this faculty												
a) proximity to home and job	52	57.78	51	66.23	86	72.88	35	60.35	59	59	283	63.88
b) financial burden to study elsewhere	6	6.67	9	11.69	16	13.56	7	12.07	17	17	55	12.42
c) reputation of Faculty	3	3.33	1	1.30	1	.85	1	1.72	2	2	8	1.81
d) reputation of your department	1	1.11	1	1.30	2	1.70	0		0		4	.90
e) reputation of professor(s)	6	6.67	0		1	.85	4	6.90	2	2	13	2.93
f) course offerings	7	7.78	3	3.90	5	4.24	6	10.35	6	6	27	6.10
g) recommendation by other person	2	2.22	2	2.60	0		1	1.72	1	1	6	1.35
h) other (specify)	3	3.33	4	5.20	3	2.54	1	1.72	3	3	14	3.16
i) no answer	10	11.11	6	7.79	4	3.39	3	5.17	10	10	33	7.45
16. Person who influenced you most												
a) <u>to take M.Ed. program</u>												
i) professional colleague	7	7.78	6	7.79	5	4.24	6	10.35	4	4	28	6.32
ii) spouse	6	6.67	5	6.49	11	9.32	4	6.90	7	7	33	7.45
iii) parent(s)	1	1.11	2	2.60	0		0		0	0	3	.68
iv) professor	9	10.00	5	6.49	9	7.63	1	1.72	5	5	29	6.55
v) employer	0		1	1.30	2	1.70	0		1	1	4	.90
vi) own decision	58	64.44	53	68.83	88	74.58	44	75.86	72	72	315	71.11
vii) other (specify)	0		0		0		0		1	1	1	.23
viii) no answer	9	10.00	5	6.49	3	2.54	3	5.17	10	10	30	6.77
b) <u>during M.Ed. program</u>												
i) professional colleague	9	10.00	5	6.49	15	12.71	4	6.90	13	13	46	10.38
ii) spouse	11	12.22	9	11.69	19	16.10	7	12.07	10	10	56	12.64
iii) parent(s)	0		1	1.30	1	.85	0		2	2	4	.90
iv) individual professor	19	21.11	24	31.17	37	31.36	19	32.76	24	24	123	27.77
v) graduate advisor	19	21.11	8	10.39	10	8.48	8	13.79	9	9	54	12.19
vi) friend	6	6.67	4	5.20	7	5.93	3	5.17	9	9	29	6.55
vii) other (specify)	11	12.22	10	12.99	13	11.02	9	15.52	11	11	54	12.19
viii) no answer	15	16.67	16	20.78	16	13.56	8	13.79	22	22	77	17.38
17. Your aspirations upon completion of M.Ed.												
a) continue in former job	39	43.33	49	63.64	55	46.61	28	48.28	52	52	223	50.34
b) promotion	17	18.89	10	12.99	32	27.12	4	6.90	9	9	72	16.25
c) doctoral program	13	14.44	6	7.79	20	16.95	12	20.69	13	13	64	14.45
d) full-time research	2	2.22	0		0		2	3.45	0	0	4	.90
e) other (specify)	9	10.00	7	9.09	5	4.24	8	13.79	15	15	44	9.93
f) no answer	10	11.11	5	6.49	6	5.08	4	6.90	11	11	36	8.13

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
18. Financial Assistance												
a) Have you received any financial assistance to study for M.Ed. degree?												
i) yes	13	14.44	11	14.29	8	6.78	9	15.52	8	8	49	11.06
ii) no	69	76.67	62	80.52	107	90.68	46	79.31	82	82	366	82.62
iii) no answer	8	8.89	4	5.20	3	2.54	3	5.17	10	10	28	6.32

b) What is the main source of financial assistance in your pursuit of M.Ed.?												
i) full-time job	59	65.56	55	71.43	95	80.51	46	79.31	73	73	328	74.04
ii) sabbatical salary	9	10.00	6	7.79	3	2.54	3	5.17	3	3	24	5.42
iii) spouse's salary	6	6.67	2	2.60	1	.85	0		5	5	14	3.16
iv) savings	4	4.44	3	3.90	7	5.93	1	1.72	3	3	18	4.06
v) part-time job	3	3.33	0		0		0		0	0	3	.68
vi) scholarship/grant	0		1	1.30	0		1	1.72	0	0	2	.45
vii) bursary	0		2	2.60	1	.85	1	1.72	2	2	6	1.35
viii) teaching assistant-ship	1	1.11	0		1	.85	0		2	2	4	.90
ix) research assistant-ship	0		0		0		0		0	0	0	
x) loan	0		0		0		0		0	0	0	
xi) other (specify)	0		1	1.30	3	2.54	2	3.45	0	0	6	1.35
xii) no answer	8	8.89	7	9.09	7	5.93	4	6.90	12	12	38	8.58

of Educational Administration, 4) Department of Educational Foundations, and 5) Department of Educational Psychology.¹ The following discussion about the responses to individual questions in Section I of the questionnaire describes the total population and the five departments, including their similarities and differences. It is organized by the selected variables considered as sub-hypotheses in order to test the main hypothesis.

Sex. The majority of graduate students in the Master of Education program (73.58 per cent) were male. Of the five departments, Psych. and Hum. and Soc. Sci. had 38 per cent and 30 per cent female students respectively. The other three departments each had below 11 per cent female students.

Age. The majority of the students in the total population (55.30 per cent) were thirty-five years of age or younger. Although three departments followed the same pattern, Admin. and Found. had 32.20 per cent and 24.14 per cent respectively of their students forty-one years of age or older.

¹For purposes of discussion in this study, the departmental names are abbreviated as follows:

Curriculum: Humanities and Social Sciences=Hum. and Soc. Sci.
 Curriculum: Mathematics and Natural Sciences=
 Math. and Nat. Sci.
 Educational Administration = Admin.
 Educational Foundations = Found.
 Educational Psychology = Psych.

Occupation. Most of the respondents (89.39 per cent) were part-time graduate students during the 1973-74 academic year. More than half of the students were either grades 10-12 teachers (23.25 per cent) or administrators (27.99 per cent). Of the 18.74 per cent who specified they were in an occupation other than those listed, the main positions were: counsellor (5.42 per cent), resource teacher (2.71 per cent), and consultant (2.48 per cent). Other occupations included: Department of Education official, community college instructor, lecturer, guidance, special education teacher, librarian, homemaker, psychologist, manager, Manitoba Teachers' Society employee and nurse. Only 6.32 per cent of the total population taught in elementary grades; 4.51 per cent attended full-time during 1973-74.

Of the five departments, Admin. (63.56 per cent) and Found. (29.31 per cent) had the most administrators registered; 46 per cent in Psych. specified that they were in occupations other than those listed; and 48.05 per cent in Math. and Nat. Sci. were high school teachers. Hum. and Soc. Sci. had the most evenly distributed range of occupations in the educational system.

Educational background. More than half of the population (53.05 per cent) indicated they had a Bachelor of Arts degree, and another 3.84 per cent had a Master of Arts degree. Of the total population, 6.32 per cent completed the Master of Education program during the span of this study. Only a majority of Math. and Nat. Sci. students

(72.73 per cent) had one or two degrees in science. Some students (5.64 per cent) specified other degrees. The main ones were degrees in physical education (1.35 per cent), home economics (1.13 per cent), library science, agriculture, and engineering.

Experience in education. Although 21.44 per cent of the students were in their first six years of teaching, about half of the population (51.24 per cent) had been teaching for seven to fifteen years. Years of experience in four of the departments ranged in a similar pattern, but Admin. had 34.74 per cent with sixteen years or more experience.

Marital status. The majority of the respondents (81.94 per cent) in the total population and in the individual departments were married.

Family responsibilities. More than half of the total respondents (51.25 per cent) had one to three dependents. Another 25.96 per cent had no dependents.

Major department. Of the total population, 26.64 per cent were registered in Admin., 22.57 per cent in Psych., 20.32 per cent in Hum. and Soc. Sci., 17.38 per cent in Math. and Nat. Sci., and 13.09 per cent in Found.

Area of specialization. Some of the respondents (30.70 per cent) accepted the general departmental area as the area of specialization. The majority (63.21 per cent), however, specified a wide range of interests. These are

summarized by department in Appendix F. The main categories included reading, English, modern languages, mathematics, science, environmental education, curriculum development, supervision, administration, history of education, comparative education, counselling, and special education.

Route to M.Ed. degree. Slightly more (43.34 per cent) of the total respondents indicated that they had chosen the major thesis route rather than the minor thesis route (37.70 per cent). This choice was also true of students in three departments: Admin. (66.10 per cent), Math. and Nat. Sci. (51.95 per cent), and Hum. and Soc. Sci. (47.78 per cent). The majority of students in Found. (68.97 per cent) and Psych. (57 per cent), however, chose to do a minor thesis.

Stage in M.Ed. program. Half of the total population (50.57 per cent) had registered for the program since 1972. This was also true of three departments: Math. and Nat. Sci. (59.74 per cent), Psych. (56 per cent), and Hum. and Soc. Sci. (52.22 per cent). The majority of the students in Admin. (50.01 per cent) and Found. (48.29 per cent), however, had begun their programs prior to 1972. Most of the respondents had neither completed their course work (53.27 per cent) nor had their thesis proposal accepted (57.79 per cent). The majority (65.91 per cent) indicated they expected to graduate by 1976. A small group of students (4.97 per cent), distributed in all five departments, replied that they didn't plan to continue the program.

Attendance at 1973-74 session(s). The respondents attended a variety of sessions during 1973-74. Only 10.38 per cent registered for all three sessions; 22.81 per cent attended two sessions; and 31.14 per cent came for one session. A similar pattern was found in each department with Admin. having the most students attending one session (34.74 per cent), Hum. and Soc. Sci. with the most students attending two sessions (25.56 per cent), and Psych. with the most respondents registered for three sessions (15 per cent).

Greatest distance travelled. The majority of the respondents (54.86 per cent) travelled twenty miles or less (one-way) on a regular basis to attend classes. Only 5.19 per cent travelled eighty miles or more.

Major reason for taking program. To continue intellectual growth was the main reason given by 53.27 per cent of the total population and by departmental groups for taking the M.Ed. program. Other reasons reported were: to increase earning power (11.06 per cent), job promotion (8.80 per cent), to prepare for an academic career (8.13 per cent), and to satisfy job requirements (5.87 per cent). Reasons specified by 3.84 per cent of the total population included job security, area of interest and preparation for future. To increase earning power was the second major reason given by most groups.

Major reason for studying at this faculty. Most of the respondents in the total population (63.88 per cent) and in all five departments said that the main reason for

studying at the Faculty of Education, University of Manitoba, was its proximity to home.

Person who influenced the most. Most of the respondents in the total population (71.11 per cent) and within each department indicated that they made their own decision to take the M.Ed. program. The person who influenced students most during the M.Ed. program varied: an individual professor (27.77 per cent), a spouse (12.64 per cent), or a graduate advisor (12.19 per cent). Of the 12.19 per cent of the total population that specified another response, 10.61 per cent said that no one but themselves influenced them during their graduate work; others listed family, friend, or writers.

Aspirations. Half of the respondents (50.34 per cent) expected to continue in their former jobs; 16.25 per cent aspired to promotions; and 14.45 per cent to a doctoral program. Although a similar pattern was evident in the five departments, more students in Admin. (27.12 per cent) aspired to promotions than in the other departments. Other aspirations reported by 9.93 per cent of the total group included: new area of education, job outside educational system, and change age level of teaching. More students in Psych. (8 per cent) were undecided about their future upon graduation than any other department.

Financial assistance. Most graduate students in the study (82.62 per cent) did not receive financial assistance to study. The main source of money for 74.04 per cent of

the respondents was a full-time job. Other forms of assistance varied. These included sabbatical salary (5.42 per cent), savings (4.06 per cent), and spouse's salary (3.16 per cent). Assistance was received by a few students (1.35 per cent) from a school division, the Department of Education, and various grants.

Student status. The demographic characteristics of the full-time and part-time students indicated both similarities and differences between the two groups. Table 9 outlines the responses to Section I of the questionnaire by student status.

The majority of full-time (71.05 per cent) and part-time students (73.83 per cent) were male. Although the latter included all age groups with the largest percentage (30.86 per cent) being thirty-one to thirty-five years old, the majority of full-time students (71.05 per cent) were twenty-six to thirty-five years of age. The remaining 28.95 per cent were thirty-six or older. Of the full-time students, 52.63 per cent were studying full-time during 1973-74. Others were working as teachers (28.94 per cent), administrators (7.89 per cent) or in other positions such as counsellor (5.26 per cent). Half of the full-time and 53.33 per cent of part-time students had a Bachelor of Arts degree; a majority in both groups (63.15 per cent, 50.12 per cent, respectively) had seven to fifteen years of educational experience. Part-time students tended to be married (82.22 per cent) with one to three dependents (53.58 per cent); a

Table 9

Distribution of Responses to Questionnaire, Section I,
Demographic Information by Full-Time and Part-Time Students

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
1. Your sex						
a) female	11	28.95	79	19.51	90	20.32
b) male	27	71.05	299	73.83	326	73.58
c) no answer	0		27	6.67	27	6.10
2. Your age						
a) 25 years or younger	0		6	1.48	6	1.35
b) 26-30 years	15	39.47	87	21.48	102	23.02
c) 31-35 years	12	31.58	125	30.86	137	30.93
d) 36-40 years	6	15.79	66	16.30	72	16.25
e) 41 years or older	5	13.16	94	23.21	99	22.35
f) no answer	0		27	6.67	27	6.10
3. Your occupation during 1973-74 academic session.						
a) full-time graduate student or	20	52.63			20	4.51
b) part-time graduate student and						
i) teacher K-3	0		7	1.73	7	1.58
ii) teacher 4-6	2	5.26	19	4.69	21	4.74
iii) teacher 7-9	3	7.89	55	13.58	58	13.09
iv) teacher 10-12	6	15.79	97	23.95	103	23.25
v) administrator	3	7.89	121	29.88	124	27.99
vi) other	4	10.53	79	19.51	83	18.74
c) no answer	0		27	6.67	27	6.10
4. Your educational background						
a) Bachelor of Arts	19	50.00	216	53.33	235	53.05
b) Bachelor of Science	6	15.79	90	22.22	96	21.67
c) Master of Arts	0		17	4.20	17	3.84
d) Master of Science	0		6	1.48	6	1.35
e) Master of Education	3	7.89	25	6.17	28	6.32
f) other	10	26.32	15	3.70	25	5.64
g) no answer	0		36	8.89	36	8.13
5. Your experience in education including 1973-74 academic year						
a) 3 years or less	4	10.53	21	5.19	25	5.64
b) 4-6 years	4	10.53	66	16.30	70	15.80
c) 7-10 years	15	39.47	99	24.44	114	25.73
d) 11-15 years	9	23.68	104	25.68	113	25.51
e) 16 years or more	6	15.79	87	21.48	93	20.99
f) no answer	0		28	6.91	28	6.32

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
6. Your marital status						
a) single	4	10.53	34	8.40	38	8.58
b) married	30	78.95	333	82.22	363	81.94
c) separated	2	5.26	6	1.48	8	1.81
d) divorced	2	5.26	3	.74	5	1.13
e) widowed	0		2	.49	2	.45
f) no answer	0		27	6.67	27	6.10
7. Your family responsibilities						
a) no dependents	18	47.37	97	23.95	115	25.96
b) 1 dependent	5	13.16	35	8.64	40	9.03
c) 2 dependents	4	10.53	100	24.69	104	23.48
d) 3 dependents	5	13.16	82	20.25	87	19.64
e) 4 dependents	4	10.53	37	9.14	41	9.26
f) 5 dependents or more	2	5.26	26	6.42	28	6.32
g) no answer	0		28	6.91	28	6.32
8. Your major department for M.Ed. program						
a) Educ. Adm.	10	26.32	108	26.67	118	26.64
b) Educ. Found.	3	7.89	55	13.58	58	13.09
c) Educ. Psych.	7	18.42	93	22.96	100	22.57
d) Curri.: Hum. and Soc. Sci.	12	31.58	78	19.26	90	20.32
e) Curri.: Math and Nat. Sci.	6	15.79	71	17.53	77	17.38
9. Your area of specialization						
a) area specified	30	78.95	250	61.73	280	63.21
b) general area accepted	8	21.05	128	31.61	136	30.70
c) no answer	0		27	6.67	27	6.10
10. Route to M.Ed. Degree						
a) major thesis	24	63.16	168	41.48	192	43.34
b) minor thesis (research paper)	13	34.21	154	38.03	167	37.70
c) no thesis or research paper	0		7	1.73	7	1.58
d) undecided	1	2.63	43	10.62	44	9.93
e) no answer	0		33	8.15	33	7.45
11. Stage in M.Ed. program						
a) When did you first register in the M.Ed. program?						
i) 1974	0		15	3.70	15	3.39
ii) 1973	15	39.47	91	22.47	106	23.93
iii) 1972	9	23.68	94	23.21	103	23.25
iv) 1971	3	7.89	52	12.84	55	12.42
v) 1970	6	15.79	58	14.32	64	14.45
vi) 1969	3	7.89	28	6.91	31	6.99
vii) 1968	1	2.63	11	2.72	12	2.71
viii) 1967	0		3	.74	3	.68
ix) 1966 or earlier	0		8	1.98	8	1.81
x) no answer	1	2.63	45	11.11	46	10.38
b) Is your course work completed?						
i) yes	33	86.84	143	35.31	176	39.73
ii) no	5	13.16	231	57.04	236	53.27
iii) no answer	0		31	7.65	31	7.00
c) Is your thesis proposal accepted?						
i) yes	26	68.42	99	24.44	125	28.22
ii) no	11	28.95	245	60.49	256	57.79
iii) no answer	1	2.63	61	15.06	62	13.99

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
11. Continued						
d) Your expected <u>graduation date</u>						
i) 1973	7	18.42	9	2.22	16	3.61
ii) 1974	14	36.84	65	16.05	79	17.83
iii) 1975	13	34.21	113	27.90	126	28.44
iv) 1976	1	2.63	70	17.28	71	16.03
v) 1977	2	5.26	34	8.40	36	8.13
vi) 1978	0		19	4.69	19	4.29
vii) 1979 or later	0		21	5.19	21	4.74
viii) I don't plan to continue	0		22	5.43	22	4.97
ix) no answer	1	2.63	52	12.84	53	11.96
12. Your <u>attendance</u> at 1973-74 session(s) for M.Ed. program						
a) summer session 1973	6	15.79	54	13.33	60	13.54
b) fall session 1973	0		11	2.72	11	2.48
c) winter session 1974	1	2.63	66	16.30	67	15.12
d) summer/fall sessions 1973	0		5	1.24	5	1.13
e) summer/winter sessions 1973-74	1	2.63	19	4.69	20	4.52
f) fall/winter sessions 1973-74	13	34.21	63	15.56	76	17.16
g) summer/fall/winter sessions 1973-74	4	10.53	42	10.37	46	10.38
h) no answer	13	34.21	145	35.80	158	35.67
13. Greatest <u>dis-</u> <u>tance tra-</u> <u>velled</u> regularly to attend 1973-74 session(s); <u>number of miles</u> (one-way)						
a) 10 or less	16	42.11	142	35.06	158	35.67
b) 11-20	7	18.42	78	19.26	85	19.19
c) 21-30	2	5.26	19	4.69	21	4.74
d) 31-40	1	2.63	10	2.47	11	2.48
e) 41-50	0		7	1.73	7	1.58
f) 51-60	0		2	.49	2	.45
g) 61-70	0		6	1.48	6	1.35
h) 71-80	0		4	.99	4	.90
i) 80 or more	0		23	5.68	23	5.19
j) no answer	12	31.58	114	28.15	126	28.44
14. Your <u>major</u> <u>reason</u> for taking M.Ed. program						
a) increase earning power	4	10.53	45	11.11	49	11.06
b) satisfy job requirements	2	5.26	24	5.93	26	5.87
c) prepare for academic career	5	13.16	31	7.65	36	8.13
d) continue intellectual growth	23	60.53	213	52.59	236	53.27
e) job promotion	2	5.26	37	9.14	39	8.80
f) see whether you like a particular area	0		7	1.73	7	1.58
g) other	2	5.26	15	3.70	17	3.84
h) no answer	0		33	8.15	33	7.45
15. Your <u>major</u> <u>reason</u> for studying at this faculty						
a) proximity to home	23	60.53	260	64.20	283	63.88
b) financial burden to study elsewhere	6	15.79	49	12.10	55	12.42
c) reputation of faculty	0		8	1.98	8	1.81
d) reputation of your department	1	2.63	3	.74	4	.90

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
15. Continued						
e) reputation of professor(s)	2	5.26	11	2.72	13	2.93
f) course offerings	1	2.63	26	6.42	27	6.10
g) recommendation by other person	0		6	1.48	6	1.35
h) other	5	13.16	9	2.22	14	3.16
i) no answer	0		33	8.15	33	7.45
16. Person who influenced you most						
a) to take M.Ed. program						
i) professional colleague	2	5.26	26	6.42	28	6.32
ii) spouse	4	10.53	29	7.16	33	7.45
iii) parent(s)	0		3	.74	3	.68
iv) professor	8	21.05	21	5.19	29	6.55
v) employer	1	2.63	3	.74	4	.90
vi) own decision	23	60.53	292	72.10	315	71.11
vii) other	0		1	.25	1	.23
viii) no answer	0		30	7.41	30	6.77
b) during M.Ed. program						
i) professional colleague	1	2.63	45	11.11	46	10.38
ii) spouse	6	15.79	50	12.35	56	12.64
iii) parent(s)	0		4	.99	4	.90
iv) individual professor	15	39.47	108	26.67	123	27.77
v) graduate advisor	11	28.95	43	10.62	54	12.19
vi) friend	3	7.89	26	6.42	29	6.55
vii) other	1	2.63	53	13.09	54	12.19
viii) no answer	1	2.63	76	18.77	77	17.38
17. Your aspirations upon completion of M.Ed.						
a) continue in former job	15	39.47	208	51.36	223	50.34
b) promotion	9	23.68	63	15.56	72	16.25
c) doctoral program	6	15.79	58	14.32	64	14.45
d) full-time research	1	2.63	3	.74	4	.90
e) other	6	15.79	38	9.38	44	9.93
f) no answer	1	2.63	35	8.65	36	8.13
18. Financial Assistance						
a) Have you received any financial assistance to study for M.Ed. degree?						
i) yes	24	63.16	25	6.17	49	11.06
ii) no	14	36.84	352	86.91	366	82.62
iii) no answer	0		28	6.91	28	6.32
b) What is the main source of financial assistance in your pursuit of M.Ed.?						
i) full-time job	2	5.26	326	80.49	328	74.04
ii) sabbatical salary	13	34.21	11	2.72	24	5.42
iii) spouse's salary	5	13.16	9	2.22	14	3.16
iv) savings	6	15.79	12	2.96	18	4.06
v) part-time job	0		3	.74	3	.68
vi) scholarship/grant	0		2	.49	2	.45
vii) bursary	3	7.89	3	.74	6	1.35
viii) teaching assistantship	4	10.53	0		4	.90
ix) research assistantship	0		0		0	
x) loan	0		0		0	
xi) other	5	13.16	1	.25	6	1.35
xii) no answer	0		38	9.38	38	8.58

majority of full-time students, however, were married (78.95 per cent) with either no dependents or one dependent (60.53 per cent).

Full-time students were enrolled in all five departments with the most being in Hum. and Soc. Sci. (38.58 per cent) and the least in Found. (7.89 per cent). Their main areas of specialization were:¹ humanities (26.67 per cent), mathematics (16.67 per cent), counselling (13.33 per cent), and special education (10 per cent). The majority of full-time students (63.16 per cent) were taking the major thesis route; part-time students' choice varied by department. More full-time students (63.15 per cent) had begun their program since 1972, although 34.20 per cent had registered prior to 1972. Almost half of the part-time students (49.38 per cent) had begun in 1972 or later. The majority of full-time students (86.64 per cent) had completed their course work and had a thesis proposal accepted (68.42 per cent). More part-time students, however, had not completed either task (57.04 per cent, 60.49 per cent). More than half of the full-time students (55.26 per cent) expected to graduate by 1974, and another 34.21 per cent by 1975. The part-time students expected to take longer to graduate with 63.45 per cent expecting to graduate by 1976. All the students who did not plan to continue the program were part-time (5.43 per cent). Most full-time students attended one to

¹See Appendix F.

three sessions (65.79 per cent), although 34.21 per cent gave no answer. Some of the latter students may have been working only on a thesis at that point in the program. The attendance of part-time students at the sessions varied from 13.33 per cent attending only summer session to 10.37 per cent in three sessions. Most full-time students (60.53 per cent) and part-time students (54.32 per cent) travelled twenty miles or less (one-way) to attend classes. All respondents travelling forty-one miles or more were part-time students (10.37 per cent).

The major reason given for taking the M.Ed. program by full-time (60.53 per cent) and part-time (52.59 per cent) students was to continue intellectual growth. The two groups (60.53 per cent, 64.20 per cent) indicated that proximity to home was the reason for studying at this faculty. Full-time students either made their own decision to take the M.Ed. program (60.53 per cent), or were influenced by a professor (21.05 per cent), their spouse (10.53 per cent), a professional colleague (5.26 per cent), or an employer (2.63 per cent). Most part-time students made their own decision (72.10 per cent), although 20.50 per cent were influenced by another person. The majority of full-time students were influenced by either an individual professor (39.47 per cent), a graduate advisor (28.95 per cent) or a spouse (15.79 per cent) during the M.Ed. program. Although the part-time students indicated the same three influences (26.67 per cent, 10.62 per cent, 12.35 per cent, respectively), they did report that

a professional colleague (11.11 per cent), and other people (13.09 per cent) such as family and friends were influences.

Although a greater number of full-time students planned to continue in their former jobs (39.47 per cent), 23.68 per cent aspired to a promotion, 15.79 per cent to a doctoral program, 2.63 per cent to full-time research, and 15.79 per cent to either get out of teaching, part-time research, a new job or undecided. Most part-time students (51.36 per cent) planned to continue in their former jobs, while 15.56 per cent aspired to a promotion and 14.32 per cent to a doctoral program.

Almost two-thirds of the full-time graduate students (63.16 per cent) received financial assistance whereas only 6.17 per cent of the part-time students did. However, 36.84 per cent of the full-time students studied for the M.Ed. degree without any financial assistance. The full-time students indicated the following main sources of income: sabbatical salary (34.21 per cent), savings (15.79 per cent), other resources including grants from Department of Education and a school division, (13.16 per cent), spouse's salary (13.16 per cent), teaching assistantship (10.53 per cent, bursary (7.89 per cent), and full-time job (5.26 per cent). The main source of assistance for part-time students was a full-time job (80.49 per cent), although some respondents did indicate that they received help from other sources such as savings (2.96 per cent), sabbatical salary (2.72 per cent), and spouse's salary (2.22 per cent).

Conclusion. Based on the responses to Section I of the questionnaire, the hypothesis that there was a discernible pattern to the demographic characteristics of graduate students in the Master of Education degree program, University of Manitoba, was accepted. This pattern may be summarized as follows:

1. The majority of the students within each department and by student status were male. Of the minority group of female students, more were in Psych. and Hum. and Soc. Sci. than the other three departments (Math. and Nat. Sci., Admin., Found.).

2. The majority of graduate students within each department and by student status were thirty-five years of age or younger. Admin. had the largest number of students over forty years of age

3. Most respondents were part-time students. The majority were either grade 10-12 teachers or administrators. Less than 7 per cent were elementary teachers; less than 5 per cent attended full-time. Admin. and Found. had the most administrators; Hum. and Soc. Sci. represented the most evenly distributed range of educational occupations

4. The majority of graduate students had an educational background in arts. Less than 6 per cent had a master's degree in arts or science

5. The majority of students within each department and by student status had seven to fifteen years of experience in education. Admin. had the greatest number of

students with sixteen years or more of experience

6. Most graduate students were married

7. The majority of respondents had one to three dependents. Full-time students, however, had none or one dependent

8. More students were registered in Admin. than any other department; the least number were in Found.

9. The majority of graduate students indicated an interest in a specific area of study. The main categories were: humanities (reading, English), social sciences, mathematics education, science education, curriculum development, supervision, administration, history of education, comparative education, counselling and special education

10. More students in Admin., Math. and Nat. Sci., Hum. and Soc. Sci., and by student status chose the major thesis route. The majority in Found. and Psych. selected the minor thesis route

11. The majority of graduate students in Math. and Nat. Sci., Psych., Hum. and Soc. Sci., and full-time students had registered in the M.Ed. program since 1972. More students in Found. and the majority of Admin. and part-time students, however, had begun prior to 1972

12. A majority of students within each department and part-time students had neither completed their course work nor had a thesis proposal accepted; full-time students were the exception

13. The majority of respondents by department and

part-time status expected to graduate by 1976; full-time students indicated 1974 as a graduation date

14. Most graduate students attended one or two sessions during the academic year

15. The majority travelled twenty miles or less (one-way) to classes

16. The main reason given for taking the M.Ed. degree program was the desire to continue intellectual growth

17. The main reason reported for studying at the Faculty of Education, University of Manitoba, was its proximity to the student's home

18. The majority of the graduate students made their own decision to take graduate work; they were not influenced by other people

19. People who influenced graduate students the most during their graduate work were: an individual professor, a spouse, or a graduate advisor. Part-time students were also influenced by professional colleagues and friends

20. At least half of the respondents within each department and by students status expected to continue in their former jobs. Less than 20 per cent aspired to a promotion. Except for full-time students, less than 15 per cent aspired to a doctoral program

21. Most graduate students did not receive financial assistance; they relied on a full-time job for support in their graduate work. The majority of full-time students received financial aid in one form or another, the main ones being sabbatical salary and savings.

There were some notable exceptions to the pattern of characteristics which included the group of older and more experienced students in Admin., the cluster of female students in Psych. and Hum. and Soc. Sci., the full-time students who had no dependents and their advanced stage in the program. The implications of these results are discussed in the last section of this chapter.

The remainder of this section on descriptive analysis answers the research question: "What judgments did the graduate students hold concerning specific aspects of the Master of Education degree program?" Based on the data collected in Section II of the questionnaire, the attitudes of students toward aspects of the M.Ed. degree program are described under the following headings: a) Attitudes Toward Program, 2) Attitudes Toward Student-Advisor Relations, and 3) Attitudes Toward Other Concerns. Finally, the attitudes of students expressed in Section III are reported and analyzed by means of content analysis.

Attitudes Toward Program

The attitudes of graduate students toward various aspects of the program are presented in this discussion. The aspects examined were: admission policies, orientation to M.Ed. program, sources of information, course work, thesis or research paper, comprehensive exam (oral or written), and grading system. A description of responses by department and total population to Section II, Part A, of the questionnaire is given in Table 10. The distribution of responses by student status is presented in Table 11.

For discussion purposes, the responses to Section II of the questionnaire are reported by grouping the two extreme ranges of either end of the continuum of responses together. For example, in Table 10, the responses "very selective" and "quite selective" to describe an attitude toward admission regulations are reported as "selective" in the discussion.

Admission policies. The rating of admission regulations by graduate students varied: 21.67 per cent indicated regulations were selective; 46.73 per cent moderately selective; 22.57 per cent not selective. The highest percentage of students in each department and by student status also rated the admission regulations moderately selective.

The majority of respondents in the total population (59.59 per cent) indicated that there should be no change in academic standards for admission to the M.Ed. program. At least half of the students in each department held the same view. Of the total population, 26.64 per cent thought that

Distribution of Responses to Questionnaire, Section II, Part A,
Attitudes Toward Program by Department

Question	Curri: Hum. and Soc. Sci. ¹ n=90		Curri: Math. and Nat. Sci. ² n=77		Educ. Admn. ³ n=118		Educ. Found. ⁴ n=58		Educ. Psych. ⁵ n=100		Total Population n=447		
	f*	%	f	%	f	%	f	%	f	%	f	%	
Admission Policies													
1.a) Rating of admission regulations**													
i) very selective	1	1.10	1	1.30	4	3.39	4	6.90	2	2	12	2.71	
ii) quite selective	18	20.00	11	14.29	28	23.73	15	25.86	12	12	84	18.96	
iii) moderately selective	39	43.33	46	59.74	59	50.00	22	37.93	41	41	207	46.73	
iv) slightly selective	15	16.67	9	11.69	16	13.56	9	15.52	23	23	72	16.25	
v) not selective	6	6.67	3	3.90	5	4.24	4	6.90	10	10	28	6.32	
vi) no answer	11	12.22	7	9.09	6	5.09	4	6.90	12	12	40	9.03	
b) Academic standards should be													
i) much higher	8	8.89	3	3.90	5	4.24	5	8.62	6	6	27	6.10	
ii) somewhat higher	21	23.33	16	20.78	22	18.64	10	17.24	22	22	91	20.54	
iii) no change	46	51.11	49	63.64	80	67.80	35	60.35	54	54	264	59.59	
iv) somewhat lower	1	1.10	1	1.30	3	2.54	3	5.17	1	1	9	2.03	
v) much lower	0		0		2	1.70			0		2	.45	
vi) no answer	14	15.56	8	10.39	6	5.09	5	8.62	17	17	50	11.29	
Orientation to M.Ed. Program													
2. Rating of orientation and guidance													
a) orientation to faculty													
adequate	1	10	11.11	12	15.58	13	11.02	8	13.79	10	10	53	11.96
	2	12	13.33	19	24.68	18	15.25	6	10.35	9	9	64	14.45
	3	21	23.33	21	27.27	25	21.19	18	31.04	24	24	109	24.61
	4	16	17.78	9	11.69	30	25.42	8	13.79	20	20	83	18.74
inadequate	5	18	20.00	8	10.39	25	21.19	15	25.86	25	25	91	20.54
no answer		13	14.44	8	10.39	7	5.93	3	5.17	12	12	43	9.71
b) orientation to department													
adequate	1	9	10.00	12	15.58	11	9.32	8	13.79	12	12	52	11.74
	2	13	14.44	18	23.38	19	16.10	10	17.24	10	10	70	15.80
	3	22	24.44	24	31.17	28	23.73	14	24.14	22	22	110	24.83
	4	19	21.11	10	12.99	28	23.73	8	13.79	22	22	87	19.64
inadequate	5	13	14.44	4	5.20	23	19.49	14	24.14	22	22	76	17.16
no answer		14	15.56	9	11.69	9	7.63	4	6.90	12	12	48	10.84
c) advice on course selection													
adequate	1	20	22.22	19	24.68	16	13.56	17	29.31	18	18	90	20.32
	2	13	14.44	23	29.87	34	28.81	14	24.14	19	19	103	23.25
	3	23	25.56	20	25.97	26	22.03	14	24.14	28	28	111	25.06
	4	14	15.56	7	9.09	18	15.25	8	13.79	14	14	61	13.77
inadequate	5	9	10.00	4	5.20	16	13.56	1	1.72	9	9	39	8.80
no answer		11	12.22	4	5.20	8	6.78	4	6.90	12	12	39	8.80
d) advice on formal requirements													
adequate	1	20	22.22	19	24.68	25	21.19	16	27.59	19	19	99	22.35
	2	14	15.56	17	22.08	26	22.03	12	20.69	20	20	89	20.09
	3	21	23.33	27	35.07	32	27.12	15	25.86	26	26	121	27.31
	4	16	17.78	7	9.09	15	12.71	4	6.90	11	11	53	11.96
inadequate	5	7	7.78	1	1.30	12	10.17	5	8.62	12	12	37	8.35
no answer		12	13.33	6	7.79	8	6.78	6	10.35	12	12	44	9.93

¹Curriculum: Humanities and Social Sciences⁴Educational Foundations²Curriculum: Mathematics and Natural Sciences⁵Educational Psychology³Educational Administration

* frequency

** For purposes of this table, many questions have been condensed; see Appendix A for complete question.

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443		
	f	%	f	%	f	%	f	%	f	%	f	%	
2. (Continued)													
e) advice on thesis route													
adequate	1	19	21.11	17	22.08	16	13.56	12	20.69	14	14	78	17.61
	2	15	16.67	19	24.58	22	18.64	10	17.24	14	14	80	18.06
	3	19	21.11	16	20.78	25	21.19	12	20.69	20	20	92	20.77
	4	16	17.78	15	19.48	23	19.49	9	15.52	15	15	78	17.61
inadequate	5	8	8.89	3	3.90	22	18.64	9	15.52	23	23	65	14.67
no answer		13	14.44	7	9.09	10	8.48	6	10.35	14	14	50	11.29
f) advice on financial aid													
adequate	1	7	7.78	3	3.90	11	9.32	11	18.97	12	12	44	9.93
	2	5	5.56	6	7.79	7	5.93	3	5.17	10	10	31	7.00
	3	15	16.67	15	19.48	22	18.64	11	18.97	17	17	80	18.06
	4	14	15.56	8	10.39	15	12.71	7	12.07	10	10	54	12.19
inadequate	5	27	30.00	31	40.26	49	41.53	18	31.04	30	30	155	34.99
no answer		22	24.44	14	18.18	14	11.86	8	13.79	21	21	79	17.83
g) encouragement on persisting goals													
adequate	1	14	15.56	12	15.58	16	13.56	11	18.97	14	14	67	15.12
	2	14	15.56	17	22.08	15	12.71	8	13.79	16	16	70	15.80
	3	22	24.44	18	23.38	23	19.49	13	22.41	18	18	94	21.22
	4	10	11.11	14	18.18	22	18.64	8	13.79	10	10	64	14.45
inadequate	5	16	17.78	10	12.99	33	27.97	14	24.14	27	27	100	22.57
no answer		14	15.56	6	7.79	9	7.63	4	6.90	15	15	48	10.84

Sources of Information

3.a) Adequacy of information when graduate work began

i) very adequate	6	6.67	9	11.69	15	12.71	7	12.07	6	6	43	9.71
ii) quite adequate	25	27.78	26	33.77	21	17.80	17	29.31	23	23	112	25.28
iii) moderately adequate	25	27.78	21	27.27	33	27.97	15	25.86	25	25	119	26.86
iv) slightly adequate	12	13.33	13	16.88	21	17.80	8	13.79	19	19	73	16.48
v) inadequate	12	13.33	3	3.90	21	17.80	7	12.07	15	15	58	13.09
vi) no answer	10	11.11	5	6.49	7	5.93	4	6.90	12	12	38	8.58

b) Usefulness of advice and counselling during graduate work

i) very useful	9	10.00	14	18.18	6	5.09	5	8.62	6	6	40	9.03
ii) quite useful	24	26.67	13	16.88	20	16.95	7	12.07	16	16	80	18.06
iii) moderately useful	22	24.44	20	25.97	45	38.14	20	34.48	22	22	129	29.12
iv) slightly useful	14	15.56	18	23.38	25	21.19	13	22.41	31	31	101	22.80
v) useless	5	5.56	2	2.60	14	11.86	6	10.35	13	13	40	9.03
vi) no answer	16	17.78	10	12.99	8	6.78	7	12.07	12	12	53	11.96

Course Work

4.a) Course work seems to have been

i) very appropriate	18	20.00	10	12.99	14	11.86	6	10.35	8	8	56	12.64
ii) quite appropriate	29	32.22	26	33.77	47	39.83	26	44.83	27	27	155	34.99
iii) moderately appropriate	15	16.67	23	29.87	29	24.58	11	18.97	31	31	109	24.61
iv) slightly appropriate	6	6.67	6	7.79	13	11.02	11	18.97	16	16	52	11.74
v) inappropriate	5	5.56	4	5.20	7	5.93	0		7	7	23	5.19
vi) not applicable	2	2.22	0		0		0		0		2	.45
vii) no answer	15	16.67	8	10.39	8	6.78	4	6.90	11	11	46	10.38

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=447	
	f	%	f	%	f	%	f	%	f	%	f	%
b) Degree of freedom and self-direction in classroom procedures												
i) great amount	15	16.67	16	20.78	16	13.56	9	15.52	20	20	76	17.16
ii) considerable amount	35	38.89	24	31.17	54	45.76	29	50.00	32	32	174	39.28
iii) moderate amount	20	22.22	24	31.17	32	27.12	10	17.24	25	25	111	25.06
iv) very little	4	4.44	3	3.90	5	4.24	0		8	8	20	4.52
v) none	1	1.11	1	1.30	3	2.54	1	1.72	0		6	1.35
vi) not applicable	1	1.11	1	1.30	0		4	6.90	2	2	8	1.81
vii) no answer	14	15.56	8	10.39	8	6.78	5	8.62	13	13	48	10.84
c) Adequacy of instruction												
i) very adequate	14	15.56	12	15.58	10	8.48	10	17.24	9	9	55	12.42
ii) quite adequate	29	32.22	27	35.07	57	48.31	22	37.93	28	28	163	36.80
iii) moderately adequate	20	22.22	21	27.27	29	24.58	13	22.41	25	25	108	24.38
iv) slightly adequate	4	4.44	4	5.20	9	7.63	2	3.45	10	10	29	6.55
v) inadequate	6	6.67	5	6.50	4	3.39	5	8.62	13	13	33	7.45
vi) not applicable	2	2.22	0		1	.85	2	3.45	2	2	7	1.58
vii) no answer	15	16.67	8	10.39	8	6.78	4	6.90	13	13	48	10.84
d) Course relevance to current and continuing issues												
i) very related	23	25.56	18	23.38	21	17.80	13	22.41	13	13	88	19.87
ii) quite related	25	27.78	33	42.86	60	50.85	20	34.48	36	36	174	39.28
iii) moderately related	18	20.00	15	19.48	19	16.10	15	25.86	23	23	90	20.32
iv) slightly related	7	7.78	3	3.90	6	5.09	3	5.17	9	9	28	6.32
v) unrelated	1	1.11	0		3	2.54	1	1.72	4	4	9	2.03
vi) not applicable	2	2.22	0		0		1	1.72	2	2	5	1.13
vii) no answer	14	15.56	8	10.39	9	7.63	5	8.62	13	13	49	11.06
e) Statistics course requirement												
i) yes	20	22.22	29	37.66	92	77.97	10	17.24	42	42	193	43.57
ii) no	55	61.11	40	51.95	18	15.25	44	75.86	46	46	203	45.82
iii) no answer	15	16.67	8	10.39	8	6.78	4	6.90	12	12	47	10.61
f) Usefulness of requirement												
i) very useful	3	3.33	13	16.88	11	9.32	2	3.45	11	11	40	9.03
ii) quite useful	10	11.11	8	10.39	24	20.34	2	3.45	8	8	52	11.74
iii) moderately useful	9	10.00	9	11.69	19	16.10	3	5.17	10	10	50	11.29
iv) slightly useful	3	3.33	8	10.39	16	13.56	8	13.79	10	10	45	10.16
v) useless	3	3.33	4	5.20	13	11.02	4	6.90	8	8	32	7.22
vi) not applicable	37	41.11	18	23.38	18	15.25	18	31.04	28	28	119	26.86
vii) no answer	25	27.78	17	22.08	17	14.41	21	36.21	25	25	105	23.70
Thesis or Research Paper												
5.a) Primary interest												
i) research course	31	34.44	28	36.36	42	35.59	25	43.10	21	21	127	33.18
ii) work	43	47.78	41	53.25	66	55.93	30	51.72	64	64	244	55.08
iii) no answer	16	17.78	8	10.39	10	8.48	3	5.17	15	15	52	11.74

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
b) <u>Research experience is</u>												
i) very valuable	19	21.11	18	23.38	19	16.10	17	29.31	16	16	89	20.09
ii) quite valuable	23	25.56	14	18.18	43	36.44	13	22.41	28	28	121	27.31
iii) moderately valuable	18	20.00	15	19.48	24	20.34	17	29.31	19	19	93	20.99
iv) slightly valuable	9	10.00	10	12.99	13	11.02	4	6.90	7	7	43	9.71
v) not valuable	0		3	3.90	5	4.24	1	1.72	5	5	14	3.16
vi) not applicable	4	4.44	7	9.09	4	3.39	1	1.72	8	8	24	5.42
vii) no answer	17	18.89	10	12.99	10	8.48	5	8.62	17	17	59	13.32
c) <u>Degree of freedom and self-direction in developing research problem</u>												
i) great amount	35	38.89	30	38.96	24	20.34	20	34.48	22	22	131	29.57
ii) considerable amount	21	23.33	17	22.08	41	34.75	15	25.86	23	23	117	26.41
iii) moderate amount	9	10.00	7	9.09	14	11.86	5	8.62	3	3	38	8.58
iv) very little	0		0		4	3.39	2	3.45	2	2	8	1.81
v) none	0		0		1	.85	0		1	1	2	.45
vi) not applicable	9	10.00	13	16.88	17	14.41	7	12.07	27	27	73	16.48
vii) no answer	16	17.78	10	12.99	17	14.41	9	15.52	22	22	74	16.70
d) <u>Rating of facilities available for data treatment</u>												
i) very satisfactory	4	4.44	6	7.79	7	5.93	0		6	6	23	5.19
ii) quite satisfactory	13	14.44	14	18.18	16	13.56	10	17.24	13	13	66	14.90
iii) moderately satisfactory	11	12.22	11	14.29	13	11.02	10	17.24	9	9	54	12.19
iv) slightly satisfactory	3	3.33	2	2.60	6	5.09	3	5.17	8	8	22	4.97
v) unsatisfactory	7	7.78	2	2.60	4	3.39	4	6.90	1	1	18	4.06
vi) not applicable	28	31.11	27	35.07	47	39.83	19	32.76	40	40	161	36.34
vii) no answer	24	26.67	15	19.48	25	21.19	12	20.69	23	23	99	22.35
5.e) <u>Rating of availability of information on thesis reproduction</u>												
i) very satisfactory	1	1.11	3	3.90	2	1.70	0		2	2	8	1.81
ii) quite satisfactory	9	10.00	9	11.69	15	12.71	3	5.17	9	9	45	10.16
iii) moderately satisfactory	10	11.11	10	12.99	18	15.25	10	17.24	10	10	58	13.09
iv) slightly satisfactory	8	8.89	4	5.20	5	4.24	4	6.90	7	7	28	6.32
v) unsatisfactory	11	12.22	7	9.09	8	6.78	8	13.79	6	6	40	9.03
vi) not applicable	25	17.78	26	33.77	42	35.59	21	36.21	42	42	156	35.21
vii) no answer	26	28.89	18	23.38	28	23.73	12	20.69	24	24	108	24.38
f) <u>Rating of adequacy of education library</u>												
i) very satisfactory	1	1.11	1	1.30	5	4.24	1	1.72	1	1	9	2.03
ii) quite satisfactory	11	12.22	16	20.78	21	17.80	5	8.62	13	13	66	14.90

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
5.f) (Continued)												
iii) moderately satisfactory	25	27.78	25	32.47	38	32.20	15	25.86	15	15	118	26.64
iv) slightly satisfactory	10	11.11	7	9.09	12	10.17	11	18.97	9	9	49	11.06
v) unsatisfactory	18	20.00	5	6.49	8	6.78	9	15.52	13	13	53	11.96
vi) not applicable	8	8.89	12	15.58	21	17.80	7	12.07	29	29	77	17.38
vii) no answer	17	18.89	11	14.29	13	11.02	10	17.24	20	20	71	16.03

Comprehensive Exam

6. Rating of adequacy of information and advice for comprehensive exam

i) very satisfactory	0		2	2.60	2	1.70	0		5	5	9	2.03
ii) quite satisfactory	7	7.78	6	7.79	12	10.17	2	3.45	7	7	34	7.68
iii) moderately satisfactory	9	10.00	9	11.69	10	8.48	12	20.69	11	11	51	11.51
iv) slightly satisfactory	3	3.33	4	5.20	8	6.78	5	8.62	9	9	29	6.55
v) unsatisfactory	13	14.44	7	9.09	11	9.32	5	8.62	6	6	42	9.48
vi) not applicable	31	34.44	26	33.77	49	41.53	20	34.48	38	38	164	37.02
vii) no answer	27	30.00	23	29.87	26	22.03	14	24.14	24	24	114	25.73

Grading System

7.a) Evaluative methods:

degree of helpfulness in self-development

i) grades													
very helpful	1	10	11.11	15	19.48	14	11.86	6	10.35	6	6	51	11.51
	2	11	12.22	31	40.26	27	22.88	14	24.14	23	23	106	23.93
	3	26	28.89	11	14.29	45	38.14	16	27.59	29	29	127	28.67
	4	16	17.78	5	6.49	17	14.41	5	8.62	11	11	54	12.19
not helpful	5	9	10.00	4	5.20	5	4.24	9	15.52	9	9	36	8.13
no answer		18	20.00	11	14.29	10	8.48	8	13.79	22	22	69	15.58
ii) conference with staff													
very helpful	1	10	11.11	22	28.57	11	9.32	9	15.52	18	18	70	15.80
	2	22	24.44	23	29.87	34	28.81	13	22.41	24	24	116	26.19
	3	19	21.11	8	10.39	31	26.27	11	18.97	14	14	83	18.74
	4	6	6.67	5	6.49	9	7.63	6	10.35	8	8	34	7.68
not helpful	5	5	5.56	3	3.90	10	8.48	4	6.90	7	7	29	6.55
no answer		28	31.11	16	20.78	23	19.49	15	25.86	29	29	111	25.06
iii) professor's written comments													
very helpful	1	23	25.56	12	15.58	15	12.71	8	13.79	15	15	73	16.48
	2	16	17.78	18	23.38	28	23.73	14	24.14	23	23	99	22.35
	3	13	14.44	14	18.18	33	27.97	12	20.69	15	15	87	19.64
	4	13	14.44	8	10.39	15	12.71	7	12.07	13	13	56	12.64
not helpful	5	5	5.56	7	9.09	9	7.63	4	6.90	11	11	36	8.13
no answer		20	22.22	18	23.38	18	15.25	13	22.41	23	23	92	20.77
iv) evaluation by other students													
very helpful	1	3	3.33	4	5.20	5	4.24	2	3.45	12	12	26	5.87
	2	21	23.33	12	15.58	27	22.88	6	10.35	23	23	89	20.09
	3	17	18.89	21	27.27	34	28.81	14	24.14	20	20	106	23.93
	4	17	18.89	9	11.69	20	16.95	10	17.24	8	8	64	14.45
not helpful	5	8	8.89	11	14.29	16	13.56	11	18.97	7	7	53	11.96
no answer		24	26.67	20	25.97	16	13.56	15	25.86	30	30	105	23.70
v) evaluation by research committee													
very helpful	1	4	4.44	5	6.49	2	1.70	1	1.72	1	1	13	2.94
	2	7	7.78	11	14.29	15	12.71	7	12.07	9	9	49	11.06

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443		
	f	%	f	%	f	%	f	%	f	%	f	%	
7.v) (Continued)													
	3	17	18.89	12	15.58	30	25.42	8	13.79	19	19	86	19.41
	4	9	10.00	7	9.09	3	2.54	6	10.35	5	5	30	6.77
not helpful	5	8	8.89	3	3.90	14	11.86	5	8.62	10	10	40	9.03
no answer		45	50.00	39	50.65	54	45.76	31	53.45	56	56	225	50.79
vi) self- evaluation													
very helpful	1	16	17.78	20	25.97	18	15.25	10	17.24	19	19	83	18.74
	2	22	24.44	30	38.96	49	41.53	21	36.21	38	38	160	36.12
	3	28	31.11	10	12.99	32	27.12	10	17.24	14	14	94	21.22
	4	3	3.33	0		5	4.24	2	3.45	2	2	12	2.71
not helpful	5	1	1.11	1	1.30	1	.85	2	3.45	2	2	7	1.58
no answer		20	22.22	16	20.78	13	11.02	13	22.41	25	25	87	19.64
vii) other (specify)													
very helpful	1	0		1	1.30	0		1	1.72	3	3	5	1.13
	2	1	1.11	1	1.30	1	.85	1	1.72	2	2	6	1.35
	3	1	1.11	0		0		1	1.72	0		2	.45
	4	0		0		0		0		0		0	
not helpful	5	0		0		0		0		1	1	1	.23
no answer		88	97.78	75	97.40	117	99.15	55	94.83	94	94	429	96.84
7.b) Degree of certainty of criteria for evalua- tion													
i) very certain		9	10.00	6	7.79	4	3.39	3	5.17	4	4	26	5.87
ii) quite certain		18	20.00	23	29.87	37	31.36	16	27.59	26	26	120	27.09
iii) moderately certain		21	23.33	26	33.77	33	27.97	18	31.04	28	28	126	28.44
iv) slightly certain		11	12.22	2	2.60	14	11.86	7	12.07	9	9	43	9.71
v) uncertain		14	15.56	9	11.69	21	17.80	6	10.35	14	14	64	14.45
vi) not applicable		1	1.11	0		0		1	1.72	1	1	3	.68
vii) no answer		16	17.78	11	14.29	9	7.63	7	12.07	18	18	61	13.77

Table 11
 Distribution of Responses to Questionnaire,
 Section II, Part A,
 Attitudes Toward Program by Full-Time and Part-Time Students

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
	<u>Admission Policies</u>					
1.a) <u>Rating of admission regulations</u>						
i) very selective	1	2.63	11	2.72	12	2.71
ii) quite selective	10	26.32	74	18.27	84	18.96
iii) moderately selective	15	39.47	192	47.41	207	46.73
iv) slightly selective	9	23.68	63	15.56	72	16.25
v) not selective	3	7.89	25	6.17	28	6.32
vi) no answer	0		40	9.88	40	9.03
b) <u>Academic standards should be</u>						
i) much higher	2	5.26	25	6.17	27	6.10
ii) somewhat higher	12	31.58	79	19.51	91	20.54
iii) no change	23	60.53	241	59.51	264	59.59
iv) somewhat lower	1	2.63	8	1.98	9	2.03
v) much lower	0		2	.49	2	.45
vi) no answer	0		50	12.35	50	11.29
<u>Orientation to M.Ed. Program</u>						
2. <u>Rating of orientation and guidance</u>						
a) orientation to faculty						
adequate	1	7 18.42	46 11.36	53 11.96		
	2	6 15.79	58 14.32	64 14.45		
	3	8 21.05	101 24.94	109 24.61		
	4	9 23.68	74 18.27	83 18.74		
inadequate	5	8 21.05	83 20.49	91 20.54		
no answer	0		43 10.62	43 9.71		
b) orientation to department						
adequate	1	5 13.16	47 11.61	52 11.74		
	2	11 28.95	59 14.57	70 15.80		
	3	10 26.32	100 24.69	110 24.83		
	4	6 15.79	81 20.00	87 19.64		
inadequate	5	6 15.79	70 17.28	76 17.16		
no answer	0		48 11.85	48 10.84		
c) advice on course selection						
adequate	1	10 26.32	80 19.75	90 20.32		
	2	11 28.95	92 22.72	103 23.25		
	3	8 21.05	103 25.43	111 25.06		
	4	6 15.79	55 13.58	61 13.77		
inadequate	5	3 7.89	36 8.89	39 8.80		
no answer	0		39 9.63	39 8.80		
d) advice on formal requirements						
adequate	1	12 31.58	87 21.48	99 22.35		
	2	7 18.42	82 20.25	89 20.09		
	3	7 18.42	114 28.15	121 27.31		
	4	7 18.42	46 11.36	53 11.96		
inadequate	5	5 13.16	32 7.90	37 8.35		
no answer	0		44 10.86	44 9.93		
e) advice on thesis route						
adequate	1	9 23.68	69 17.04	78 17.61		
	2	10 26.32	70 17.28	80 18.06		
	3	5 13.16	87 21.48	92 20.77		
	4	7 18.42	71 17.53	78 17.61		
inadequate	5	7 18.42	58 14.32	65 14.67		
no answer	0		50 12.35	50 11.29		

Question	Full-Time Students n = 38		Part-Time Students n = 405		Total Population n = 443	
	f	%	f	%	f	%
2. Continued						
f) advice on finan- cial aid						
adequate	1	9 23.68	35	8.64	44	9.93
	2	6 15.79	25	6.17	31	7.00
	3	8 21.05	72	17.78	80	18.06
	4	5 13.16	49	12.10	54	12.19
inadequate	5	10 26.32	145	35.80	155	34.99
no answer	0		79	19.51	79	17.83
g) encouragement on persisting goals						
adequate	1	8 21.05	59	14.57	67	15.12
	2	12 31.58	58	14.32	70	15.80
	3	8 21.05	86	21.24	94	21.22
	4	2 5.26	62	15.31	64	14.45
inadequate	5	7 18.42	93	22.96	100	22.57
no answer	1	2.63	47	11.61	48	10.84

Sources of Information

3.a) <u>Adequacy of information when graduate work began</u>						
i) very adequate	7	18.42	36	8.89	43	9.71
ii) quite adequate	8	21.05	104	25.68	112	25.28
iii) moderately adequate	11	28.95	108	26.67	119	26.86
iv) slightly adequate	7	18.42	66	16.30	73	16.48
v) inadequate	5	13.16	53	13.09	58	13.09
vi) no answer	0		38	9.38	38	8.58
b) <u>Usefulness of advice and coun- selling during graduate work</u>						
i) very useful	7	18.42	33	8.15	40	9.03
ii) quite useful	9	23.68	71	17.53	80	18.06
iii) moderately useful	9	23.68	120	29.63	129	29.12
iv) slightly useful	10	26.32	91	22.47	101	22.80
v) useless	3	7.89	37	9.14	40	9.03
vi) no answer	0		53	13.09	53	11.96

Course Work

4.a) <u>Course work seems to have been</u>						
i) very appropriate	9	23.68	47	11.61	56	12.64
ii) quite appropriate	10	26.32	145	35.80	155	34.99
iii) moderately appropriate	12	31.58	97	23.95	109	24.61
iv) slightly appropriate	4	10.53	48	11.85	52	11.74
v) inappropriate	3	7.89	20	4.94	23	5.19
vi) not applicable	0		2	.49	2	.45
vii) no answer	0		46	11.36	46	10.38
b) <u>Degree of freedom and self-direction in classroom pro- cedures</u>						
i) great amount	5	13.16	71	17.53	76	17.16
ii) considerable amount	16	42.11	158	39.01	174	39.28
iii) moderate amount	14	36.84	97	23.95	111	25.06
iv) very little	0		20	4.94	20	4.52
v) none	0		6	1.48	6	1.35
vi) not applicable	3	7.89	5	1.24	8	1.81
vii) no answer	0		48	11.85	48	10.84
c) <u>Adequacy of Instruction</u>						
i) very adequate	5	13.16	50	12.35	55	12.42
ii) quite adequate	13	34.21	150	37.04	163	36.80
iii) moderately adequate	13	34.21	95	23.46	108	24.38
iv) slightly adequate	3	7.89	26	6.42	29	6.55
v) inadequate	2	5.26	31	7.65	33	7.45

Question	Full-Time Students n = 38		Part-Time Students n = 405		Total Population n = 443	
	f	%	f	%	f	%
4.c) Continued						
vi) not applicable	2	5.26	5	1.24	7	1.58
vii) no answer	0		48	11.85	48	10.84
d) <u>Course relevance to current and continuing issues</u>						
i) very related	8	21.05	80	19.75	88	19.87
ii) quite related	18	47.37	156	38.52	174	39.28
iii) moderately related	7	18.42	83	20.49	90	20.32
iv) slightly related	2	5.26	26	6.42	28	6.32
v) unrelated	1	2.63	8	1.98	9	2.03
vi) not applicable	2	5.26	3	.74	5	1.13
vii) no answer	0		49	12.10	49	11.06
e) <u>Statistics course requirement</u>						
i) yes	19	50.00	174	42.96	193	43.57
ii) no	19	50.00	184	45.43	203	45.82
iii) no answer	0		47	11.61	47	10.61
f) <u>Usefulness of requirement</u>						
i) very useful	4	10.53	36	8.89	40	9.03
ii) quite useful	4	10.53	48	11.85	52	11.74
iii) moderately useful	4	10.53	46	11.36	50	11.29
iv) slightly useful	6	15.79	39	9.63	45	10.16
v) useless	3	7.89	29	7.16	32	7.22
vi) not applicable	13	34.21	106	26.17	119	26.86
vii) no answer	4	10.53	101	24.94	105	23.70
<u>Thesis or Research Paper</u>						
5.a) <u>Primary interest</u>						
i) research	19	50.00	128	31.61	147	33.18
ii) course work	19	50.00	225	55.56	244	55.08
iii) no answer	0		52	12.84	52	11.74
5.b) <u>Research experience is</u>						
i) very valuable	14	36.84	75	18.52	89	20.09
ii) quite valuable	11	28.95	110	27.16	121	27.31
iii) moderately valuable	6	15.79	87	21.48	93	20.99
iv) slightly valuable	4	10.53	39	9.63	43	9.71
v) not valuable	0		14	3.46	14	3.16
vi) not applicable	1	2.63	23	5.68	24	5.42
vii) no answer	2	5.26	57	14.07	59	13.32
c) <u>Degree of freedom and self-direction in developing research problem</u>						
i) great amount	16	42.11	115	28.40	131	29.57
ii) considerable amount	14	36.84	103	25.43	117	26.41
iii) moderate amount	5	13.16	33	8.15	38	8.58
iv) very little	1	2.63	7	1.73	8	1.81
v) none	0		2	.49	2	.45
vi) not applicable	2	5.26	71	17.53	73	16.48
vii) no answer	0		74	18.27	74	16.70
d) <u>Rating of facilities available for data treatment</u>						
i) very satisfactory	5	13.16	18	4.44	23	5.19
ii) quite satisfactory	10	26.32	56	13.83	66	14.90
iii) moderately satisfactory	3	7.89	51	12.59	54	12.19
iv) slightly satisfactory	2	5.26	20	4.94	22	4.97
v) unsatisfactory	4	10.53	14	3.46	18	4.06
vi) not applicable	12	31.58	149	36.79	161	36.34
vii) no answer	2	5.26	97	23.95	99	22.35

Question	Full-Time Students n = 38		Part-Time Students n = 405		Total Population n = 443	
	f	%	f	%	f	%
5.e) Rating of availability of information on thesis reproduction						
i) very satisfactory	0		8	1.98	8	1.81
ii) quite satisfactory	9	23.68	36	8.89	45	10.16
iii) moderately satisfactory	7	18.42	51	12.59	58	13.09
iv) slightly satisfactory	3	7.89	25	6.17	28	6.32
v) unsatisfactory	6	15.79	34	8.40	40	9.03
vi) not applicable	9	23.68	147	36.30	156	35.21
vii) no answer	4	10.53	104	25.68	108	24.38
f) Rating of adequacy of education library						
i) very satisfactory	3	7.89	6	1.48	9	2.03
ii) quite satisfactory	7	18.42	59	14.57	66	14.90
iii) moderately satisfactory	14	36.84	104	25.68	118	26.64
iv) slightly satisfactory	5	13.16	44	10.86	49	11.06
v) unsatisfactory	5	13.16	48	11.85	53	11.96
vi) not applicable	3	7.89	74	18.27	77	17.38
vii) no answer	1	2.63	70	17.28	71	16.03

Comprehensive Exam**6. Rating of adequacy of information and advice for comprehensive exam**

i) very satisfactory	1	2.63	8	1.98	9	2.03
ii) quite satisfactory	3	7.89	31	7.65	34	7.68
iii) moderately satisfactory	6	15.79	45	11.11	51	11.51
iv) slightly satisfactory	2	5.26	27	6.67	29	6.55
v) unsatisfactory	6	15.79	36	8.89	42	9.48
vi) not applicable	15	39.47	149	36.79	164	37.02
vii) no answer	5	13.16	109	26.91	114	25.73

Grading System**7.a) Evaluative methods: degree of helpfulness in self-development**

i) grades							
very helpful	1	6	15.79	45	11.11	51	11.51
	2	10	26.32	96	23.70	106	23.93
	3	9	23.68	118	29.14	127	28.67
	4	7	18.42	47	11.61	54	12.19
not helpful	5	3	7.89	33	8.15	36	8.13
no answer		3	7.89	66	16.30	69	15.58
ii) conference with staff							
very helpful	1	12	31.58	58	14.32	70	15.80
	2	8	21.05	108	26.67	116	26.19
	3	9	23.68	74	18.27	83	18.74
	4	4	10.53	30	7.41	34	7.68
not helpful	5	2	5.26	27	6.67	29	6.55
no answer		3	7.89	108	26.67	111	25.06
iii) professor's written comments							
very helpful	1	7	18.42	66	16.30	73	16.48
	2	7	18.42	92	22.72	99	22.35
	3	12	31.58	75	18.52	87	19.64
	4	3	7.89	53	13.09	56	12.64
not helpful	5	5	13.16	31	7.65	36	8.13
no answer		4	10.53	88	21.73	92	20.77
iv) evaluation by other students							
very helpful	1	5	13.16	21	5.19	26	5.87
	2	7	18.42	82	20.25	89	20.09
	3	8	21.05	98	24.20	106	23.93

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
7.a)iv) Continued						
	4		8	21.05	56	13.83
not helpful	5	5	5	13.16	48	11.85
no answer		5	5	13.16	100	24.69
					64	14.45
					53	11.96
					105	23.70
v) evaluation by research committee						
very helpful	1	3	7	7.89	10	2.47
	2	6	6	15.79	43	10.62
	3	13	13	34.21	73	18.03
	4	2	2	5.26	28	6.91
not helpful	5	4	4	10.53	36	8.89
no answer		10	10	26.32	215	53.09
					225	50.79
vi) self-evaluation						
very helpful	1	10	10	26.32	73	18.03
	2	12	12	31.58	148	36.54
	3	10	10	26.32	84	20.74
	4	0	0		12	2.96
not helpful	5	2	2	5.26	5	1.24
no answer		4	4	10.53	83	20.49
					87	19.64
vii) other						
very helpful	1	1	1	2.63	4	.99
	2	2	2	5.26	4	.99
	3	0	0		2	.49
	4	0	0		0	
not helpful	5	1	1	2.63	0	
no answer		34	34	89.47	395	97.53
					429	96.84
b) Degree of certainty of criteria for evaluation						
i) very certain		1	1	2.63	25	6.17
ii) quite certain		11	11	28.95	109	26.91
iii) moderately certain		11	11	28.95	115	28.40
iv) slightly certain		6	6	15.79	37	9.14
v) uncertain		6	6	15.79	58	14.32
vi) not applicable		1	1	2.63	2	.49
vii) no answer		2	2	5.26	59	14.57
					61	13.77

academic standards should be higher, and 2.48 per cent would lower them. More Hum. and Soc. Sci. students (32.22 per cent) than those in other departments said that the standards should be higher. Reaction by full-time students and part-time students indicated that no change should occur in academic standards. More of the full-time students than part-time said standards should be higher.

Orientation to program. The students were asked to rate various aspects of orientation and guidance. On a 1-5 continuum, 26.41 per cent of the total population rated orientation to the Faculty adequate whereas 39.28 per cent rated it inadequate. Math. and Nat. Sci. was the only department in which more students rated the orientation to Faculty adequate (40.26 per cent) as opposed to inadequate (22.08 per cent). Orientation in the other four departments was rated inadequate by the greater percentage of students. More full-time students and part-time students thought that orientation to the Faculty was inadequate than adequate.

Reaction regarding orientation to department varied. Of the total population, 36.80 per cent thought it inadequate, 27.54 per cent adequate. More students in each of four departments found the orientation inadequate. Once again, the respondents in Math. and Nat. Sci. were more inclined to rate orientation to department adequate (38.96 per cent) than inadequate (18.19 per cent). More full-time students thought that the orientation to department was adequate than inadequate, whereas the part-time students were of the opposite opinion.

More students in the total population indicated that the advice on course selection was adequate (43.57 per cent) compared to inadequate (22.57 per cent). This was also the case in each of the five departments. A majority of full-time and part-time students rated advice on course selection adequate.

Advice on formal requirements was rated adequate by more students (42.44 per cent) in the total population than inadequate (20.31 per cent). This was also true of respondents in each department. Fifty per cent of the full-time students and 41.73 per cent of the part-time students thought that advice on formal requirements was adequate.

Of the total population, 35.67 per cent indicated that advice on thesis route was adequate, whereas 32.28 per cent rated it inadequate. A greater number of students in Math. and Nat. Sci., Found., and Hum. and Soc. Sci. thought the advice adequate; more students in Admin. and Psych. found it inadequate. Fifty per cent of the full-time students and 34.32 per cent of the part-time students rated advice on thesis route adequate. More full-time than part-time students, however, rated it inadequate.

Advice on financial aid was reported inadequate by 47.18 per cent of the total population and more students in each department. It should be noted that this subquestion received the greatest percentage of "no answer" responses (17.83 per cent) compared to the other subquestions related to orientation to program by department. As many full-time

students rated advice on financial aid adequate as some thought it inadequate. Only 13.81 per cent of the part-time students indicated aid was adequate; 47.90 per cent thought it inadequate.

Finally, more students in the total population rated encouragement on persisting goals as inadequate (37.02 per cent) compared to adequate (30.92 per cent). Admin., Found., and Psych. followed this pattern, whereas more Math. and Nat. Sci. and Hum. and Soc. Sci. students rated encouragement adequate. A majority of the full-time students considered encouragement adequate whereas 28.89 per cent of the part-time students rated it adequate and 38.27 per cent inadequate.

In general, the graduate students in each department and by total population and student status considered orientation to course selection and formal requirements adequate. The orientation to Faculty, department, thesis route, financial aid, and encouragement on persisting goals, however, were reported inadequate by students in the total population, by most departments, and by full-time and part-time students. The respondents in Math. and Nat. Sci. were the exception; they thought that only orientation to financial aid was inadequate.

Sources of information. Respondents were asked to rate the adequacy of information received when their graduate work began. Of the total population, 34.99 per cent said it was adequate, 29.57 per cent inadequate. Math. and Nat. Sci., Found., Hum. and Soc. Sci. had a similar pattern.

More students in Admin. and Psych. rated information adequate.

On the other hand, more respondents in the total population (31.83 per cent) indicated that advice and counselling during graduate work was useless. This was also true of students in three departments (Psych., Admin., and Found.). More students in Hum. and Soc. Sci. and Math. and Nat. Sci. rated the advice and counselling useful.

More full-time students and part-time students considered information given at the beginning of graduate work adequate than inadequate. Less than half of the full-time students (42.10 per cent) rated advice and counselling during graduate work useful as compared to 34.21 per cent who thought it useless. More part-time students, however, rated the advice useless than useful.

Course work. The respondents were asked to rate a number of aspects related to course work in their M.Ed. program. These were: appropriateness of course work, degree of freedom in class procedures, adequacy of instruction, course relevance, and usefulness of statistics requirements.

Of the total population, more students (47.63 per cent) said that the course work seemed to have been appropriate whereas 16.93 per cent rated it inappropriate. This pattern was found in the responses of the five departments. Similarly, 50 per cent of the full-time students and 47.41 per cent of the part-time students indicated that course work was appropriate.

The majority of the total population (56.44 per cent) indicated that the degree of freedom and self-direction in classroom procedures was considerable to great. The pattern was similar in the five departments. Only 5.87 per cent of the total population said that there was little or no degree of freedom and self-direction. A majority of the full-time and part-time students also rated classroom freedom as a considerable to great amount.

Almost half of the total population (49.22 per cent) rated course instruction adequate. The majority in Admin., Found., and Math. and Nat. Sci. did as well; more students in Hum. and Soc. Sci. and Psych. rated instruction adequate. Slightly less than half of the full-time and part-time students considered instruction adequate.

Courses were considered relevant to current and continuing issues by the majority of students in the total population (59.15 per cent), in four departments, and 49 per cent of the Psych. students. More than two-thirds of the full-time students (68.42 per cent) and 58.27 per cent of the part-time students rated the courses related to current issues.

A greater percentage of the total population (45.82 per cent) indicated that their program included a statistics course requirement; 77.97 per cent of the students in Admin. required a statistics course. The majority of students in the other four departments and fifty per cent of the full-time and 45.43 per cent of the part-time students did not.

Although only 43.57 per cent of the population indicated they had a statistics course requirement in their M.Ed. program, 49.44 per cent rated the usefulness of this requirement. Of the students who did rate it, 20.77 per cent thought it was useful and 17.38 per cent useless. Within each department, opinion varied. More students in Admin., Math. and Nat. Sci., Psych., and Hum. and Soc. Sci. rated the requirement useful than useless. On the other hand, 20.69 per cent of the Found. students indicated the requirement was useless compared to 6.90 per cent rating it useful. Of the full-time student, more rated the requirement useless than useful; more part-time students considered it useful than useless.

Thesis or research paper. The majority of students in the total population (55.08 per cent) and within each department were interested primarily in course work rather than research. Of the 33.18 per cent of the total number of respondents who were interested primarily in research, more were in Found. than in the other four departments. Half of the full-time students indicated a primary interest in research, the other half in course work. A majority of the part-time students were more interested in course work.

Almost one half of the total population (47.40 per cent) rated the research experience valuable whereas only 12.87 per cent thought it not valuable. The majority of students in Admin. and Found. indicated the research experience valuable; the other three departments averaged 44.08 per cent rating it worthwhile. More full-time students than

part-time students considered research experience valuable.

A majority of the total population (55.98 per cent) indicated there was a considerable to great amount of freedom and self-direction in developing a research problem. The departmental pattern was similar. More full-time students than part-time students said they had considerable to a great amount of freedom in developing a research problem. It should be noted that the fact that 16.48 per cent replied "not applicable" and 16.70 per cent did not answer this question could be explained by many students in the total population not having reached the research stage in their program.

Of the 14.31 per cent of the total population who rated the extent of facilities available for data treatment, 20.09 per cent indicated the extent of facilities was satisfactory and 9.03 per cent unsatisfactory. Many students considered the question inapplicable (36.34 per cent) or did not answer it (22.35 per cent). The five departments followed the same pattern of response. More full-time students expressed satisfaction than dissatisfaction. Twice as many part-time students were also satisfied than not.

The majority of the students in the total population either considered the question related to thesis reproduction inapplicable (35.21 per cent) or did not answer (24.38 per cent). Of the 40.41 per cent who did rate the availability of information on thesis reproduction, 11.97 per cent considered it satisfactory, and 15.35 inadequate. Responses by students within the five departments followed a similar pattern. An

equal percentage of full-time students rated availability of information as satisfactory and unsatisfactory, and more part-time students thought it unsatisfactory than satisfactory.

More students in the total population rated the adequacy of the education library as unsatisfactory than satisfactory. More students in Found., Hum. and Soc. Sci., and Psych. rated the library unsatisfactory than satisfactory whereas more respondents in Math. and Nat. Sci. and Admin. considered it satisfactory. As many full-time students indicated the education library was adequate as inadequate; more part-time students thought it was inadequate than adequate. It is interesting to note that 17.38 per cent of the total population said that this matter was not applicable.

Comprehensive exam. The majority of the total population either considered the matter of information and advice for comprehensive exam inapplicable or did not answer. Of the 37.25 per cent who did rate the adequacy of information and advice, 9.71 per cent reported it was satisfactory, 16.03 per cent unsatisfactory. The pattern was similar by department and student status.

Grading system. The respondents were asked to rate the degree of helpfulness in self-development of several aspects of the grading system. These were: evaluative methods (grades, conference with staff, professor's written comments, evaluation by other students and by research committee, self-evaluation, other), and criteria for evaluation.

Of the total population, 35.44 per cent reported that grades were helpful in their self-development; 20.32 per cent said grades were not helpful. More students in four departments claimed grades were helpful than not helpful, whereas more students in Hum. and Soc. Sci. said they were not. More full-time and part-time students considered grades helpful than not helpful.

Conference with staff as an evaluative method was considered helpful by 41.99 per cent of the population; 14.23 per cent indicated this method was not helpful. More students in each department said conference with staff was helpful. A majority of full-time students said conference with staff was helpful; more part-time students reported this evaluative method was helpful than not helpful. It should be noted that 25.06 per cent of the total population did not answer this question. One reason may be their lack of exposure to such an evaluative method. This may also be true of other evaluative methods that received a higher percentage of no response.

Of the total population, 38.83 per cent indicated that a professor's written comments were a helpful evaluative method. However, 20.77 per cent thought it was not helpful. The departments rated this method helpful more than not helpful; more full-time and part-time students reported that this evaluative method was helpful than not.

There was a difference of opinion among students regarding evaluation by other students as a method. Of the

total population, 25.96 per cent thought it was helpful, 26.41 per cent not helpful, and 23.70 per cent no answer. Only more Psych. students reported the method helpful than not helpful. The other four departments had more students rating evaluation by other students as not helpful. The opinion expressed by full-time and part-time students was also mixed. Slightly more full-time students considered this method not helpful than helpful; almost as many part-time students rated it helpful as not helpful.

Half of the total population did not rate the helpfulness of evaluation by a research committee; many would not have reached that stage in their program. Of the 49.21 per cent who did respond, 14 per cent indicated the method was helpful whereas 15.80 per cent rated it not helpful. More students in Math. and Nat. Sci. and Admin. thought evaluation by a research committee helpful; more students in Found., Hum. and Nat Sci. and Psych. indicated the method not helpful. Of the 73.68 per cent of full-time students who rated this evaluative method, more considered it helpful. Of the 46.91 per cent part-time students who rated the method, 15.80 per cent considered evaluation by research committee not helpful and 13.09 per cent helpful.

A majority of the total population (54.86 per cent) reported that self-evaluation was helpful whereas only 4.29 per cent thought it not helpful. The five departments and full-time and part-time students followed the same pattern.

In summary, four evaluative methods were considered

helpful by more students in the total population and by department and student status in this order of preference: self-evaluation, conference with staff, professor's comments, and grades (except students in Hum. and Soc. Sci.). Students in the total population were divided in opinion on the matter of evaluation by peers and by research committee. Only Psych. and part-time students approved the former method; Math. and Nat. Sci., Admin. and full-time students accepted the latter as helpful.

The respondents were given the opportunity to rate other evaluative methods. Only 3.16 per cent did. The methods specified and evaluated were evaluation by colleagues on the job, professor's non-written comments and actions, and committee chairman. These methods were considered helpful by 2.48 per cent of the total population.

The graduate students rated the degree of certainty of criteria for evaluation. Of the total population, 32.98 per cent rated it certain; 24.16 per cent uncertain. More students in each of the five departments had similar response patterns of certainty. As many full-time students indicated they were certain of criteria for evaluation as others were uncertain, whereas more part-time students were certain than uncertain.

Conclusion. Based on the responses to Section II, Part A, of the questionnaire, the following conclusions about graduate students' attitudes toward aspects of program were made:

1. More students rated admission regulations not selective than selective

2. The majority of graduate students by department and student status indicated that there should be no change in academic standards for admission to the M.Ed. degree program

3. Graduate students thought that orientation to course selection and formal requirements was adequate. Orientation to Faculty, department, thesis route, financial aid, and encouragement on persisting goals were considered inadequate by all groups except Math. and Nat. Sci. The latter considered only orientation to financial aid inadequate

4. Adequacy of information received at the beginning of graduate work was rated adequate by more students in Math. and Nat. Sci., Found., and Hum. and Soc. Sci., and by full-time and part-time students. More Admin. and Psych. students considered it inadequate. There was no majority in any group, however, that thought the information received was adequate

5. More students in Psych., Admin., Found., and part-time students thought that advice and counselling during graduate work was not useful. More students in Hum. and Soc. Sci., Math. and Nat. Sci., and full-time students had the opposite opinion. There was no majority in any group rating the advice useful

6. More students thought that course work was appropriate than inappropriate. The highest percentage in any one group, however, with this attitude was 55.18 per cent

7. A majority of respondents by department and student

status considered the degree of freedom and self-direction in classroom procedures considerable to great

8. More students rated course instruction adequate than inadequate

9. A majority of graduate students thought that courses were relevant to current and continuing issues

10. The majority of respondents in four departments did not require a statistics course in their program; Admin. students did

11. Attitude toward the usefulness of a statistics course varied within each department and by student status, with slightly more respondents rating it useful. For example, 29.66 per cent of Admin. rated it useful and 24.58 per cent useless

12. The majority of students were more interested in course work than research. Found. and full-time students expressed the greatest interest in research of all groups

13. More graduate students rated the research experience valuable than not. The greatest satisfaction was expressed by Admin., Found., and full-time students

14. The majority of respondents said that there was a considerable to great amount of freedom and self-direction in developing a research problem

15. More students were satisfied than not with the extent of facilities available for data treatment

16. More graduate students rated the availability of information on thesis reproduction inadequate than adequate

17. More students in Found., Hum. and Soc. Sci., Psych., and part-time students thought the adequacy of the education library unsatisfactory than satisfactory; more students in Math. and Nat. Sci. and Admin. had the opposite point of view. Full-time students were divided on the library's adequacy

18. More respondents considered the adequacy of information and advice for the comprehensive exam unsatisfactory than satisfactory

19. Four evaluative methods were considered helpful by students in this order of preference: self-evaluation, conference with staff, professor's comments, and grades. There was divided opinion about the helpfulness of evaluation by peers and by a research committee

20. More students were certain of the criteria for evaluation than uncertain, although there was no majority of opinion in any one group.

Attitudes Toward Student-Advisor Relations

Attitudes of graduate students toward various aspects of student-advisor relations are discussed in this section. These aspects were: selection of advisor, confidence in advisor, relationship with advisor, change of student's attitude toward advisor, change of advisor, function of advisor, and performance of advisor (Section II, Part B of the questionnaire). Table 12 gives the distribution of responses by department. The distribution of responses by student status are presented in Table 13.

Distribution of Responses to Questionnaire, Section II, Part B,
Attitudes Toward Student-Advisor Relations by Department

Question	Curri: Hum. and Soc. Sci. ¹		Curri: Math. and Nat. Sci. ²		Educ. ³ Admin. n=118		Educ. ⁴ Found. n=58		Educ. ⁵ Psych. n=100		Total Population n=443	
	f*	%	f	%	f	%	f	%	f	%	f	%
B) Student-Advisor Relations												
1. Do you have a graduate advisor?*												
i) yes	69	76.67	63	81.82	93	78.81	37	63.79	58	58	320	72.24
ii) no	12	13.33	8	10.39	18	15.25	17	29.31	28	28	83	18.74
iii) no answer	9	10.00	6	7.79	7	5.93	4	6.90	14	14	40	9.03
2.a) Select your advisor?												
i) yes	37	41.11	42	54.55	25	21.19	22	37.93	43	43	169	38.15
ii) no	31	34.44	19	24.68	67	56.78	14	24.14	12	12	143	32.28
iii) no answer	22	24.44	16	20.78	26	22.03	22	37.93	45	45	131	29.57
b) Confidence in your advisor?												
i) yes	58	64.44	59	76.62	70	59.32	33	56.90	47	47	267	60.27
ii) no	6	6.67	2	2.60	13	11.02	3	5.17	7	7	31	7.00
iii) no answer	26	28.89	16	20.78	35	29.66	22	37.93	46	46	145	32.73
c) Open, non-threatening relationship with your advisor?												
i) yes	59	65.56	60	77.92	71	60.17	32	55.17	49	49	271	61.17
ii) no	7	7.78	1	1.30	11	9.32	4	6.90	4	4	27	6.10
iii) no answer	24	26.67	16	20.78	36	30.51	22	37.93	47	47	145	32.73
d) Changed your opinion of your advisor?												
i) yes	13	14.44	10	12.99	17	14.41	8	13.79	9	9	57	12.87
ii) no	50	55.56	51	66.23	65	55.09	28	48.28	44	44	238	53.73
iii) no answer	27	30.00	16	20.78	36	30.51	22	37.93	47	47	148	33.41
If yes, positively?												
i) yes	9	10.00	4	5.20	10	8.48	4	6.90	5	5	32	7.22
ii) no	5	5.56	4	5.20	6	5.09	5	8.62	5	5	25	5.64
iii) no answer	76	84.44	69	89.61	102	86.44	49	84.48	90	90	386	87.13
If no, was your original opinion												
i) positive	41	45.56	49	63.64	49	41.53	22	37.93	36	36	197	44.47
ii) negative	1	1.11	1	1.30	8	6.78	1	1.72	5	5	16	3.61
iii) no answer	48	53.33	27	35.07	61	51.70	35	60.35	59	59	230	51.92
e) Present advisor the original one?												
i) yes	60	66.67	49	63.64	63	53.39	31	53.45	48	48	251	56.66
ii) no	11	12.22	12	15.58	27	22.88	4	6.90	8	8	62	14.00
iii) no answer	19	21.11	16	20.78	28	23.73	23	39.66	44	44	130	29.35
f) If no, reason for change												
i) reason stated	11	12.22	12	15.58	27	22.88	3	5.17	6	6	59	13.32
ii) no answer	79	87.78	65	84.42	91	77.12	55	94.83	94	94	384	86.68
g) If yes, wish to change advisor?												
i) yes	5	5.56	4	5.20	7	5.93	3	5.17	6	6	25	5.64
ii) no	40	44.44	41	53.25	46	38.98	21	36.21	42	42	190	42.89
iii) no answer	45	50.00	32	41.56	65	55.09	34	58.62	52	52	228	51.47

¹Curriculum: Humanities and Social Sciences⁴Educational Foundations²Curriculum: Mathematics and Natural Sciences⁵Educational Psychology³Educational Administration

*frequency

**For purposes of this table, many questions have been condensed; see Appendix A for complete question.

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
3. My graduate advisor:												
a) scheduled regular meetings with me												
yes	15	16.67	12	15.58	10	8.48	7	12.07	9	9	53	11.96
no	48	53.33	48	62.34	67	56.78	25	43.10	43	43	231	52.15
no answer	27	30.00	17	22.08	41	34.75	26	44.83	48	48	159	35.89
b) expected me to request meetings												
yes	49	54.44	49	63.64	69	58.48	26	44.83	45	45	238	53.73
no	10	11.11	8	10.39	9	7.63	4	6.90	5	5	36	8.13
no answer	31	34.44	20	25.97	40	33.90	28	48.28	50	50	169	38.15
c) helped me to select a research topic												
yes	25	27.78	30	38.96	37	31.36	15	25.86	18	18	125	28.22
no	36	40.00	29	37.66	42	35.59	18	31.04	32	32	157	35.44
no answer	29	32.22	18	23.38	39	33.05	25	43.10	50	50	161	36.34
d) expected me to select my own topic												
yes	40	44.44	44	57.14	54	45.76	19	32.76	39	39	196	44.24
no	13	14.44	11	14.29	17	14.41	9	15.52	10	10	60	13.54
no answer	37	41.11	22	28.57	47	39.83	30	51.72	51	51	187	42.21
3.e) gave me more direction than I wanted												
yes	2	2.22	2	2.60	4	3.39	3	5.17	1	1	12	2.71
no	55	61.11	54	70.13	71	60.17	26	44.83	50	50	256	57.79
no answer	33	36.67	21	27.27	43	36.44	29	50.00	49	49	175	39.50
f) gave less direction than I wanted												
yes	22	24.44	18	23.38	36	30.51	14	24.14	19	19	109	24.61
no	32	35.56	38	49.35	35	29.66	15	25.86	32	32	152	34.31
no answer	36	40.00	21	27.27	47	39.83	29	50.00	49	49	182	41.08
g) helped me prepare for examinations												
yes	8	8.89	6	7.79	9	7.63	4	6.90	14	14	41	9.26
no	40	44.44	45	58.44	56	47.46	19	32.76	34	34	194	43.79
no answer	42	46.67	26	33.77	53	44.92	35	60.35	52	52	208	46.95
h) accepted me as a junior colleague												
yes	34	37.78	36	46.75	38	32.20	18	31.04	28	28	154	34.76
no	21	23.33	16	20.78	26	22.03	10	17.24	18	18	91	20.54
no answer	35	38.89	25	32.47	54	45.76	30	51.72	54	54	198	44.70
4. Rating of advisor:												
a) accessible												
1	29	32.22	25	32.47	24	20.34	11	18.97	20	20	109	24.61
2	18	20.00	18	23.38	25	21.19	10	17.24	13	13	84	18.96
3	15	16.67	8	10.39	17	14.41	10	17.24	13	13	63	14.22
4	3	3.33	7	9.09	9	7.63	1	1.72	4	4	24	5.42
inaccessible	5	1.11	2	2.60	3	2.54	3	5.17	5	5	14	3.16
no answer	24	26.67	17	22.08	40	33.90	23	39.66	45	45	149	33.63
b) sense of humour												
1	28	31.11	22	28.57	21	17.80	14	24.14	19	19	104	23.48
2	18	20.00	26	33.77	36	30.51	15	25.86	18	18	113	25.51
3	11	12.22	10	12.99	14	11.86	4	6.90	11	11	50	11.29
4	4	4.44	1	1.30	4	3.39	0	0	4	4	13	2.94
humourless	5	4.44	0	0	1	.85	0	0	2	2	7	1.58
no answer	25	27.78	18	23.38	42	35.59	25	43.10	46	46	156	35.21
c) sensitive												
1	27	30.00	19	24.68	15	12.71	8	13.79	22	22	91	20.54
2	22	24.44	22	28.57	33	27.97	12	20.69	17	17	106	23.93
3	11	12.22	15	19.48	20	16.95	14	24.14	7	7	67	15.12
4	4	4.44	2	2.60	5	4.24	0	0	5	5	16	3.61
insensitive	5	0	0	0	3	2.54	0	0	3	3	6	1.35
no answer	26	28.89	19	24.68	42	35.59	24	41.38	46	46	157	35.44

Question		Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
		f	%	f	%	f	%	f	%	f	%	f	%
4:d) direct	1	25	27.78	14	18.18	29	24.58	16	27.59	19	19	103	23.25
	2	24	26.67	23	29.87	30	25.42	8	13.79	19	19	104	23.48
	3	12	13.33	19	24.68	11	9.32	9	15.52	12	12	63	14.22
	4	3	3.33	2	2.60	2	1.70	0		3	3	10	2.26
	indirect	5	0		1	1.30	4	3.39	0		2	2	7
no answer		26	28.89	18	23.38	42	35.59	25	43.10	45	45	156	35.21
e) personable	1	28	31.11	25	32.47	25	21.19	12	20.69	26	26	116	26.19
	2	27	30.00	26	33.77	35	29.66	17	29.31	17	17	122	27.54
	3	4	4.44	8	10.39	10	8.48	1	1.72	7	7	30	6.77
	4	6	6.67	1	1.30	3	2.54	2	3.45	3	3	15	3.39
	aloof	5	1	1.11	0		3	2.54	2	3.45	2	2	8
no answer		24	26.67	17	22.08	42	35.59	24	41.38	45	45	152	34.31
f) professional	1	38	42.22	28	36.36	36	30.51	19	32.76	27	27	148	33.41
	2	16	17.78	20	25.97	31	26.27	8	13.79	16	16	91	20.54
	3	9	10.00	10	12.99	9	7.63	6	10.35	8	8	42	9.48
	4	2	2.22	2	2.60	0		0		3	3	7	1.58
	unprofessional	5	0		0		0		0		1	1	1
no answer		25	27.78	17	22.08	42	35.59	25	43.10	45	45	154	34.76
g) helpful	1	28	31.11	23	29.87	19	16.10	12	20.69	27	27	109	24.61
	2	21	23.33	17	22.08	29	24.58	9	15.52	12	12	88	19.87
	3	11	12.22	16	20.78	23	19.49	11	18.97	10	10	71	16.03
	4	4	4.44	4	5.20	6	5.09	1	1.72	4	4	19	4.29
	harmful	5	1	1.11	0		0		0		2	2	3
no answer		25	27.78	17	22.08	41	34.75	25	43.10	45	45	153	34.54
4.h) active	1	25	27.78	28	36.36	24	20.34	17	29.31	18	18	112	25.28
	2	18	20.00	18	23.38	25	21.19	7	12.07	16	16	84	18.96
	3	15	16.67	9	11.69	20	16.95	9	15.52	13	13	66	14.90
	4	5	5.56	4	5.20	5	4.24	0		4	4	18	4.06
	passive	5	3	3.33	0		2	1.70	1	1.72	3	3	9
no answer		24	26.67	18	23.38	42	35.59	24	41.38	46	46	154	34.76
i) intelligent	1	36	40.00	30	38.96	44	37.29	20	34.48	30	30	160	36.12
	2	18	20.00	24	31.17	25	21.19	12	20.69	15	15	94	21.22
	3	9	10.00	6	7.79	6	5.09	0		8	8	29	6.55
	4	2	2.22	0		2	1.70	0		2	2	6	1.35
	unintelligent	5	0		0		0		0		0	0	
no answer		25	27.78	17	22.08	41	34.75	26	44.83	45	45	154	34.76
j) informed	1	34	37.78	29	37.66	45	38.14	19	32.76	24	24	151	34.09
	2	18	20.00	22	28.57	23	19.49	12	20.69	18	18	93	20.99
	3	7	7.78	7	9.09	6	5.09	1	1.72	10	10	31	7.00
	4	5	5.56	1	1.30	2	1.70	0		1	1	9	2.03
	uninformed	5	1	1.11	0		0		1	1.72	1	1	3
no answer		25	27.78	18	23.38	42	35.59	25	43.10	46	46	156	35.21
5. Other comments													
comments stated		24	26.67	17	22.08	36	30.51	17	29.31	31	31	125	28.22
no answer		66	73.33	60	77.92	82	69.49	41	70.69	69	69	318	71.78

Table 13
 Distribution of Responses to Questionnaire,
 Section II, Part B,
 Attitudes Toward Student-Advisor Relations
 by Full-Time and Part-Time Students

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
	B) Student-Advisor Relations					
1. Do you have a graduate advisor?						
i) yes	37	97.37	283	69.88	320	72.24
ii) no	1	2.63	82	20.25	83	18.74
iii) no answer	0		40	9.88	40	9.03
2.a) Select your advisor?						
i) yes	28	73.68	141	34.82	169	38.15
ii) no	9	23.68	134	33.09	143	32.28
iii) no answer	1	2.63	130	32.10	131	29.57
b) Confidence in your advisor?						
i) yes	33	86.84	234	57.78	267	60.27
ii) no	3	7.89	28	6.91	31	7.00
iii) no answer	2	5.26	143	35.31	145	32.73
c) Open, non-threatening relationship with your advisor?						
i) yes	33	86.83	238	58.77	271	61.17
ii) no	3	7.89	24	5.93	27	6.10
iii) no answer	2	5.26	143	35.31	145	32.73
2.d) Changed your opinion of your advisor?						
i) yes	11	28.95	46	11.36	57	12.87
ii) no	25	65.79	213	52.59	238	53.73
iii) no answer	2	5.26	146	36.05	148	33.41
If yes, positively?						
i) yes	7	18.42	25	6.17	32	7.22
ii) no	4	10.53	21	5.19	25	5.64
iii) no answer	27	71.05	359	88.64	386	87.13
If no, was your original opinion						
i) positive	19	50.00	178	43.95	197	44.47
ii) negative	1	2.63	15	3.70	16	3.61
iii) no answer	18	47.37	212	52.35	230	51.92
e) Present advisor the original one?						
i) yes	29	76.32	222	54.82	251	56.66
ii) no	7	18.42	55	13.58	62	14.00
iii) no answer	2	5.26	128	31.61	130	29.35
f) If no, reason for change						
i) reason stated	6	15.79	53	13.09	59	13.32
ii) no answer	32	84.21	352	86.91	384	86.68
g) If yes, wish to change advisor?						
i) yes	2	5.26	23	5.68	25	5.64
ii) no	24	63.16	166	40.99	190	42.89
iii) no answer	12	31.58	216	53.33	228	51.47
3. My graduate advisor:						
a) scheduled regular meetings with me						
yes	7	18.42	46	11.36	53	11.96
no	27	71.05	204	50.37	231	52.15
no answer	4	10.53	155	38.27	159	35.89

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443		
	f	%	f	%	f	%	
	b) expected me to request meetings						
yes	31	81.58	207	51.11	238	53.73	
no	4	10.53	32	7.90	36	8.13	
no answer	3	7.89	166	40.99	169	38.15	
c) helped me to select a research topic							
yes	13	34.21	112	27.65	125	28.22	
no	21	55.26	136	33.58	157	35.44	
no answer	4	10.53	157	38.77	161	36.34	
d) expected me to select my own topic							
yes	26	68.42	170	41.98	196	44.24	
no	7	18.42	53	13.09	60	13.54	
no answer	5	13.16	182	44.94	187	42.21	
e) gave me more direction than I wanted							
yes	3	7.89	9	2.22	12	2.71	
no	31	81.58	225	55.56	256	57.79	
no answer	4	10.53	171	42.22	175	39.50	
f) gave less direction than I wanted							
yes	13	34.21	96	23.70	109	24.61	
no	21	55.26	131	32.35	152	34.31	
no answer	4	10.53	178	43.95	182	41.08	
g) helped me prepare for examinations							
yes	7	18.42	34	8.40	41	9.26	
no	25	65.79	169	41.73	194	43.79	
no answer	6	15.79	202	49.88	208	46.95	
h) accepted me as a junior colleague							
yes	24	63.16	130	32.10	154	34.76	
no	9	23.68	82	20.25	91	20.54	
no answer	5	13.16	193	47.65	198	44.70	
4. Rating of advisor:							
a) accessible	1	13	34.21	96	23.70	109	24.61
	2	10	26.32	74	18.27	84	18.96
	3	11	28.95	52	12.84	63	14.22
	4	1	2.63	23	5.68	24	5.42
inaccessible	5	1	2.63	13	3.21	14	3.16
no answer		2	5.26	147	36.30	149	33.63
b) sense of humour	1	15	39.47	89	21.98	104	23.48
	2	12	31.58	101	24.94	113	25.51
	3	5	13.16	45	11.11	50	11.29
	4	3	7.89	10	2.47	13	2.94
humourless	5	1	2.63	6	1.48	7	1.58
no answer		2	5.26	154	38.03	156	35.21
c) sensitive	1	12	31.58	79	19.51	91	20.54
	2	11	28.95	95	23.46	106	23.93
	3	9	23.68	58	14.32	67	15.12
	4	2	5.26	14	3.46	16	3.61
insensitive	5	2	5.26	4	.99	6	1.35
no answer		2	5.26	155	38.27	157	35.44
d) direct	1	11	28.95	92	22.72	103	23.25
	2	14	36.84	90	22.22	104	23.48
	3	7	18.42	56	13.83	63	14.22
	4	2	5.26	8	1.98	10	2.26
indirect	5	2	5.26	5	1.24	7	1.58
no answer		2	5.26	154	38.03	156	35.21
e) personable	1	14	36.84	102	25.19	116	26.19
	2	18	47.37	104	25.68	122	27.54
	3	1	2.63	29	7.16	30	6.77
	4	1	2.63	14	3.46	15	3.39
aloof	5	2	5.26	6	1.48	8	1.81
no answer		2	5.26	150	37.04	152	34.31
f) professional	1	23	60.53	125	30.86	148	33.41
	2	9	23.68	82	20.24	91	20.54
	3	4	10.53	38	9.38	42	9.48
	4	0		7	1.73	7	1.58
unprofessional	5	0		1	.25	1	0.23
no answer		2	5.26	152	37.53	154	34.76

Question		Full-Time Students n = 38		Part-Time Students n = 405		Total Population n = 443	
		f	%	f	%	f	%
		4.g) helpful	1	16	42.11	93	22.96
	2	8	21.05	80	19.75	88	19.87
	3	10	26.32	61	15.06	71	16.03
	4	2	5.26	17	4.20	19	4.29
harmful	5	0		3	.74	3	.68
no answer		2	5.26	151	37.28	153	34.54
h) active	1	16	42.11	96	23.70	112	25.28
	2	12	31.58	72	17.78	84	18.96
	3	6	15.79	60	14.82	66	14.90
	4	2	5.26	16	3.95	18	4.06
passive	5	2	5.26	7	1.73	9	2.03
no answer		0		154	38.03	154	34.76
i) intelligent	1	20	52.63	140	34.57	160	36.12
	2	13	34.21	81	20.00	94	21.22
	3	2	5.26	27	6.67	29	6.55
	4	1	2.63	5	1.24	6	1.35
unintelligent	5	0		0		0	
no answer		2	5.26	152	37.53	154	34.76
j) informed	1	19	50.00	132	32.59	151	34.09
	2	11	28.95	82	20.25	93	20.99
	3	4	10.53	27	6.67	31	7.00
	4	2	5.26	7	1.73	9	2.03
uninformed	5	0		3	.74	3	.68
no answer		2	5.26	154	38.03	156	35.21
5. Other comments							
comments stated		17	44.74	108	26.67	125	28.22
no answer		21	55.26	297	73.33	318	71.78

Advisor status. The majority of the students in all five departments (72.24 per cent) reported they had a graduate advisor, ranging from 58 per cent in Psych. to 81.82 per cent in Math. and Nat. Sci. Of the 18.14 per cent of the total population who said they did not have an advisor, 29.31 per cent were in Found., 28 per cent in Psych., and 15.25 per cent in Admin. More full-time students (97.37 per cent) than part-time students (69.88 per cent) indicated they had an advisor.

Selection of advisor. Of the 70.43 per cent who responded to the question, 38.15 per cent indicated they did select their advisor. Only 21.19 per cent of Admin. made a choice whereas 54.55 per cent of Math. and Nat. Sci. did. A majority of full-time students reported they had chosen their advisor. Almost as many part-time students said they had not as those who had.

Confidence in advisor. The majority of the students (60.27 per cent) in the total population, by department and student status expressed confidence in their advisor.

Relationship with advisor. Most students who had an advisor (61.17 per cent) reported that their relationship with their advisor was open and non-threatening. A greater majority of full-time than part-time students said the relationship with their advisor was open and non-threatening.

Change of opinion. Of the total population, 53.73 per cent did not change their opinion of their advisor; 44.47 per cent had a positive original opinion of their

advisor. On the other hand, 12.87 per cent of the students did change their opinion; 7.22 per cent changed it positively, and 5.64 negatively. The pattern was similar in each of the five departments and by student status.

Change of advisor. Of the total population, 56.66 per cent retained the original advisor; 5.64 per cent of these students wished to change advisor; 42.89 per cent did not. Fourteen per cent of the students did not have the original advisor; 13.32 per cent gave reasons for the change. As summarized in Table 14 by department and student status, the main reasons for changing advisor were: 1) advisor left the Faculty, 2) change of thesis topic, 3) advisor on sabbatical leave, 4) advisor inadequate, and 5) advisor on leave of absence. Most of the reasons were related to the advisor.

Relationship with advisor. Of the total population, 52.15 per cent indicated that their graduate advisor did not schedule regular meetings with them. Respondents in each department gave the same reply in a majority of cases, although a "no answer" response was given by 48 per cent of Psych. students and 44.83 per cent of Found. students. The high percentage of "no answer" responses (35.89 per cent of total population) could be explained in part by the number of students who indicated they had no advisor (18.74 per cent). This would be true of all questions in this section of the questionnaire. A greater majority of full-time than part-time students said that their advisor did not schedule regular meetings with them.

Table 14

Summary of Reasons for Change of Advisor
by Total Population, Department and
Student Status

Reason	Curri. and Soc. Sci. n=11		Curri. and Nat. Sci. n=12		Educ. Adm. n=27		Educ. Found. n=3		Educ. Psych. n=6		Full-time Students n=6		Part-time Students n=53		Total Population n=59	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1. Advisor left Faculty	5	45.46	4	33.33	8	29.63	0	0	1	16.67	1	16.67	17	32.08	18	30.51
2. Sabbatical leave	1	9.09	0	0	7	25.93	0	0	0	0	0	0	8	15.09	8	13.56
3. Leave of absence	0	0	0	0	4	14.82	0	0	0	0	2	33.33	1	3.77	4	6.78
4. Advisor inadequate	1	9.09	3	25.00	0	0	1	33.33	3	50.00	1	16.67	7	13.21	8	13.56
5. Advisor too busy	0	0	2	16.67	0	0	0	0	0	0	0	0	2	3.77	2	3.39
6. Change of topic	0	0	3	25.00	4	14.82	0	0	2	33.33	1	16.67	8	15.09	9	15.25
7. Completed thesis	1	9.09	0	0	0	0	0	0	0	0	1	16.67	0	0	1	1.70
8. Changed university	0	0	0	0	1	3.70	0	0	0	0	0	0	1	1.89	1	1.70
9. Changed department	0	0	0	0	0	0	1	33.33	0	0	0	0	1	1.89	1	1.70
10. Do not know	3	27.27	0	0	3	11.11	1	33.33	0	0	0	0	7	13.21	7	11.86

The majority of the respondents (53.73 per cent) reported that their advisor expected them to request meetings. The departmental replies followed a similar pattern. Once again, however, Psych. and Found. had a high percentage of "no answer" responses (50 per cent, 48.28 per cent). This fact would be explained to some degree by the number of students in those two departments who had no advisor. A majority of full-time and part-time students indicated that their advisor expected them to request meetings.

Only 28.22 per cent of the students received help in selecting a research topic. Respondents in Math. and Nat. Sci. received the most help (38.96 per cent). The high percentage of "no answer" responses to this question (42.21 per cent) could be explained by the fact that 57.79 per cent of the students had not reached this stage in their programs. A majority of full-time students said that their advisor did not help them to select a research topic; slightly more part-time students did not receive help than the number that did.

Regarding the direction given by an advisor, 57.79 per cent replied that the person did not give more than the student wanted, and 34.31 per cent said the advisor gave less than desired. The pattern was similar throughout the five departments. Also, many of the students (43.79 per cent) indicated that their advisor did not help them prepare for examinations; only 9.26 per cent did. A majority of full-time students reported that their advisor did not give more

direction than wanted and did not give less direction than desired. Part-time students followed the same pattern. It should be noted that 34.21 per cent of full-time and 23.70 per cent of part-time students did indicate that they received less direction than they wanted. Of the full-time students, the majority did not receive help for exams; 41.73 per cent of the part-time students gave a similar reply.

Finally, 34.76 per cent of the total population reported that their advisor accepted them as a junior colleague; 20.54 per cent indicated the person did not. The pattern of responses was similar in each of the five departments and with the full-time and part-time students.

Rating of advisor. The students were asked to rate their advisor on a number of aspects related to student-advisor relations. It should be noted that more than 30 per cent of the students gave a "no answer" response in this question. Once again, this observation may be explained by the fact that these students either had no advisor or had not reached a research stage in their program. For purposes of discussion, 1 and 2 on the continuum are grouped together as are 3 and 4 responses.

Of the 66.37 per cent who responded on a 1-5 scale to their advisor's accessibility, 43.57 per cent rated the advisor accessible whereas only 8.58 per cent rated the person inaccessible. The responses in each of the five departments revealed a similar pattern. A majority of full-time students rated their advisor accessible. More part-time

students thought their advisor was accessible than inaccessible.

Of the 64.80 per cent of total population responding to the advisor's sense of humour, 48.99 per cent rated the person high on the continuum and 4.52 per cent rated the advisor without a sense of humour. The pattern in individual departments and by student status was similar.

Of the 64.55 per cent students who rated the advisor's sensitivity, 44.47 per cent of the total population indicated the person was sensitive, and 4.96 per cent reported their advisor was insensitive. The pattern was similar by department and student status.

Of the 64.79 per cent who rated their advisor on directness of approach, 46.73 per cent of the total population indicated the person was direct, whereas 3.84 per cent described the advisor as indirect. In individual departments, the ratings were similar. More full-time and part-time students reported their advisor direct than indirect.

Of the 65.70 per cent who rated their advisor's personability, 53.73 per cent said the individual was personable; 5.20 per cent replied aloof. The pattern was similar by department and student status.

Of the 65.24 per cent rating their advisor on professionalism, 53.95 per cent reported the person as professional. More students by department and a majority of full-time and part-time students thought their advisor was professional.

Of the 65.48 per cent who responded to their advisor's helpfulness, 44.48 per cent rated the individual as helpful and 4.97 per cent as harmful. Respondents in each department and by student status gave similar ratings.

Of the 65.23 per cent who rated their advisor for participation, 44.24 per cent reported the person active whereas 6.09 per cent rated the advisor passive. More students by department and student status rated the advisor active than not.

Of the 65.24 per cent who rated their advisor's intelligence, 57.34 per cent perceived the person was intelligent, and 1.35 per cent as unintelligent. Departmental ratings and full-time and part-time students' responses followed a similar pattern.

Of the 64.79 per cent who reported on whether or not their advisor was informed, 55.08 per cent said the person was, and 2.71 per cent indicated the advisor was not informed. Ratings by department and student status were similar.

Comments regarding advisor. The solicited comments made by 28.22 per cent of the total population about their advisor are reported in Appendix G by department and student status. The number of students responding to this question within each department ranged from 31 per cent (Psych.) to 22.08 per cent (Math. and Nat. Sci.) as outlined in Table 12. As noted in Table 13, 44.74 per cent of the full-time students and 26.67 per cent of the part-time students made other comments about their advisor.

Following techniques described by Kerlinger¹ as discussed in Chapter III, each response was ranked on a three-point scale of positive (1), neutral (2), and negative (3). In some cases, a response was ranked more than once as outlined in Table 15. Words which had a positive connotation in the context of the sentence were given a positive ranking; words having a negative connotation in the context of the sentence were ranked negative. Words not falling into either category were given a neutral ranking.

Of the comments ranked regarding a student's advisor, 41.79 per cent were positive, 30.60 per cent neutral, and 27.61 per cent negative. Within each department, Math. and Nat. Sci. (52.94 per cent) and Found. (52.63 per cent) had a greater percentage of positive comments than did the other three departments. Negative rankings ranged from 36.84 per cent (Found.) to 11.77 per cent (Math. and Nat. Sci.). It should be noted that the neutral rankings were substantial in four departments. More full-time students and part-time students commented positively about their advisor than negatively. Of the part-time students' comments, 34.21 per cent were neutral whereas only 10 per cent of the full-time students' comments were.

The general trend in the comments regarding a student's advisor was a positive one. More comments in all but Admin. were positive than negative as summarized in Table 16. The greatest percentage in Admin. was neutral.

¹Fred N. Kerlinger, Foundations in Behavioral Research, second edition, Toronto: Holt, Rinehart and Winston, Inc., 1973, p. 525.

Table 15
Ranking of Responses Regarding Advisor
by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
Curri., Hum. and Soc. Sci.	11	44.00	7	28.00	7	28.00	25
Curri., Math. and Nat. Sci.	9	52.94	6	35.29	2	11.77	17
Educ. Admin.	14	35.90	15	38.46	10	25.64	39
Educ. Found.	10	52.63	2	10.53	7	36.84	19
Educ. Psych.	12	35.30	11	32.35	11	32.35	34
Student Status							
Full-time students	12	60.00	2	10.00	6	30.00	20
Part-time students	44	38.60	39	34.21	31	27.19	114
Total population	56	41.79	41	30.60	37	27.61	134

* Because some comments were given more than one ranking, the total ranking (134) is greater than the actual number of respondents (125).

Table 16
Summary of Ranking Trends in Responses
Regarding Advisor by Department
and Student Status

Department	Comments	%
Curri., Hum. and Soc. Sci.	positive	44.00
Curri., Math. and Nat. Sci.	positive	52.94
Educ. Admin.	neutral	38.46
Educ. Found.	positive	52.63
Educ. Psych.	positive	35.30
Student Status		
Full-time students	positive	60.00
Part-time students	positive	38.60
Total population	positive	41.79
Trends		
	positive (7)	
	neutral (1)	

Table 17
Categorization of Comments Regarding Advisor
by Ranking and Total Population

Category	Category Number	Positive Comments n=61		Neutral Comments n=46		Negative Comments n=37		Total* n=144	
		f	%	f	%	f	%	f	%
<u>Student-Advisor Relations</u>									
1. Selection of advisor	(9)	0		9	81.82	2	18.18	11	7.64
2. Confidence in advisor	(10)	12	100.00	0		0		12	8.33
3. Relationship with advisor	(11)	3	60.00	0		2	40.00	5	3.47
4. Change of Student attitude	(12)	0		0		1	100.00	1	.69
5. Change of advisor	(13)	1	14.29	5	71.42	1	14.29	7	4.86
6. Function of advisor	(14)	3	27.27	3	27.27	5	45.46	11	7.64
7. Performance of advisor	(15)	41	62.12	0		25	37.88	66	45.83
8. Other aspects	(16)	1	3.23	29	93.54	1	3.23	31	21.53

*Because some comments were given more than one category, the total number of categories (144) is greater than the actual number of respondents (125).

Comments regarding the student's advisor were also categorized using the aspects examined in the area of Student-Advisor Relations as a basis for discussion. These were: selection of advisor (9), confidence in advisor (10), relationship with advisor (11), change of student attitude (12), change of advisor (13), function of advisor (14), performance of advisor (15), and other aspects (16). The numbers assigned to each category correspond to those used in the content analysis procedures described in Section II of this chapter.

Table 17 outlines the categorization of comments regarding advisor by ranking for the total population. Of the comments made, 45.83 per cent dealt with the advisor's performance; the majority were positive. The students cited many qualities displayed by their advisor. Representative examples are: knowledgeable, professional, encouraging, accessible, concerned, open-minded, practical, personable, interested, patient, and competent. The breakdown of comments by ranking, department and student status is given in Table 18.

The remaining comments on advisor's performance were negative (37.88 per cent). Students in individual departments mentioned such faults as: too busy, not helpful, disinterested, excessively organized, uninformed, inaccessible, incompetent, unrealistic, and demanding.

Some of the students' comments were not related to

Table 18
 Categorization of Comments Regarding Advisor
 by Ranking, Department and Student Status

Department	Category Number															
	9		10		11		12		13		14		15		16	
	n=11		n=12		n=5		n=1		n=7		n=11		n=66		n=31	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Curri.: Hum. and Soc. Sci.																
positive	0		0		2	40.00	0		1	14.29	1	9.09	10	15.15	0	
neutral	1	9.09	0		0		0		1	14.29	0		0		6	19.35
negative	0		0		1	20.00	0		0		0		5	7.58	0	
Curri.: Math. and Nat. Sci.																
positive	0		3	25.00	0		0		0		1	9.09	6	9.09	0	
neutral	1	9.09	0		0		0		2	28.57	1	9.09	0		4	12.90
negative	0		0		0		0		0		1	9.09	2	3.03	0	
Educ. Admin.																
positive	0		5	41.67	1	20.00	0		0		0		7	10.61	1	3.23
neutral	2	18.18	0		0		0		2	28.57	1	9.09	0		12	38.71
negative	0		0		0		0		1	14.29	1	9.09	7	10.61	0	
Educ. Found.																
positive	0		1	8.33	0		0		0		0		10	15.15	0	
neutral	0		0		0		0		0		0		0		2	6.45
negative	0		0		0		0		0		1	9.09	5	7.58	0	
Educ. Psych.																
positive	0		3	25.00	0		0		0		1	9.09	8	12.12	0	
neutral	5	45.46	0		0		0		0		1	9.09	0		5	16.13
negative	2	18.18	0		1	20.00	1	100.00	0		2	18.18	6	9.09	1	3.23
Student Status																
Full-time students																
positive	0		3	25.00	0		0		1	14.29	2	18.18	8	12.12	0	
neutral	0		0		0		0		0		1	9.09	0		1	3.23
negative	0		0		0		0		1	14.29	1	9.09	4	6.06	0	
Part-time students																
positive	0		9	75.00	3	60.00	0		0		1	9.09	33	50.00	1	3.23
neutral	9	81.82	0		0		0		5	38.46	2	18.18	0		28	90.32
negative	2	18.18	0		2	40.00	1	100.00	0		4	36.36	21	31.82	1	3.23

aspects of student-advisor relations examined in this study. The majority of these comments were neutral in that they revealed the student either had never met the advisor assigned, or did not see the person often enough to be able to comment.

The remaining 32.63 per cent of the total population commented on the other six aspects of student-advisor relations. Of the 8.33 per cent who referred to confidence in advisor, all were positive. The majority of the 7.64 per cent students commenting on selection of advisor gave neutral comments in that they either did not have an advisor, were assigned one by letter, or chose a person from another department. Some students reported on their advisor's function, of which the main references were to an advisor's setting deadlines and scheduling meetings (positive comments), and limited meetings, pressure to select topic of advisor's choice, and delay in feedback on work submitted (negative comments). Of the 4.86 per cent who commented on change of advisor, the majority reported mainly on an advisor's departure due to retirement, employment at another university or sabbatical leave. A small number of students expressed attitudes about their relationship with their advisor. Students reacting positively said they were treated as a friend, a colleague; negative comments referred to personality conflicts and advisor's insecurity.

Conclusion. Based on the pattern of responses to Section II, Part B, of the questionnaire, the following concluding remarks can be made about graduate students' attitudes

toward student-advisor relations:

1. The majority of graduate students indicated that they had an advisor in their graduate program. There were a number of students, however, who reported that they did not have a graduate advisor, particularly the part-time students and those in Found. and Psych.

2. Many students did not select their advisor, notably Admin. and part-time students

3. The majority of graduate students expressed confidence in their advisor

4. The majority felt that they had an open, non-threatening relationship with their advisor

5. The majority of respondents did not change their opinion of their advisor; more had a positive opinion than negative

6. The majority retained their original advisor. Of those who did change, they expressed several reasons, the main ones being: advisor's departure from the Faculty, change of thesis topic, advisor's sabbatical, or advisor's inadequacy

7. The majority of graduate students reported that their advisor did not schedule regular meetings with them, but expected the student to request meetings

8. More students reported that they did not receive help to select a research topic, but that they were expected to choose their own

9. The majority of students indicated that their advisor did not give more direction than the student desired.

More respondents, however, said that their advisor gave less direction than desired

10. More students indicated that their advisor did not help them prepare for examinations

11. More respondents thought that their advisor accepted them as a junior colleague than those who did not

12. More graduate students rated their advisor accessible, having a sense of humour, sensitive, direct, personable, professional, helpful, active, intelligent, and informed than not possessing these qualities

13. Comments made by students supported the fact that they had a positive rather than negative attitude toward their advisor and that person's performance

14. Students who commented positively about their advisor's performance referred to such qualities as the person's knowledge, professionalism, encouraging attitude, accessibility, concern, helpfulness, practical approach, competence and interest

15. Students who reacted negatively to their advisor's performance referred to the person being too busy, not helpful, disinterested, uninformed, inaccessible, incompetent, and demanding

16. Almost one-fourth of the graduate students reported that they had never met the advisor assigned or had not seen the person often enough to be able to rate performance

17. Students commented positively on their confidence in advisor, and the advisor's function in setting deadlines

and scheduling meetings. Negative comments referred to limited meetings, pressure to select a topic of the advisor's choice, delay in feedback on work submitted, personality conflicts, and advisor's insecurity.

Attitudes Toward Other Concerns

The attitudes of graduate students toward Other Concerns related to the Master of Education program are discussed in this section by total population, department and student status. The other concerns selected for study were: peer relations, student-staff relations, student-administration relations, interdepartmental contacts, external groups, teaching/research assistantship, completion of M.Ed. program, choice of program and contribution of program.

The distribution of responses to Section II, Part C, of the questionnaire by total population and department is given in Table 19. The description of attitudes by full-time and part-time students is presented in Table 20. For purposes of discussion, the responses to questions on a five-point rating scale have been grouped into three areas with the two responses at either end of the continuum combined.

Peer Relations. The students were asked to rate themselves in comparison to their peers, the encouragement of interaction among students, the value of such interaction, and their fellow graduate students.

Of the total population, 39.73 per cent rated themselves as among the best or above average in comparison to

Distribution of Responses to Questionnaire, Section II, Part C,
Attitudes Toward Other Concerns by Department

Question	Curri. Hum. and Soc. Sci. ¹ n=90		Curri. Math. and Nat. Sci. ² n=77		Educ. Admin. ³ n=118		Educ. Found. ⁴ n=58		Educ. Psych. ⁵ n=100		Total Population n=443	
	f*	%	f	%	f	%	f	%	f	%	f	%
Peer Relations												
1. Rating of self**												
i) among the best	10	11.11	8	10.39	13	11.02	5	8.62	22	22	58	13.09
ii) above average	15	16.67	25	32.47	31	26.27	18	31.04	29	29	118	26.64
iii) about average	33	36.67	24	31.17	52	44.07	23	39.66	28	28	160	36.12
iv) below average	1	1.11	1	1.30	2	1.70	1	1.72	2	2	7	1.58
v) no basis for comparison	16	17.78	9	11.69	14	11.86	8	13.79	6	6	53	11.96
vi) no answer	15	16.67	10	12.99	6	5.09	3	5.17	13	13	47	10.61
2. Encouragement of student interaction:												
i) very great extent	3	3.33	4	5.20	8	6.78	2	3.45	9	9	26	5.87
ii) quite an extent	12	13.33	16	20.78	20	16.95	13	22.41	28	28	89	20.09
iii) moderate extent	22	24.44	29	37.66	30	25.42	13	22.41	19	19	113	25.51
iv) slight extent	18	20.00	12	15.58	29	24.58	12	20.69	19	19	90	20.32
v) not at all	19	21.11	4	5.20	20	16.95	11	18.97	10	10	64	14.45
vi) no answer	16	17.78	12	15.58	11	9.32	7	12.07	15	15	61	13.77
3. Rating of value of interaction:												
i) very valuable	8	8.89	7	9.09	18	15.25	6	10.35	26	26	65	14.67
ii) quite valuable	14	15.56	22	28.57	35	29.66	13	22.41	26	26	110	24.83
iii) moderately valuable	21	23.33	18	23.38	26	22.03	17	29.31	18	18	100	22.57
iv) slightly valuable	14	15.56	11	14.29	13	11.02	2	3.45	6	6	46	10.38
v) no value	4	4.44	3	3.90	3	2.54	8	13.79	2	2	20	4.52
vi) not applicable	11	12.22	2	2.60	12	10.17	7	12.07	7	7	39	8.80
vii) no answer	18	20.00	14	18.18	11	9.32	5	8.62	15	15	63	14.22
4. Rating of graduate students:												
a) committed scholarship												
1	4	4.44	2	2.60	3	2.54	0		3	3	12	2.71
2	17	18.89	17	22.08	36	30.51	10	17.24	29	29	109	24.61
3	26	28.89	22	28.57	42	35.59	19	32.76	30	30	139	31.38
4	11	12.22	9	11.69	15	12.71	13	22.41	11	11	59	13.32
uncommitted	5	4.44	6	7.79	2	1.70	2	3.45	5	5	19	4.29
no answer	28	31.11	21	27.27	20	16.95	14	24.14	22	22	105	23.70
b) dedicated to research												
1	2	2.22	2	2.60	3	2.54	0		0	0	7	1.58
2	11	12.22	4	5.20	13	11.02	6	10.35	6	6	40	9.03
3	25	27.78	33	42.86	41	34.75	20	34.48	30	30	149	33.63
4	15	16.67	13	16.88	33	27.97	14	24.14	33	33	108	24.38
undedicated	5	9.00	4	5.20	6	5.09	4	6.90	9	9	32	7.22
no answer	28	31.11	21	27.27	22	18.64	14	24.14	22	22	107	24.15
c) motivated by program												
1	9	10.00	2	2.60	2	1.70	0		4	4	17	3.84
2	13	14.44	8	10.39	14	11.86	12	20.69	12	12	59	13.32
3	23	25.56	33	42.86	50	42.37	22	37.93	35	35	163	36.80
4	15	16.67	10	12.99	28	23.73	10	17.24	22	22	85	19.19
unmotivated	5	2.22	3	3.90	5	4.24	2	3.45	5	5	17	3.84
no answer	28	31.11	21	27.27	19	16.10	12	20.69	22	22	102	23.03

¹Curriculum; Humanities and Social Sciences⁴Educational Foundations²Curriculum; Mathematics and Natural Sciences⁵Educational Psychology³Educational Administration

* frequency

** For purposes of this table, many questions have been condensed; see Appendix A for complete question.

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Educ. Population n=443		
	f	%	f	%	f	%	f	%	f	%	f	%	
4.d) positive attitude re: program	1	7	7.78	2	2.60	3	2.54	5	8.62	4	4	21	4.74
	2	19	21.11	18	23.38	22	18.64	7	12.07	14	14	80	18.06
	3	21	23.33	27	35.07	51	43.22	22	37.93	28	28	149	33.63
	4	12	13.33	7	9.09	19	16.10	11	18.97	25	25	74	16.70
negative attitude no answer	5	3	3.33	3	3.90	3	2.54	1	1.72	7	7	17	3.84
		28	31.11	20	25.97	20	16.95	12	20.69	22	22	102	23.03
e) intelligent	1	9	10.00	4	5.20	8	6.78	3	5.17	15	15	39	8.80
	2	36	40.00	40	51.95	63	53.39	24	41.38	46	46	209	47.18
	3	17	18.89	12	15.58	26	22.03	19	32.76	16	16	90	20.32
	4	0		1	1.30	2	1.70	0		1	1	4	.90
unintelligent no answer	5	0		0		0		1	1.72	0	0	1	.23
		28	31.11	20	25.97	19	16.10	11	18.97	22	22	100	22.57
f) supportive	1	4	4.44	2	2.60	7	5.93	3	5.17	12	12	28	6.32
	2	25	27.78	26	33.77	41	34.75	15	25.86	37	37	144	32.51
	3	28	31.11	22	28.57	47	39.83	24	41.38	26	26	147	33.18
	4	4	4.44	6	7.79	4	3.39	2	3.45	2	2	18	4.06
obstructive no answer	5	0		0		0		1	1.72	0	0	1	.23
		29	32.22	21	27.27	19	16.10	13	22.41	23	23	105	23.70
4.g) part-time students identify with classmates	1	6	6.67	5	6.49	5	4.24	3	5.17	9	9	28	6.32
	2	17	18.89	14	18.18	28	23.73	13	22.41	27	27	99	22.35
	3	18	20.00	24	31.17	35	29.66	18	31.04	25	25	120	27.09
	4	9	10.00	10	12.99	24	20.34	6	10.35	10	10	59	13.32
fail to identify no answer	5	5	5.56	4	5.20	9	7.63	3	5.17	5	5	26	5.87
		35	38.89	20	25.97	17	14.41	15	25.86	24	24	111	25.06

Student-Staff Relations

5. Extent of staff encouragement of interaction between staff and student:

a) in class

i) very great extent	3	3.33	13	16.88	11	9.32	12	20.69	16	16	55	12.42
ii) quite an extent	24	26.67	22	28.57	50	42.37	11	18.97	31	31	138	31.15
iii) moderate extent	28	31.11	17	22.08	32	27.12	15	25.86	28	28	120	27.09
iv) slight extent	9	10.00	5	6.49	12	10.17	5	8.62	6	6	37	8.35
v) not at all	3	3.33	2	2.60	1	.85	2	3.45	1	1	9	2.03
vi) not applicable	4	4.44	2	2.60	4	3.39	2	3.45	1	1	13	2.94
vii) no answer	19	21.11	16	20.78	8	6.78	11	18.97	17	17	71	16.03

b) outside class

i) very great extent	0		2	2.60	4	3.39	4	6.90	3	3	13	2.94
ii) quite an extent	3	3.33	8	10.39	21	17.80	4	6.90	13	13	49	11.06
iii) moderate extent	23	25.56	22	28.57	33	27.97	16	27.59	23	23	117	26.41
iv) slight extent	16	17.78	12	15.58	22	18.64	15	25.86	23	23	88	19.87
v) not at all	9	10.00	8	10.39	10	8.48	3	5.17	8	8	38	8.58
vi) not applicable	7	7.78	5	6.49	9	7.63	5	8.62	8	8	34	7.68
vii) no answer	32	35.56	20	25.97	19	16.10	11	18.97	22	22	104	23.48

6.a) A professor to turn to for advice?

i) yes	63	70.00	57	74.03	81	68.64	41	70.69	65	65	307	69.30
ii) no	10	11.11	10	12.99	25	21.19	11	18.97	21	21	77	17.38
iii) no answer	17	18.89	10	12.99	12	10.17	6	10.35	14	14	59	13.32

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
6.b) interested in helping you?												
i) yes	65	72.22	54	70.13	77	65.25	37	63.79	58	58	291	65.69
ii) no	8	8.89	9	11.69	24	20.34	12	20.69	25	25	78	17.61
iii) no answer	17	18.89	14	18.18	17	14.41	9	15.52	17	17	74	16.70
7. Professor regard you as												
i) a colleague	30	33.33	30	38.96	35	29.66	21	36.21	32	32	148	33.41
ii) an apprentice	11	12.22	2	2.60	12	10.17	5	8.62	6	6	36	8.13
iii) an employee	0		0		1	.85	0		0	0	1	.23
iv) a student	26	28.89	24	31.17	47	39.83	18	31.04	34	34	149	33.63
v) other	4	4.44	2	2.60	2	1.70	3	5.17	4	4	15	3.39
vi) no answer	19	21.11	19	24.68	21	17.80	11	18.97	24	24	94	21.22
8. Evaluation of professors:												
a) accessible												
1	11	12.22	11	14.29	8	6.78	7	12.07	7	7	44	9.93
2	18	20.00	19	24.68	46	38.98	18	31.04	28	28	129	29.12
3	27	30.00	19	24.68	34	28.81	14	24.14	31	31	125	28.22
4	11	12.22	6	7.79	15	12.71	4	6.90	10	10	46	10.38
inaccessible	5	0	3	3.90	3	2.54	4	6.90	5	5	15	3.39
no answer	23	25.56	19	24.68	12	10.17	11	18.97	19	19	84	18.96
8.b) helpful and supportive												
1	7	7.78	11	14.29	11	9.32	7	12.07	6	6	42	9.48
2	25	27.78	25	32.47	49	41.53	21	36.21	33	33	153	34.54
3	31	34.44	15	19.48	41	34.75	14	24.14	33	33	134	30.25
4	4	4.44	7	9.09	3	2.54	4	6.90	8	8	26	5.87
obstructive	5	0	0		2	1.70	1	1.72	1	1	4	.90
no answer	23	25.56	19	24.68	12	10.17	11	18.97	19	19	84	18.96
c) interested in students												
1	11	12.22	17	22.08	13	11.02	8	13.79	13	13	62	14.00
2	20	22.22	23	29.87	50	42.37	22	37.93	30	30	145	32.73
3	27	30.00	15	19.48	36	30.51	10	17.24	24	24	112	25.28
4	9	10.00	3	3.90	7	5.93	6	10.35	12	12	37	8.35
disinterested	5	0	0		0		1	1.72	2	2	3	.68
no answer	23	25.56	19	24.68	12	10.17	11	18.97	19	19	84	18.96
d) constructively critical												
1	10	11.11	10	12.99	11	9.32	6	10.35	8	8	45	10.16
2	25	27.78	27	35.07	50	42.37	20	34.48	33	33	155	34.99
3	28	31.11	12	15.58	35	29.66	15	25.86	26	26	116	26.19
4	4	4.44	8	10.39	9	7.63	5	8.62	12	12	38	8.58
destructive	5	0	0		1	.85	0		2	2	3	.68
no answer	23	25.56	20	25.97	12	20.17	12	20.69	19	19	86	19.41
e) accepting of divergent views												
1	5	5.56	9	11.69	6	5.09	7	12.07	8	8	35	7.90
2	17	18.89	23	29.87	50	42.37	18	31.04	28	28	136	30.70
3	28	31.11	21	27.27	34	28.81	17	29.31	29	29	129	29.12
4	14	15.56	3	3.90	14	11.86	4	6.90	14	14	49	11.06
rejecting	5	3	3.33	2	2.60	2	1.70	0		1	1	.81
no answer	23	25.56	19	24.68	12	10.17	12	20.69	20	20	86	19.41
f) respectful of students												
1	11	12.22	14	18.18	11	9.32	11	18.97	14	14	61	13.77
2	26	28.89	24	31.17	62	52.54	16	27.59	30	30	158	35.67
3	26	28.89	18	23.38	29	24.58	11	18.97	33	33	117	26.41
4	4	4.44	1	1.30	3	2.54	6	10.35	3	3	17	3.84
disdainful	5	0	0		1	.85	2	3.45	1	1	4	.90
no answer	23	25.56	20	25.97	12	10.17	12	20.69	19	19	86	19.41
g) competent in student assessment												
1	5	5.56	10	12.99	5	4.24	7	12.07	7	7	34	7.68
2	26	28.89	21	27.27	48	40.68	15	25.86	22	22	132	29.80
3	26	28.89	21	27.27	40	33.90	16	27.59	36	36	139	31.38
4	7	7.78	5	6.49	11	9.32	7	12.07	12	12	42	9.48
incompetent	5	2	2.22	0		2	1.70	1	1.72	3	3	.81
no answer	24	26.67	20	25.97	12	10.17	12	20.69	20	20	88	19.87
h) aware of student ability												
1	6	6.67	8	10.39	6	5.09	8	13.79	12	12	40	9.03
2	22	24.44	23	29.87	42	35.59	15	25.86	26	26	128	28.89

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443		
	f	%	f	%	f	%	f	%	f	%	f	%	
8.h) (Continued)													
3	31	34.44	20	25.97	38	32.20	17	29.31	27	27	133	30.02	
4	4	4.44	4	5.20	18	15.25	6	10.35	11	11	43	9.71	
unaware	5	3.33	1	1.30	0		0		2	2	6	1.35	
no answer	24	26.67	21	27.27	14	11.86	12	20.70	22	22	93	20.99	
1) interested in student research	1	7	7.78	11	14.29	12	10.17	9	15.52	7	7	46	10.38
2	27	30.00	22	28.57	49	41.53	15	25.86	21	21	134	30.25	
3	22	24.44	16	20.78	28	23.73	18	31.04	33	33	117	26.41	
4	9	10.00	5	6.49	11	9.32	4	6.90	8	8	37	8.35	
disinterested	5	2.22	1	1.30	0		1	1.72	5	5	9	2.03	
no answer	23	25.56	22	28.57	18	15.25	11	18.97	26	26	100	22.57	
j) personable	1	10	11.11	16	20.78	17	14.41	11	18.97	16	16	70	15.80
2	28	31.11	27	35.07	54	45.76	19	32.76	31	31	159	35.89	
3	24	26.67	13	16.88	27	22.88	14	24.14	28	28	106	23.93	
4	3	3.33	0		6	5.09	2	3.45	3	3	14	3.16	
aloof	5	2.22	0		1	.85	1	1.72	2	2	6	1.35	
no answer	23	25.56	21	27.27	13	11.02	11	18.97	20	20	88	19.87	
k) professional	1	14	15.56	15	19.48	22	18.64	10	17.24	11	11	72	16.25
2	27	30.00	26	33.77	58	49.15	22	37.93	34	34	167	37.70	
3	23	25.56	12	15.58	21	17.80	11	18.97	27	27	94	21.22	
4	2	2.22	4	5.20	3	2.54	4	6.90	5	5	18	4.06	
unprofessional	5	1.11	0		1	.85	0		2	2	4	.90	
no answer	23	25.56	20	25.97	13	11.02	11	18.97	21	21	88	19.87	
l) intelligent	1	17	18.89	18	23.38	31	26.27	14	24.14	20	20	100	22.57
2	25	27.78	28	36.36	49	41.53	26	44.83	34	34	162	36.57	
3	22	24.44	10	12.99	20	16.95	6	10.35	24	24	82	18.51	
4	3	3.33	0		3	2.54	1	1.72	1	1	8	1.81	
unintelligent	5	0	1	1.30	2	1.70	0		1	1	4	.90	
no answer	23	25.56	20	25.97	13	11.02	11	18.97	20	20	87	19.64	
m) informed	1	18	20.00	13	16.88	27	22.88	15	25.86	15	15	88	19.87
2	22	24.44	30	38.96	48	40.68	21	36.21	32	32	153	34.54	
3	22	24.44	10	12.99	22	18.64	10	17.24	26	26	90	20.32	
4	4	4.44	3	3.90	4	3.39	1	1.72	3	3	15	3.39	
uninformed	5	1.11	0		4	3.39	0		3	3	8	1.81	
no answer	23	25.56	21	27.27	13	11.02	11	18.97	21	21	89	20.09	

Student-
Administration
Relations

9. Attitude toward

Faculty												
i) very positive	4	4.44	7	9.09	9	7.63	5	8.62	5	5	30	6.77
ii) positive	34	37.78	24	31.17	50	42.37	26	44.83	27	27	161	36.34
iii) neutral	23	25.56	26	33.77	38	32.20	18	31.04	25	25	130	29.35
iv) negative	11	12.22	10	12.99	14	11.86	3	5.17	24	24	62	14.00
v) very negative	5	5.56	1	1.30	0		2	3.45	3	3	11	2.48
vi) no answer	13	14.44	9	11.69	7	5.93	4	6.90	16	16	49	11.06

10.a) Graduate
students
help
decide

i) faculty appointments and promotion?												
yes	30	33.33	29	37.66	42	35.59	27	46.55	40	40	168	37.92
no	41	45.56	39	50.65	70	59.32	24	41.38	44	44	218	49.21
no answer	19	21.11	9	11.69	6	5.09	7	12.07	16	16	57	12.87
ii) departmental graduate admissions policy?												
yes	39	43.33	45	58.44	80	67.80	38	65.52	57	57	259	58.47
no	32	35.56	20	25.97	32	27.12	12	20.69	27	27	123	27.77
no answer	19	21.11	12	15.58	6	5.09	8	13.79	16	16	61	13.77
iii) provisions and content of graduate work?												
yes	65	72.22	60	77.92	96	81.36	47	81.04	74	74	342	77.20
no	7	7.78	7	9.09	16	13.56	5	8.62	10	10	45	10.16
no answer	18	20.00	10	12.99	6	5.09	6	10.35	16	16	56	12.64

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	f	%	f	%	f	%	f	%	f	%	f	%
iv) graduate degree requirements?												
yes	50	55.56	51	66.23	86	72.88	45	77.59	67	67	299	67.49
no	20	22.22	15	19.48	26	22.03	7	12.07	18	18	86	19.41
no answer	20	22.22	11	14.29	6	5.09	6	10.35	15	15	58	13.09
b) Present student decision-making role												
i) faculty appointments and promotion	3	3.33	2	2.60	1	.85	0		2	2	8	1.81
no answer	87	96.67	75	97.40	117	99.15	58	100	98	98	435	98.19
ii) departmental graduate admissions policy	2	2.22	1	1.30	0		0		3	3	6	1.35
no answer	88	97.78	76	98.70	118	100	58	100	97	97	437	98.65
iii) provisions and content of graduate work	18	20.00	19	24.68	17	14.41	12	20.69	30	30	96	21.67
no answer	72	80.00	58	75.32	101	85.59	46	79.31	70	70	347	78.33
<u>Interdepartmental Contacts</u>												
11.a) <u>Courses in other departments?</u>												
i) yes	38	42.22	39	50.65	31	26.27	23	39.66	25	25	156	35.21
ii) no	38	42.22	28	36.36	80	67.80	30	51.72	61	61	237	53.50
iii) no answer	14	15.56	10	12.99	7	5.93	5	8.62	14	14	50	11.29
b) <u>Interdepartmental relations meaningful?</u>												
i) very meaningful	9	10.00	6	7.79	7	5.93	10	17.24	4	4	36	8.13
ii) quite meaningful	8	8.89	12	15.58	15	12.71	6	10.35	14	14	55	12.42
iii) moderately meaningful	8	8.89	10	12.99	17	14.41	10	17.24	9	9	54	12.19
iv) slightly meaningful	8	8.89	8	10.39	9	7.63	3	5.17	6	6	34	7.68
v) not meaningful	4	4.44	3	3.90	3	2.54	0		2	2	12	2.71
vi) no basis for judgment	30	33.33	19	24.68	47	39.83	19	32.76	43	43	158	35.67
vii) no answer	23	25.56	19	24.68	20	16.95	10	17.24	22	22	94	21.22
<u>External Groups</u>												
12.a) <u>Interfaculty relations meaningful?</u>												
i) very meaningful	5	5.56	4	5.20	5	4.24	6	10.35	2	2	22	4.97
ii) quite meaningful	4	4.44	7	9.09	18	15.25	5	8.62	12	12	46	10.38
iii) moderately meaningful	5	5.56	13	16.88	12	10.17	7	12.07	10	10	47	10.61
iv) slightly meaningful	5	5.56	5	6.49	4	3.39	0		5	5	19	4.29
v) not meaningful	8	8.89	6	7.79	4	3.39	6	10.35	8	8	32	7.22
vi) no basis for judging	43	47.78	28	36.36	60	50.85	24	41.38	43	43	198	44.70
vii) no answer	20	22.22	14	18.18	15	12.71	10	17.24	20	20	79	17.83

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	f	%	f	%	f	%	f	%	f	%	f	%
12.b) Program include working off campus?												
i) yes	46	51.11	40	51.95	50	42.37	21	36.21	59	59	216	48.76
ii) no	27	30.00	23	29.87	44	37.29	26	44.83	21	21	141	31.83
iii) no answer	17	18.89	14	18.18	24	20.34	11	18.97	20	20	86	19.41
c) If yes, relationship is												
i) full-time internship	2	2.22	1	1.30	2	1.70	1	1.72	2	2	8	1.81
ii) part-time internship	3	3.33	0		0		2	3.45	10	10	15	3.39
iii) observer	6	6.67	5	6.49	9	7.63	2	3.45	9	9	31	7.00
iv) researcher	31	34.44	25	32.47	31	26.27	12	20.69	23	23	122	27.54
v) volunteer	0		3	3.90	0		0		6	6	9	2.03
vi) other	3	3.33	2	2.60	4	3.39	4	6.90	4	4	17	3.84
vii) no answer	45	50.00	41	53.25	72	61.02	37	63.79	46	46	241	54.40
<u>Teaching/Research Assistantship</u>												
13.a) Employed as												
i) research assistant	3	3.33	2	2.60	0		1	1.72	2	2	8	1.81
ii) teaching assistant	4	4.44	2	2.60	3	2.54	1	1.72	0		10	2.26
iii) marker	1	1.11	1	1.30	0		1	1.72	6	6	9	2.03
iv) other	1	1.11	2	2.60	33	27.97	3	5.17	4	4	43	9.71
v) no answer	81	90.00	70	90.90	82	69.49	52	89.66	88	88	373	84.20
13.b) Relevancy of experience												
i) very relevant	3	3.33	3	3.90	2	1.70	3	5.17	2	2	13	2.94
ii) quite relevant	1	1.11	3	3.90	1	.85	0		1	1	6	1.35
iii) moderately relevant	2	2.22	3	3.90	3	2.54	1	1.72	3	3	12	2.71
iv) slightly relevant	1	1.11	0		0		1	1.72	3	3	5	1.13
v) irrelevant	2	2.22	0		1	.85	1	1.72	2	2	6	1.35
vi) not applicable	28	31.11	28	36.36	33	27.97	22	37.93	33	33	144	32.51
vii) no answer	53	58.89	40	51.95	78	66.10	30	51.72	56	56	257	58.01
c) Educational value of appointment												
i) very valuable	3	3.33	4	5.20	1	.85	4	6.90	2	2	14	3.16
ii) quite valuable	1	1.11	2	2.60	4	3.39	0		3	3	10	2.26
iii) moderately valuable	3	3.33	3	3.90	2	1.70	0		2	2	10	2.26
iv) slightly valuable	0		0		0		1	1.72	3	3	4	.90
v) not valuable	2	2.22	0		0		1	1.72	1	1	4	.90
vi) not applicable	27	30.00	28	36.36	33	27.97	22	37.93	31	31	141	31.83
vii) no answer	54	60.00	40	51.95	78	66.10	30	51.72	58	58	260	58.69
d) Graduate award distribution												
i) very equitable	0		0		1	.85	0		0		1	.23
ii) quite equitable	1	1.11	2	2.60	5	4.24	3	5.17	6	6	17	3.84
iii) moderately equitable	7	7.78	2	2.60	5	4.24	2	3.45	3	3	19	4.29
iv) slightly equitable	0		1	1.30	1	.85	0		3	3	5	1.13
v) inequitable	5	5.56	4	5.20	3	2.54	1	1.72	0		13	2.94
vi) not applicable	31	34.44	30	38.96	37	31.36	23	39.66	35	35	156	35.21
vii) no answer	46	51.11	38	49.35	66	55.93	29	50.00	53	53	232	52.37

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	f	%	f	%	f	%	f	%	f	%	f	%

Completion of M.Ed. Program

14. Times you did not know how you were doing?

i) very often	8	8.89	9	11.69	10	8.48	3	5.17	8	8	38	8.58
ii) quite often	12	13.33	9	11.69	17	14.41	3	5.17	11	11	52	11.74
iii) often	12	13.33	11	14.29	17	14.41	7	12.07	12	12	59	13.32
iv) occasionally	22	24.44	24	31.17	38	32.20	21	36.21	26	26	131	29.57
v) no	19	21.11	14	18.18	22	18.64	19	32.76	24	24	98	22.12
vi) no answer	17	18.89	10	12.99	14	11.86	5	8.62	19	19	65	14.67

15. Considered not completing program?

i) very seriously	10	11.11	13	16.88	18	15.25	10	17.24	11	11	62	14.00
ii) quite seriously	7	7.78	9	11.69	10	8.48	1	1.72	12	12	39	8.80
iii) moderately seriously	12	13.33	7	9.09	18	15.25	7	12.07	7	7	51	11.51
iv) slightly seriously	14	15.56	9	11.69	17	14.41	9	15.52	12	12	61	13.77
v) no consideration	31	34.44	29	37.66	44	37.29	27	46.55	40	40	171	38.60
vi) no answer	16	17.78	10	12.99	11	9.32	4	6.90	18	18	59	13.32

16. Adequacy of finances?

i) very adequate	19	21.11	20	25.97	20	16.95	19	32.76	32	32	110	24.83
ii) quite adequate	24	26.67	23	29.87	33	27.97	10	17.24	27	27	117	26.41
iii) moderately adequate	20	22.22	19	24.68	36	30.51	16	27.59	20	20	111	25.06
iv) slightly adequate	6	6.67	4	5.20	9	7.63	6	10.35	6	6	31	7.00
v) inadequate	6	6.67	2	2.60	9	7.63	1	1.72	2	2	20	4.52
vi) no answer	15	16.67	9	11.69	11	9.32	6	10.35	13	13	54	12.19

17. Ranking of factors preventing completion of M.Ed.

i) lack of interest	1	13	14.44	8	10.39	14	11.86	1	1.72	11	11	47	10.61
	2	3	3.33	7	9.09	1	.85	1	1.72	8	8	20	4.51
	3	5	5.56	4	5.20	5	4.24	5	8.62	4	4	23	5.19
	4	3	3.33	3	3.90	6	5.09	4	6.90	6	6	22	4.97
	5	2	2.22	7	9.09	12	10.17	6	10.35	4	4	31	7.00
ii) lack of money	1	3	3.33	1	1.30	7	5.93	0		2	2	13	2.93
	2	3	3.33	1	1.30	3	2.54	2	3.45	4	4	13	2.93
	3	0		1	1.30	4	3.39	2	3.45	1	1	8	1.81
	4	1	1.11	4	5.20	4	3.39	3	5.17	2	2	14	3.16
	5	3	3.33	2	2.60	4	3.39	2	3.45	2	2	13	2.93
iii) job opportunity	1	0		2	2.60	1	.85	0		0		3	.68
	2	4	4.44	3	3.90	4	3.39	2	3.45	3	3	16	3.61
	3	2	2.22	5	6.49	6	5.09	2	3.45	4	4	19	4.29
	4	3	3.33	0		3	2.54	3	5.17	4	4	13	2.93
	5	2	2.22	1	1.30	3	2.54	1	1.72	2	2	9	2.03
iv) job demands	1	12	13.33	13	16.88	38	32.20	20	34.48	14	14	97	21.90
	2	10	11.11	15	19.48	30	25.42	6	10.35	10	10	71	16.03
	3	5	5.56	9	11.69	11	9.32	8	13.79	8	8	41	9.26
	4	9	10.00	7	9.09	7	5.93	2	3.45	6	6	31	7.00
	5	0		2	2.60	2	1.70	3	5.17	3	3	10	2.26
v) inability to do academic work	1	0		1	1.30	0		2	3.45	0		3	.68
	2	1	1.11	0		1	.85	0		1	1	3	.68
	3	3	3.33	2	2.60	0		0		1	1	6	1.35
	4	0		3	3.90	3	2.54	1	1.72	1	1	8	1.81
	5	3	3.33	2	2.60	2	1.70	1	1.72	2	2	10	2.26

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	f	%	f	%	f	%	f	%	f	%	f	%	
vi) too much emotional strain	1	1.11	8	10.39	2	1.70	1	1.72	0		12	2.71	
2	3	3.33	4	5.20	3	2.54	5	8.62	7	7	22	4.97	
3	9	10.00	2	2.60	10	8.48	2	3.45	3	3	26	5.87	
4	5	5.56	4	5.20	10	8.48	7	12.07	4	4	30	6.77	
5	2	2.22	5	6.49	5	4.24	3	5.17	2	2	17	3.84	
vii) family pressure	1	2	2.22	4	5.20	7	5.93	3	5.17	6	6	22	4.97
2	6	6.67	9	11.69	25	21.19	9	15.52	6	6	55	12.42	
3	3	3.33	9	11.69	13	11.02	9	15.52	10	10	44	9.93	
4	5	5.56	7	9.09	8	6.78	4	6.90	4	4	28	6.32	
5	5	5.56	5	6.49	5	4.24	4	6.90	5	5	24	5.42	
viii) atmosphere at the faculty	1	2	2.22	2	2.60	4	3.39	0		6	6	14	3.16
2	3	3.33	1	1.30	0		3	5.17	5	5	12	2.71	
3	4	4.44	3	3.90	2	1.70	3	5.17	3	3	15	3.39	
4	2	2.22	0		5	4.24	3	5.17	6	6	16	3.61	
5	4	4.44	2	2.60	3	2.54	0		3	3	12	2.71	
ix) lack of guidance	1	1	1.11	2	2.60	4	3.39	1	1.72	5	5	13	2.93
2	8	8.89	4	5.20	8	6.78	2	3.45	3	3	25	5.64	
3	8	8.89	6	7.79	16	13.56	5	8.62	10	10	45	10.16	
4	6	6.67	7	9.09	7	5.93	6	10.35	4	4	30	6.77	
5	4	4.44	7	9.09	4	3.39	2	3.45	3	3	20	4.52	
x) inappropriate courses	1	5	5.56	3	3.90	2	1.70	3	5.17	5	5	18	4.06
2	7	7.78	2	2.60	7	5.93	4	6.90	9	9	29	6.55	
3	4	4.44	1	1.30	4	3.39	2	3.45	5	5	16	3.61	
4	5	5.56	4	5.20	7	5.93	0		11	11	27	6.10	
5	3	3.33	3	3.90	2	1.70	2	3.45	6	6	16	3.61	
xi) poor courses	1	2	2.22	1	1.30	1	.85	1	1.72	9	9	14	3.16
2	4	4.44	2	2.60	2	1.70	2	3.45	6	6	16	3.61	
3	3	3.33	2	2.60	3	2.54	0		3	3	11	2.48	
4	1	1.11	1	1.30	0		0		4	4	6	1.35	
5	3	3.33	2	2.60	8	6.78	2	3.45	5	5	20	4.52	
xii) poor rela- tionship with advisor	1	2	2.22	0		1	.85	1	1.72	0		4	.90
2	3	3.33	1	1.30	1	.85	0		3	3	8	1.81	
3	5	5.56	1	1.30	2	1.70	2	3.45	3	3	13	2.93	
4	2	2.22	1	1.30	3	2.54	1	1.72	0		7	1.58	
5	2	2.22	0		4	3.39	1	1.72	3	3	10	2.26	
xiii) poor rela- tionship with pro- fessor(s)	1	0	0		0		3	5.17	0		3	.68	
2	1	1.11	1	1.30	0		1	1.72	1	1	4	.90	
3	1	1.11	1	1.30	0		0		4	4	6	1.35	
4	2	2.22	1	1.30	2	1.70	0		2	2	7	1.58	
5	3	3.33	0		2	1.70	1	1.72	6	6	12	2.71	
xiv) poor rela- tionship with students	1	0	0		0		0		0		0		
2	0		0		0		0		0		0		
3	0		0		0		0		0		0		
4	1	1.11	0		0		0		1	1	2	.45	
5	0		0		1	.85	0		0		1	.23	
xv) incomplete thesis	1	16	17.78	12	15.58	17	14.41	6	10.35	10	10	61	13.77
2	5	5.56	6	7.79	14	11.86	7	12.07	6	6	38	8.58	
3	6	6.67	7	9.09	12	10.17	1	1.72	8	8	34	7.68	
4	6	6.67	6	7.79	10	8.48	4	6.90	4	4	30	6.77	
5	5	5.56	8	10.39	11	9.32	5	8.62	10	10	39	8.80	

Question	Curri: Hum. and Soc. Sci. n=90		Curri: Math. and Nat. Sci. n=77		Educ. Admin. n=118		Educ. Found. n=58		Educ. Psych. n=100		Total Population n=443	
	f	%	f	%	f	%	f	%	f	%	f	%
	xvi) other	1	8.89	6	7.79	5	4.24	4	6.90	8	8	31
	2	0	2	2.60	2	1.70	0	0	1	1	5	1.13
	3	2.22	2	2.60	2	1.70	1	1.72	0	0	7	1.58
	4	1.11	4	5.20	1	.85	0	0	5	5	11	2.48
	5	3.33	3	3.90	3	2.54	2	3.45	2	2	13	2.93
xvii) no answer	1	23.56	14	18.18	15	12.71	12	20.69	24	24	88	19.87
	2	29.32	19	24.68	17	14.41	14	24.14	27	27	106	23.93
	3	30.33	22	28.57	28	23.73	16	27.59	33	33	129	29.12
	4	38.42	25	32.47	42	35.59	20	34.48	36	36	161	36.34
	5	46.51	28	36.36	47	39.83	23	39.66	42	42	186	41.99

Choice of Program

18.a) Choose area again?

i) yes	57	63.33	56	72.73	94	79.66	37	63.79	72	72	316	71.33
ii) no	17	18.89	11	14.29	14	11.86	12	20.69	14	14	68	15.35
iii) no answer	16	17.78	10	12.99	10	8.48	9	15.52	14	14	59	13.32

b) Why?

i) reason stated	62	68.89	50	64.94	87	73.73	35	60.35	73	73	307	69.30
ii) no answer	28	31.11	27	35.06	31	26.27	23	39.66	27	27	136	30.70

Contribution of Program

19. Factor contributing most

i) course work	21	23.33	25	32.47	31	26.27	12	20.69	23	23	112	25.28
ii) independent reading	19	21.11	16	20.78	43	36.44	29	50.00	26	26	133	30.02
iii) thesis (research paper) work	13	14.44	13	16.88	8	6.78	1	1.72	3	3	38	8.58
iv) teaching assistantship	0		2	2.60	0		1	1.72	0		3	.68
v) research assistantship	0		0		0		0		0		0	
vi) interaction with advisor	7	7.78	0		4	3.39	0		3	3	14	3.16
vii) interaction with professor(s)	5	5.56	4	5.20	11	9.32	5	8.62	9	9	34	7.68
viii) interaction with other students	2	2.22	3	3.90	8	6.78	3	5.17	16	16	32	7.22
ix) other	7	7.78	0		4	3.39	2	3.45	5	5	18	4.06
x) no answer	16	17.78	14	18.18	9	7.63	5	8.62	15	15	59	13.32

Table 20
 Distribution of Responses to Questionnaire,
 Section II, Part C,
 Attitudes Toward Other Concerns
 By Full-Time and Part-Time Students

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
Peer Relations						
1. Rating of self						
i) among the best	10	26.32	48	11.85	58	13.09
ii) above average	8	21.05	110	27.16	118	26.64
iii) about average	11	28.95	149	36.79	160	36.12
iv) below average	1	2.63	6	1.48	7	1.58
v) no basis for comparison	6	15.79	47	11.61	53	11.96
vi) no answer	2	5.26	45	11.11	47	10.61
2. Encouragement of student interaction:						
i) very great extent	2	5.26	24	5.93	26	5.87
ii) quite an extent	5	13.16	84	20.74	89	20.09
iii) moderate extent	12	31.58	101	24.94	113	25.51
iv) slight extent	10	26.32	80	19.75	90	20.32
v) not at all	7	18.42	57	14.07	64	14.45
vi) no answer	2	5.26	59	14.57	61	13.77
3. Rating of value of interaction:						
i) very valuable	12	31.58	53	13.09	65	14.67
ii) quite valuable	5	13.16	105	25.93	110	24.83
iii) moderately valuable	8	21.05	92	22.72	100	22.57
iv) slightly valuable	7	18.42	39	9.63	46	10.38
v) no value	0		20	4.94	20	4.52
vi) not applicable	4	10.53	35	8.64	39	8.80
vii) no answer	2	5.26	61	15.06	63	14.22
4. Rating of graduate students:						
a) committed scholarship						
1	2	5.26	10	2.47	12	2.71
2	13	34.21	96	23.70	109	24.61
3	12	31.58	127	31.36	139	31.38
4	5	13.16	54	13.33	59	13.32
uncommitted						
5	1	2.63	18	4.44	19	4.29
no answer	5	13.16	100	24.69	105	23.70
b) dedicated to research						
1	1	2.63	6	1.48	7	1.58
2	4	10.53	36	8.89	40	9.03
3	17	44.74	132	32.59	149	33.63
4	9	23.68	99	24.44	108	24.38
undedicated						
5	2	5.26	30	7.41	32	7.22
no answer	5	13.16	102	25.19	107	24.15
c) motivated by program						
1	3	7.89	14	3.46	17	3.84
2	9	23.68	50	12.35	59	13.32
3	16	42.11	147	36.30	163	36.80
4	5	13.16	80	19.75	85	19.19
unmotivated						
5	0		17	4.20	17	3.84
no answer	5	13.16	97	23.95	102	23.03
d) positive attitude re: program						
1	4	10.53	17	4.20	21	4.74
2	9	23.68	71	17.53	80	18.06
3	16	42.11	133	32.84	149	33.63
4	4	10.53	70	17.28	74	16.70
negative attitude						
5	0		17	4.20	17	3.84
no answer	5	13.16	97	23.95	102	23.03
e) intelligent						
1	6	15.79	33	8.15	39	8.80
2	19	50.00	190	46.91	209	47.18
3	8	21.05	82	20.25	90	20.32
4	0		4	.99	4	.90
unintelligent						
5	0		1	.25	1	.23
no answer	5	13.16	95	23.46	100	22.57

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443		
	f	%	f	%	f	%	
	4.f) supportive	1	6	15.79	22	5.43	28
	2	15	39.47	129	31.85	144	32.51
	3	11	28.95	136	33.58	147	33.18
	4	1	2.63	17	4.20	18	4.06
obstructive	5	0		1	.25	1	.23
no answer		5	13.16	100	24.69	105	23.70
g) part-time students identify with classmates							
	1	2	5.26	26	6.42	28	6.32
	2	9	23.68	90	22.22	99	22.35
	3	10	26.32	110	27.16	120	27.09
	4	10	26.32	49	12.10	59	13.32
fail to identify	5	1	2.63	25	6.17	26	5.87
no answer		6	15.79	105	25.93	111	25.06

Student-Staff Relations

5. Extent of staff encouragement of interaction between staff and students:

a) in class

i) very great extent	3	7.89	52	12.84	55	12.42
ii) quite an extent	17	44.74	121	29.88	138	31.15
iii) moderate extent	10	26.32	110	27.16	120	27.09
iv) slight extent	3	7.89	34	8.40	37	8.35
v) not at all	1	2.63	8	1.98	9	2.03
vi) not applicable	1	2.63	12	2.96	13	2.94
vii) no answer	3	7.89	68	16.79	71	16.03

b) outside class

i) very great extent	1	2.63	12	2.96	13	2.94
ii) quite an extent	5	13.16	44	10.86	49	11.06
iii) moderate extent	14	36.84	103	25.43	117	26.41
iv) slight extent	8	21.05	80	19.75	88	19.87
v) not at all	3	7.89	35	8.64	38	8.58
vi) not applicable	1	2.63	33	8.15	34	7.68
vii) no answer	6	15.79	98	24.20	104	23.48

6.a) A professor to turn to for advice?

i) yes	32	84.21	275	67.90	307	69.30
ii) no	6	15.79	71	17.53	77	17.38
iii) no answer	0		59	14.57	59	13.32

b) interested in helping you?

i) yes	34	89.47	257	63.46	291	65.69
ii) no	4	10.53	74	18.27	78	17.61
iii) no answer	0		74	18.27	74	16.70

7. Professor regard you as

i) a colleague	22	57.90	126	31.11	148	33.41
ii) an apprentice	4	10.53	32	7.90	36	8.13
iii) an employee	0		1	.25	1	.23
iv) a student	9	23.68	140	34.57	149	33.63
v) other	1	2.63	14	3.46	15	3.39
vi) no answer	2	5.26	92	22.72	94	21.22

8. Evaluation of professors:

a) accessible	1	6	15.79	38	9.38	44	9.93
	2	13	34.21	116	28.64	129	29.12
	3	15	39.47	110	27.16	125	28.22
	4	3	7.89	43	10.62	46	10.38
inaccessible	5	0		15	3.70	15	3.39
no answer		1	2.63	83	20.49	84	18.96
b) helpful and supportive							
	1	3	7.89	39	9.63	42	9.48
	2	21	55.26	132	32.59	153	34.54
	3	12	31.58	122	30.12	134	30.25
	4	1	2.63	25	6.17	26	5.87
obstructive	5	0		4	.99	4	.90
no answer		1	2.63	83	20.49	84	18.96

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443		
	f	%	f	%	f	%	
8.c) interested in students	1	5	13.16	57	14.07	62	14.00
	2	21	55.26	124	30.62	145	32.73
	3	10	26.32	102	25.19	112	25.28
	4	1	2.63	36	8.89	37	8.35
disinterested	5	0		3	.74	3	.68
no answer		1	2.63	83	20.49	84	18.96
d) constructively critical	1	3	7.89	42	10.37	45	10.16
	2	20	52.63	135	33.33	155	34.99
	3	12	31.58	104	25.68	116	26.19
	4	1	2.63	37	9.14	38	8.58
destructive	5	0		3	.74	3	.68
no answer		2	5.26	84	20.74	86	19.41
e) accepting of divergent views	1	3	7.89	32	7.90	35	7.90
	2	14	36.84	122	30.12	136	30.70
	3	16	42.11	113	27.90	129	29.12
	4	3	7.89	46	11.35	49	11.06
rejecting	5	0		8	1.98	8	1.81
no answer		2	5.26	84	20.74	86	19.41
f) respectful of students	1	7	18.42	54	13.33	61	13.77
	2	22	57.90	136	33.58	158	35.67
	3	6	15.79	111	27.41	117	26.41
	4	1	2.63	16	3.95	17	3.84
disdainful	5	0		4	.99	4	.90
no answer		2	5.26	84	20.74	86	19.41
g) competent in student assessment	1	6	15.79	28	6.91	34	7.68
	2	13	34.21	119	29.38	132	29.80
	3	16	42.11	123	30.37	139	31.38
	4	1	2.63	41	10.12	42	9.48
incompetent	5	0		8	1.98	8	1.81
no answer		2	5.26	86	21.24	88	19.87
h) aware of student ability	1	5	13.16	35	8.64	40	9.03
	2	16	42.11	112	27.65	128	28.89
	3	12	31.58	121	29.88	133	30.02
	4	4	10.53	39	9.63	43	9.71
unaware	5	0		6	1.48	6	1.35
no answer		1	2.63	92	22.72	93	20.99
i) interested in student research	1	6	15.79	40	9.88	46	10.38
	2	17	44.74	117	28.89	134	30.25
	3	9	23.68	108	26.67	117	26.41
	4	5	13.16	32	7.90	37	8.35
disinterested	5	0		9	2.22	9	2.03
no answer		1	2.63	99	24.44	100	22.57
j) personable	1	9	23.68	61	15.06	70	15.80
	2	20	52.63	139	34.32	159	35.89
	3	7	18.42	99	24.44	106	23.93
	4	1	2.63	13	3.21	14	3.16
aloof	5	0		6	1.48	6	1.35
no answer		1	2.63	87	21.48	88	19.87
k) professional	1	10	26.32	62	15.31	72	16.25
	2	19	50.00	148	36.54	167	37.70
	3	8	21.05	86	21.24	94	21.22
	4	0		18	4.44	18	4.06
unprofessional	5	0		4	.99	4	.90
no answer		1	2.63	87	21.48	88	19.87
l) intelligent	1	13	34.21	87	21.48	100	22.57
	2	18	47.37	144	35.56	162	36.57
	3	6	15.79	76	18.77	82	18.51
	4	0		8	1.98	8	1.81
unintelligent	5	0		4	.99	4	.90
no answer		1	2.63	86	21.24	87	19.64
m) informed	1	8	21.05	80	19.75	88	19.87
	2	18	47.37	135	33.33	153	34.54
	3	11	28.95	79	19.51	90	20.32
	4	0		15	3.70	15	3.39
uninformed	5	0		8	1.98	8	1.81
no answer		1	2.63	88	21.73	89	20.09

Student-Administration Relations

9. Attitude toward faculty

i) very positive	4	10.53	26	6.42	30	6.77
ii) positive	18	47.37	143	35.31	161	36.34
iii) neutral	9	23.68	121	29.88	130	29.35
iv) negative	5	13.16	57	14.07	62	14.00
v) very negative	2	5.26	9	2.22	11	2.48
vi) no answer	0		49	12.10	49	11.06

Question	Full-Time Students n = 38		Part-Time Students n = 405		Total Population n = 443	
	f	%	f	%	f	%
10.a) Graduate students help decide						
i) faculty appointments and promotion?						
yes	16	42.11	152	37.53	168	37.92
no	22	57.90	196	48.40	218	49.21
no answer	0		57	14.07	57	12.87
ii) departmental graduate admissions policy?						
yes	24	63.16	235	58.03	259	58.47
no	14	36.84	109	26.91	123	27.77
no answer	0		61	15.06	61	13.77
iii) provisions and content of graduate work?						
yes	33	86.84	309	76.30	342	77.20
no	5	13.16	40	9.88	45	10.16
no answer	0		56	13.83	56	12.64
iv) graduate degree requirements?						
yes	28	73.68	271	66.91	299	67.49
no	10	26.32	76	18.77	86	19.41
no answer	0		58	14.32	58	13.09
b) Present student decision-making role						
i) faculty appointments and promotion						
no answer	0		8	1.98	8	1.81
	38	100.00	397	98.03	435	98.19
ii) departmental graduate admissions policy						
no answer	1	2.63	5	1.24	6	1.35
	37	97.37	400	98.77	437	98.65
iii) provisions and content of graduate work						
no answer	10	26.32	86	21.24	96	21.67
	28	73.68	319	78.77	347	78.33
iv) graduate degree requirements						
no answer	2	5.26	10	2.47	12	2.71
	36	94.74	395	97.53	431	97.29

Interdepartmental Contacts

11.a) Courses in other departments?						
i) yes						
	19	50.00	137	33.83	156	35.21
ii) no						
	19	50.00	218	53.83	237	53.50
iii) no answer						
	0		50	12.35	50	11.29
b) Interdepartmental relations meaningful?						
i) very meaningful						
	5	13.16	31	7.65	36	8.13
ii) quite meaningful						
	8	21.05	47	11.61	55	12.42
iii) moderately meaningful						
	5	13.16	49	12.10	54	12.19
iv) slightly meaningful						
	6	15.79	28	6.91	34	7.68
v) not meaningful						
	2	5.26	10	2.47	12	2.71
vi) no basis for judgment						
	9	23.68	149	36.79	158	35.67
vii) no answer						
	3	7.89	91	22.47	94	21.22

External Groups

12.a) Interfaculty relations meaningful?						
i) very meaningful						
	3	7.89	19	4.69	22	4.97
ii) quite meaningful						
	5	13.16	41	10.12	46	10.38
iii) moderately meaningful						
	4	10.53	43	10.62	47	10.61
iv) slightly meaningful						
	1	2.63	18	4.44	19	4.29
v) not meaningful						
	4	10.53	28	6.91	32	7.22
vi) no basis for judging						
	19	50.00	179	44.20	198	44.70
vii) no answer						
	2	5.26	77	19.01	79	17.83

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
b) Program include <u>working off campus?</u>						
i) yes	25	65.79	191	47.16	216	48.76
ii) no	12	31.58	129	31.85	141	31.83
iii) no answer	1	2.63	85	20.99	86	19.41
c) If <u>yes</u> , relationship is						
i) full-time internship	1	2.63	7	1.73	8	1.81
ii) part-time internship	4	10.53	11	2.72	15	3.39
iii) observer	4	10.53	27	6.67	31	7.00
iv) researcher	10	26.32	112	27.65	122	27.54
v) volunteer	1	2.63	8	1.98	9	2.03
vi) other	2	5.26	15	3.70	17	3.84
vii) no answer	16	42.11	225	55.56	241	54.40
<u>Teaching/Research Assistantship</u>						
13.a) <u>Employed as</u>						
i) research assistant	4	10.53	4	.99	8	1.81
ii) teaching assistant	8	21.05	2	.49	10	2.26
iii) marker	3	7.89	6	1.48	9	2.03
iv) other	6	15.79	37	9.14	43	9.71
v) no answer	17	44.74	356	87.90	373	84.20
b) <u>Relevancy of experience</u>						
i) very relevant	8	21.05	5	1.24	13	2.94
ii) quite relevant	1	2.63	5	1.24	6	1.35
iii) moderately relevant	6	15.79	6	1.48	12	2.71
iv) slightly relevant	3	7.89	2	.49	5	1.13
v) irrelevant	2	5.26	4	.99	6	1.35
vi) not applicable	8	21.05	136	33.58	144	32.51
vii) no answer	10	26.32	247	60.99	257	58.01
c) <u>Educational value of appointment</u>						
i) very valuable	7	18.42	7	1.73	14	3.16
ii) quite valuable	5	13.16	5	1.24	10	2.26
iii) moderately valuable	5	13.16	5	1.24	10	2.26
iv) slightly valuable	2	5.26	2	.49	4	.90
v) not valuable	1	2.63	3	.74	4	.90
vi) not applicable	8	21.05	133	32.84	141	31.83
vii) no answer	10	26.32	250	61.73	260	58.69
d) <u>Graduate award distribution</u>						
i) very equitable	1	2.63	0		1	.23
ii) quite equitable	5	13.16	12	2.96	17	3.84
iii) moderately equitable	3	7.89	16	3.95	19	4.29
iv) slightly equitable	2	5.26	3	.74	5	1.13
v) inequitable	2	5.26	11	2.72	13	2.94
vi) not applicable	17	44.74	139	34.32	156	35.21
vii) no answer	8	21.05	224	55.31	232	52.37
<u>Completion of M.Ed. Program</u>						
14. Times you <u>did not know</u> how you were doing?						
i) very often	4	10.53	34	8.40	38	8.58
ii) quite often	6	15.79	46	11.36	52	11.74
iii) often	3	7.89	56	13.83	59	13.32
iv) occasionally	17	44.74	114	28.15	131	29.57
v) no	7	18.42	91	22.47	98	22.12
vi) no answer	1	2.63	64	15.80	65	14.67
15. Considered <u>not com- pleting</u> program?						
i) very seriously	3	7.89	59	14.57	62	14.00
ii) quite seriously	2	5.26	37	9.14	39	8.80
iii) moderately seriously	2	5.26	49	12.10	51	11.51
iv) slightly seriously	5	13.16	56	13.83	61	13.77
v) no consideration	25	65.79	146	36.05	171	38.60
vi) no answer	1	2.63	58	14.32	59	13.32

Question	Full-Time Students n=38		Part-Time Students n=405		Total Population n=443	
	f	%	f	%	f	%
16. Adequacy of finances?						
i) very adequate	5	13.16	105	25.93	110	24.83
ii) quite adequate	11	28.95	106	26.17	117	26.41
iii) moderately adequate	16	42.11	95	23.46	111	25.06
iv) slightly adequate	2	5.26	29	7.16	31	7.00
v) inadequate	3	7.89	17	4.20	20	4.52
vi) no answer	1	2.63	53	13.09	54	12.19
17. Ranking of factors preventing completion of M.Ed.						
i) lack of interest						
1	3	7.89	44	10.86	47	10.61
2	4	10.53	16	3.95	20	4.51
3	1	2.63	22	5.43	23	5.19
4	3	7.89	19	4.69	22	4.97
5	2	5.26	29	7.16	31	7.00
ii) lack of money						
1	3	7.89	10	2.47	13	2.93
2	2	5.26	11	2.72	13	2.93
3	1	2.63	7	1.73	8	1.81
4	0		14	3.46	14	3.16
5	1	2.63	12	2.96	13	2.93
iii) job opportunity						
1	0		3	.74	3	.68
2	1	2.63	15	3.70	16	3.61
3	4	10.53	15	3.70	19	4.29
4	3	7.89	10	2.47	13	2.93
5	1	2.63	8	1.98	9	2.03
iv) job demands						
1	4	10.53	93	22.96	97	21.90
2	7	18.42	64	15.80	71	16.03
3	4	10.53	37	9.14	41	9.26
4	5	13.16	26	6.42	31	7.00
5	2	5.26	8	1.98	10	2.26
v) inability to do academic work						
1	1	2.63	2	.49	3	.68
2	0		3	.74	3	.68
3	0		6	1.48	6	1.35
4	0		8	1.98	8	1.81
5	0		10	2.47	10	2.26
vi) too much emotional strain						
1	2	5.26	10	2.47	12	2.71
2	2	5.26	20	4.94	22	4.97
3	4	10.53	22	5.43	26	5.87
4	1	2.63	29	7.16	30	6.77
5	1	2.63	16	3.95	17	3.84
vii) family pressure						
1	0		22	5.43	22	4.97
2	4	10.53	51	12.59	55	12.42
3	2	5.26	42	10.37	44	9.93
4	1	2.63	27	6.67	28	6.32
5	5	13.16	19	4.69	24	5.42
viii) atmosphere at the faculty						
1	1	2.63	13	3.21	14	3.16
2	0		12	2.96	12	2.71
3	1	2.63	14	3.46	15	3.39
4	0		16	3.95	16	3.61
5	4	10.53	8	1.98	12	2.71
ix) lack of guidance						
1	2	5.26	11	2.72	13	2.93
2	4	10.53	21	5.19	25	5.64
3	6	15.79	39	9.63	45	10.16
4	3	7.89	27	6.67	30	6.77
5	1	2.63	19	4.69	20	4.52
x) inappropriate courses						
1	0		18	4.44	18	4.06
2	3	7.89	26	6.42	29	6.55
3	0		16	3.95	16	3.61
4	1	2.63	26	6.42	27	6.10
5	1	2.63	15	3.70	16	3.61

Question	Full-Time Students n = 38		Part-Time Students n = 405		Total Population n = 443	
	f	%	f	%	f	%
x1) poor courses						
1	0		14	3.46	14	3.16
2	0		16	3.95	16	3.61
3	1	2.63	10	2.47	11	2.48
4	0		6	1.48	6	1.35
5	1	2.63	19	4.69	20	4.52
xii) poor relationship with advisor						
1	1	2.63	3	.74	4	.90
2	1	2.63	7	1.73	8	1.81
3	2	5.26	11	2.72	13	2.93
4	1	2.63	6	1.48	7	1.58
5	1	2.63	9	2.22	10	2.26
xiii) poor relationship with professor(s)						
1	0		3	.74	3	.68
2	0		4	.99	4	.90
3	2	5.26	4	.99	6	1.35
4	1	2.63	6	1.48	7	1.58
5	1	2.63	11	2.72	12	2.71
xiv) poor relationship with students						
1	0		0		0	
2	0		0		0	
3	0		0		0	
4	0		2	.49	2	.45
5	0		1	.25	1	.23
xv) incomplete thesis						
1	14	36.84	47	11.61	61	13.77
2	2	5.26	36	8.89	38	8.58
3	1	2.63	33	8.15	34	7.68
4	5	13.16	25	6.17	30	6.77
5	2	5.26	37	9.14	39	8.80
xvi) other						
1	1	2.63	30	7.41	31	7.00
2	0		5	1.24	5	1.13
3	1	2.63	6	1.48	7	1.58
4	1	2.63	10	2.47	11	2.48
5	0		13	3.21	13	2.93
xvii) no answer						
1	6	15.79	82	20.25	88	19.87
2	8	21.05	98	24.20	106	23.93
3	8	21.05	121	29.88	129	29.12
4	13	34.21	148	36.54	161	36.34
5	15	39.47	171	42.22	186	41.99

Choice of Program18. a) Choose area again?

i) yes	29	76.32	287	70.86	316	71.33
ii) no	8	21.05	60	14.82	68	15.35
iii) no answer	1	2.63	58	14.32	59	13.32

b) Why?

i) reason stated	35	92.11	272	67.16	307	69.30
ii) no answer	3	7.89	133	32.84	136	30.70

Contribution of Program19. Factor contributing most

i) course work	7	18.42	105	25.93	112	25.28
ii) independent reading	3	7.89	130	32.10	133	30.02
iii) thesis (research paper) work	10	26.32	28	6.91	38	8.58
iv) teaching assistantship	2	5.26	1	.25	3	.68
v) research assistantship	0		0		0	
vi) interaction with advisor	4	10.53	10	2.47	14	3.16
vii) interaction with professor(s)	4	10.53	30	7.41	34	7.68
viii) interaction with other students	6	15.79	26	6.42	32	7.22
ix) other	1	2.63	17	4.20	18	4.06
x) no answer	1	2.63	58	14.32	59	13.32

their peers. Only 1.58 per cent thought they were below average. More students in Admin. and Hum. and Soc. Sci. thought they were about average than among the best. In two other departments, more students rated themselves at the high end of the scale (Psych. 51 per cent, Math. and Nat. Sci. 41.86 per cent). More full-time and part-time students thought highly of themselves than below average.

More students in the total population (34.77 per cent) reported that interaction among students was not encouraged or only slightly encouraged through informal seminars, social events and classroom activities than respondents who did think it was encouraged (25.96 per cent). Departmental opinion varied. Students in Admin., Hum. and Soc. Sci., Found. rated encouragement of interaction low, whereas those respondents in Psych. and Math. and Nat. Sci. rated it high. More full-time and part-time students thought student interaction was not encouraged rather than encouraged.

Students were also asked to rate the value of departmental interaction. Of the total population, 39.50 per cent rated it valuable; 14.90 per cent of no value or slightly valuable. The pattern was similar in each department and by student status.

Finally, respondents were asked to rate their fellow graduate students on their committed scholarship, dedication to research, motivation by program, attitude toward program, intelligence, degree of support, and identification of part-time students with classmates. It should be noted that an

average of 23.61 per cent of the students did not answer these questions rating their peers. One reason may have been their reluctance to do so; another their lack of exposure to other students at their stage in the program.

Of the 76.31 per cent of the total population who rated their peers' commitment to scholarship, 27.32 per cent thought they were committed, 17.61 per cent uncommitted. All but one department had more students rating their peers as committed to scholarship than uncommitted. More students in Found. rated their peers uncommitted. More full-time and part-time students reported that their peers were committed than uncommitted.

Students did not think their peers were dedicated to research. Of the total population who responded (75.84 per cent), 31.60 per cent rated them undedicated, 10.61 per cent dedicated. All departments followed the same pattern. Similarly, more full-time and part-time students thought their peers were not dedicated to research.

Of the 76.99 per cent in the total population who rated their peers' motivation by program, 23.03 per cent said students were unmotivated, 17.16 per cent motivated. More students in Admin., Psych., and Math. and Nat. Sci. held the opinion that their peers were unmotivated, whereas more respondents in Hum. and Soc. Sci. rated them motivated. As many students in Found. rated their peers motivated as unmotivated. More full-time students thought other graduate students were motivated than not, whereas a greater

number of part-time students held the opposite view.

Students were asked to rate their peers' attitude toward the M.Ed. program. The ratings varied. Of the total population answering this question (76.97 per cent), 22.80 per cent rated the students' attitude as positive, 20.54 per cent as negative. More students in Hum. and Soc. Sci., Math. and Nat. Sci., and Admin. rated their peers' attitude as positive than negative. More students in Psych. thought their peers' attitude negative as compared to positive. Students in Found. were split. More full-time and part-time students rated their peers' attitude as positive than negative.

A majority of the total population indicated the students were intelligent. The five departments and full-time and part-time students followed the same pattern.

Of the 76.30 per cent of the total population who rated their peers' degree of support in the program, 38.83 per cent said the students were supportive, 4.29 per cent obstructive. More students in each of the five departments and by student status rated their peers supportive than obstructive.

Finally, of the 74.95 per cent of the total population who rated the part-time students' identification with classmates, 28.67 per cent reported that part-time students did identify with classmates, 19.19 per cent thought they did not. More students in four departments followed a similar response pattern. Students in Admin. and full-time students split in their rating. More part-time students thought they did

identify than not.

Student-staff relations. The respondents were asked to determine the extent of interaction between staff and students and contact with individual professors, and to evaluate their professors.

Of the total population, 43.57 per cent thought that there was much staff encouragement of interaction between staff and students in the classroom setting; 10.37 per cent indicated there was little or none at all. The response pattern was similar in each department and by student status.

Encouragement of interaction between staff and students outside the class was viewed differently by the students. Of the total population, 28.45 per cent indicated that interaction was not encouraged to any extent, and 14 per cent thought it was. The departmental responses ranged from 31.03 per cent (Found.) to 25.97 per cent (Math. and Nat. Sci.) who rated the extent of encouragement low. It should be noted that 31.16 per cent of the total population did not rate the extent interaction was encouraged outside class. One reason would be the part-time students who lack the experiences in this area as they are not at the Faculty on a regular basis. More full-time and part-time students said that interaction was not encouraged outside class.

The majority of the total population (69.30 per cent) reported that there was a professor to whom they could turn for advice. At least 65 per cent of the students within each of the five departments and by student status indicated

they could consult a professor.

Of the total population, 65.69 per cent indicated that there was a professor in their department who took or would take a special interest in helping them. The majority of respondents by department and student status thought there was a helping professor.

Reaction to the question asking students to indicate how the professor with whom they had the most academic contact regarded them was varied. Of the total respondents, 33.63 per cent thought the professor regarded them as a student, 33.41 per cent as a colleague, 8.13 per cent as an apprentice, and 3.39 per cent in such roles as: a friend, a number, so many dollars, a nuisance, a greenhorn, a human being, a part-time student, in the way of his own studies and research, a unique person, and a pest. The majority of full-time students said they were regarded as a colleague. More part-time students indicated they were regarded as a student than a colleague.

Finally, the respondents evaluated their professors on a 1-5 continuum based on the following items: accessibility, helpfulness, interest in students, constructive criticism, acceptance of divergent views, respect of students, competence in student assessment, awareness of student ability, interest in student research, personability, professionalism, intelligence, and awareness of information.

Of the total population, 39.05 per cent rated the professors accessible, 13.77 per cent inaccessible. The

pattern of response was similar by department and student status. It should be noted that an average of 19.85 per cent of the total population did not respond to the evaluation of professors on this item or any of the others. One reason may be their lack of exposure to many professors at this stage in their program.

Of the total population, 44.02 per cent considered the professors helpful and supportive, 6.77 per cent obstructive. More students in each department and by student status were positive about their professors' helpfulness.

More students in the total population (46.73 per cent) reported that professors were interested in them rather than disinterested (9.03 per cent). The department responses and full-time and part-time students followed a similar pattern.

Of the total population, 45.15 per cent indicated that professors were constructively critical as opposed to destructive (9.26 per cent). More students in Admin. and Math. and Nat. Sci. viewed professors as constructive than in the other three departments. A majority of full-time students and more part-time students gave a positive rating than a negative one.

More students thought that professors were accepting of divergent views (38.60 per cent) than rejecting (12.87 per cent). There was wide range in departmental responses. Many students in Admin., Found., and Math. and Nat. Sci. indicated professors were accepting whereas only 36 per cent of Psych. and 24.45 per cent of Hum. and Soc. Sci. did.

More full-time and part-time students rated professors as accepting rather than rejecting of divergent views.

Almost half of the total population (49.44 per cent) considered professors respectful of students. More students in Admin. (61.86 per cent) held the same opinion than in the other four departments. A majority of full-time and more part-time students considered professors respectful of students than disdainful.

Of the total population, 37.48 per cent indicated that professors were competent in student assessment, 11.29 per cent said incompetent. Responses by department and student status followed a similar pattern.

More students reported that professors were aware of student ability (37.92 per cent) than unaware (11.06 per cent). More students in each department and more full-time and part-time students were of the same opinion.

Approximately 40 per cent of the total population rated professors as interested in student research compared to 10.38 per cent who replied they were not. More respondents in each department and by student status said professors were interested in research.

A majority of students in the total population considered professors personable. The pattern was similar in each department and by student status.

Of the total population, a majority (53.95 per cent) indicated professors were professional. The departmental responses were similar. A majority of full-time and part-time

students also rated professors as professional.

Of all the items involved in the evaluation of professors, intelligence received the highest overall rating. Of the total population, 59.14 per cent considered professors intelligent. Four departments had a majority of students who rated the professors intelligent; 46.67 per cent of Hum. and Soc. Sci. held the same opinion. The majority of full-time and part-time students also rated professors as intelligent.

Finally, 54.41 per cent of the total population rated professors as informed. The majority of students in three departments had a positive opinion; more students in Psych. and Hum. and Soc. Sci. also viewed the professors as informed. A majority of full-time and part-time students rated professors as informed.

Student-administration relations. The students were asked to give their overall attitude toward the Faculty of Education, their opinion about potential and present graduate student roles in decision-making.

Of the total population, 43.11 per cent had a positive attitude toward the Faculty, whereas 16.48 per cent had a negative attitude; 29.35 per cent said their attitude was neutral. The departmental response pattern was similar. A majority of full-time students had a positive opinion rather than a negative one. More part-time students viewed the Faculty positively.

Almost half of the total population (49.21 per cent) did not think that graduate students should play a role in

decisions on faculty appointments and promotion. Of the 37.92 per cent of the total population who thought that students should be involved, more students in Found. were of that opinion than in any other department. A majority of full-time students thought that graduate students should not help decide appointments compared to 42.11 per cent who did. More part-time students were also against involvement than in favour.

A majority of the students indicated that they should help decide departmental graduate admissions (58.47 per cent), provisions and content of graduate work (77.20 per cent), and graduate degree requirements (67.49 per cent). The five departments followed the same response pattern with more students in Admin. and Found. indicating a desire for involvement in decision-making than the three other departments. Hum. and Soc. Sci. was the most reluctant of the five departments. Of the four areas of decision-making in which graduate students indicated desire for a decision-making role, the area of provisions and content of graduate work received the greatest support from the total population (77.20 per cent). A majority of full-time and part-time students also indicated that they wanted to play a decision-making role.

Graduate students reported overwhelmingly that they did not presently have a decision-making role in their department. Only 1.81 per cent indicated participation in decisions regarding faculty appointments and promotion, 1.35 per cent in departmental graduate admissions policy

decisions and 2.71 per cent in graduate degree requirement decisions; 21.67 per cent said they were involved in decisions regarding provisions and content of graduate work. The response pattern was similar in each department and by student status.

Interdepartmental contacts. Of the total population, 35.21 per cent were taking courses in departments other than their own. More of these students were in Math. and Nat. Sci. and Hum. and Soc. Sci. than in the other three departments. Fifty per cent of the full-time students and 33.83 per cent of the part-time students reported that they were taking courses in other departments.

Although only 35.21 per cent of the total population were involved in other departments' courses, 43.13 per cent rated the meaningfulness of interdepartmental relations. More students indicated such contacts were meaningful than not meaningful. Responses by students in each department followed a similar pattern. More students in Found. than in the other four departments considered interdepartmental relations meaningful. More full-time and part-time students considered interdepartmental relations meaningful than not.

External groups. The students were asked about interfaculty relations and their program work off campus. Of the 37.47 per cent in the total populations who rated the meaningfulness of interfaculty relations as part of their graduate program, 15.35 per cent reported such contact meaningful, and 11.51 per cent not meaningful. It should be noted

that 44.70 per cent of the total population indicated they had no basis for judging. More students in Admin. and Found. thought interfaculty relations were meaningful than not but more students in Hum. and Soc. Sci. thought such relations were not meaningful compared to meaningful. More full-time students and slightly more part-time students reported that interfaculty relations were meaningful than not. Half of the full-time students and 44.20 per cent of the part-time students said they had no basis for judging.

Almost half of the population (48.76 per cent) said that their program included the possibility of working with individuals, groups, or schools off campus. All departments but Found. had more students indicating such an opportunity existed. A majority of the full-time graduate students and 47.16 per cent of the part-time students reported that their program included working off campus.

More students in the total population (27.54 per cent) indicated that the relationship with individuals, groups and schools off campus was that of researchers. Other roles included that of observer, part-time internship, volunteer, full-time internship, and such relationships as organizer, teacher, consultant, Faculty advisor to student teachers, consultant, part-time researcher, program organizer and practicum participant. More students in each department worked as a researcher with external groups than in any other role. Full-time students performed a variety of roles off campus, the main ones being researcher, part-time internship,

and observer. The part-time students worked mainly as researchers.

Teaching/research assistantship. Students were asked about their employment as a graduate student, its relevancy and educational value, and graduate award distribution.

Of the 15.81 per cent of the total population who indicated they had been employed while a graduate student, 2.26 per cent were teaching assistants, 2.03 per cent markers, 1.81 per cent research assistants, and 9.71 per cent performed other duties such as: curriculum revisor, instructor, developer of computer program, Faculty assistant, lecturer, librarian, administrative assistant for summer school, service assistant and advisor. Full-time students were employed as teaching assistants, research assistants, and markers.

Of the 15.81 per cent of the population who were employed for a term or more as a teaching assistant or other function, 9.48 per cent rated the relevancy of the experience. Of those 9.48 per cent, 4.29 per cent said the experience was relevant, 2.48 per cent irrelevant. The pattern of response was similar by department and student status.

When asked to rate the educational value of their experience as a teaching assistant or other function, 9.48 per cent of the students responded. Of these, 5.42 per cent indicated the experience was valuable; 1.80 per cent rated it as not valuable. More students in each department and full-time and part-time students reacted positively.

Of the 12.43 per cent in the total population who

rated the equitability of graduate award distribution in their department, 4.07 per cent thought it was equitable, and 4.07 per cent inequitable. More students in Psych., Found., and Admin. rated distribution equitable; more students in Math. and Nat. Sci., and Hum. and Soc. Sci. considered it inequitable. More full-time students thought it equitable whereas more part-time students rated distribution inequitable.

Completion of M.Ed. program. The students were asked whether they knew how they were doing as a graduate student and whether they had considered not completing their program. They were also requested to rate the adequacy of their finances for graduate studies, and to rank the factors most likely to prevent them from completing graduate work.

Half of the students in the total population (51.69 per cent) did know how they were doing in their program most of the time. Approximately 20 per cent did not often know. The pattern of response was similar by department and student status.

Of the total population, a majority (52.37 per cent) had not considered discontinuing the M.Ed. program; 22.80 per cent did give it serious consideration. More students in Math. and Nat. Sci. gave the matter serious consideration than in the other departments. A majority of full-time and more part-time students did not consider discontinuing their graduate program.

The majority of students in the total population (51.24 per cent) indicated that their finances were adequate

to meet their needs as graduate students; 11.52 per cent thought they were inadequate. Of the students who held the latter opinion, more were in Admin. than in the other four departments. More full-time students indicated their finances were adequate; a majority of part-time students said their finances were adequate.

The students ranked the five factors most likely to prevent them from completing their program. For discussion purposes, these factors are grouped with the percentage received by each factor as factor one to five in the responses. If the overall percentage received by each factor is considered, the top five factors selected by the total population were in order of priority: 1) job demands (56.45 per cent), 2) incomplete thesis (45.60 per cent), 3) family pressure (39.06 per cent), 4) lack of interest (32.28 per cent), and 5) lack of guidance (30.02 per cent). On the average 30.25 per cent of the total population did not answer this question. One reason may be that some students had already completed the program; another may be that students had not progressed far enough in the program to foresee any difficulties.

Another way of looking at the ranking of the factors was to identify the factors that were selected as the main one by the total population. The order of ranking was: 1) job demands (21.90 per cent), 2) incomplete thesis (13.77 per cent), 3) lack of interest (10.61 per cent), 4) family pressure (4.97 per cent), and 5) inappropriate courses (4.06 per cent).

A review of the ranking of factors by students within individual departments revealed that the three main ones were job demands, incomplete thesis, and lack of interest.

The five factors receiving the greatest emphasis by the full-time students were: 1) incomplete thesis (63.15 per cent), 2) job demands (57.90 per cent), 3) lack of interest (42.09 per cent), 4) lack of guidance (42.09 per cent), and 5) family pressure (31.58 per cent). The part-time students selected the same five factors in a different order. The full-time students indicated the following as the main factor: incomplete thesis (36.84 per cent), job demands (10.53 per cent), lack of interest (7.89 per cent), and lack of money (7.89 per cent). The part-time students selected three factors; these were: job demands (22.96 per cent), incomplete thesis (11.61 per cent), and lack of interest (10.86 per cent).

Choice of program. The majority of the total population (71.33 per cent) indicated that they would choose their area of study again. Of the 15.35 per cent who would not choose the same area, more students were in Found. than in the other four departments. The majority of full-time and part-time students said they would choose their area of specialization again.

Many reasons were given by the 69.30 per cent of the total population for choosing or not choosing their area of specialization again. The main reasons for selecting the same area were: 1) interest in area (43.60 per cent), 2)

relevance to job (28.40 per cent), 3) relevance to needs (9.60 per cent), 4) increase of knowledge (8.40 per cent), and 5) consistency with vocational ambitions (3.60 per cent). The main reasons for not selecting the same area again were: 1) lack of relevance (33.33 per cent), 2) lack of interest (28.07 per cent), 3) lack of jobs in area of study (7.02 per cent), 4) change of job (7.02 per cent), 5) course selection (7.02 per cent), and 6) lack of learning (5.26 per cent) and direction (5.26 per cent). The pattern of reasons was similar in each department and by student status. These are summarized and reported in Appendix H.

Contribution of program. The factor contributing most to a student's program was independent reading according to 30.02 per cent of the total population. The second main factor was course work (25.28 per cent). Other factors included: thesis work, interaction with professors, interaction with other students, and other factors such as family life, workshops in human relations and confluent education, interaction with pupils, teaching, Manitoba Teachers' Society work, relationship with other teachers, instruction with field personnel, daily work experiences, workshop participation, contact with educators at all levels of the system, practicum, internship at Child Guidance Clinic, field work and outside training.

The factors contributing most to the respondents' program were ranked in a similar pattern within each department. Found., Admin., and Psych. ranked independent reading

as the main factor and course work as second. Math. and Nat. Sci. and Hum. and Soc. Sci. ranked course work first and independent reading second. The third highest ranking factor in each department varied. Respondents in Math. and Nat. Sci. and Hum. and Soc. Sci. selected thesis work; those students in Admin. and Found. chose interaction with professor(s); Psych. students indicated interaction with students.

The highest ranking factor as selected by 26.32 per cent of the full-time students was thesis work, whereas 32.10 per cent of the part-time students chose independent reading. The two groups both rated course work as the second factor. Interaction with other students was rated third by full-time students. The part-time students' third choice was interaction with professor(s).

Conclusion. A review of the responses to Section II, Part C, of the questionnaire indicated that the following points were pertinent:

1. More graduate students in Psych., Math. and Nat. Sci., and full-time students rated themselves highly among their peers than did students in the other three departments and part-time students

2. More respondents reported that interaction among graduate students through informal seminars, social events, and classroom activities was not encouraged, particularly in Admin. and Hum. and Soc. Sci.

3. More students by department and student status

thought that departmental interaction was valuable

4. More students rated their peers committed to scholarship in all departments except Found.

5. More graduate students by department and student status thought that their peers were not dedicated to research

6. More students in Admin., Psych., Math. and Nat. Sci., and part-time students rated their peers unmotivated by the graduate program. More Hum. and Soc. Sci. and full-time students held the opposite view. Found. students were divided on the matter

7. Slightly more students in Hum. and Soc. Sci., Math. and Nat. Sci., Admin., and by student status rated their peers' attitude toward the graduate program as positive. More Psych. respondents rated peers' attitude as negative. Found. students were split on the issue

8. The majority of graduate students thought that their peers were intelligent

9. More students rated their peers as supportive

10. Students in four departments and part-time students thought that the latter identified themselves with their classmates. Admin. and full-time students were divided in their rating

11. More students by department and student status indicated that there was staff encouragement of interaction between staff and students in the classroom setting. More students, however, indicated that staff encouragement of

interaction outside the classroom was not evident

12. The majority of graduate students reported that there was a professor in their department to whom they could turn to for advice on personal and/or academic matters

13. The majority indicated that there was a professor who took or would take a special interest in helping them

14. Math. and Nat. Sci., Found., Hum. and Soc. Sci., and full-time students reported that the professor with whom they had the most academic contact regarded them as a colleague. Admin., Psych., and part-time students felt that the professor viewed them mainly as a student

15. More students evaluated their professors as accessible, helpful and supportive, interested, constructively critical, accepting of divergent views, respectful of students, competent in student assessment, aware of student ability, interested in student research, personable, professional, intelligent, and informed. The most divided opinions were given about professors' accessibility, acceptance of divergent views, competence in student assessment and their awareness

16. More graduate students by department and student status had a positive attitude toward the Faculty

17. More students thought that they should not play a role in decisions on faculty appointments and promotions

18. A majority of students indicated that they should help decide departmental graduate admissions, provisions and

content of graduate work, and graduate degree requirements

19. Most graduate students reported that they did not have a decision-making role in their department

20. Less than 36 per cent of the graduate students were taking courses in other departments. More were Math. and Nat. Sci., Hum. and Soc. Sci., and full-time students

21. More students rated interdepartmental contacts meaningful

22. More students in Admin., Found. and by student status rated interfaculty relations meaningful; Hum. and Soc. Sci. students said such relations were not meaningful. Math. and Nat. Sci. and Psych. students were divided on the matter

23. More students in all departments but Found., and more by student status reported that their program included the possibility of working with individuals, groups, or schools off campus

24. More students in each department and by student status worked as researchers with external groups than in any other role

25. Less than 16 per cent of the students were employed as teaching assistants, research assistants, markers, and other such functions. Full-time students were engaged more as teaching assistants than in any other role

26. More respondents who rated the experience as a teaching assistant or other function considered it a relevant and valuable experience

27. Students were divided in their opinion about the equitability of distribution of graduate awards

28. Half of the graduate students knew how they were doing in their program most of the time

29. The majority of students did not consider discontinuing their program

30. The majority said that their finances were adequate to meet their needs as graduate students

31. The five factors most likely to prevent graduate students from completing their program in order of priority were: job demands, incomplete thesis, family pressure, lack of interest, and lack of guidance

32. The majority of graduate students reported that they would choose their area of study again. The main reasons given were interest in area and relevance to job. The main reasons given by students for not choosing the same area again were lack of relevance and lack of interest

33. The factors contributing most to a student's program were: 1) independent reading, and 2) course work. Full-time students, however, selected thesis work as the main contributing factor.

Content Analysis

This section of Chapter IV deals with the responses to Section III of the questionnaire. Respondents were asked to answer a series of open-ended questions related to the following: recommendations for most urgent changes, overall

attitude toward the Faculty of Education and main influencing factor, atmosphere in the student's department, departmental goals and policies related to the M.Ed. degree program, departmental staff-student relationships, financial support of graduate students, course offerings, technique(s) of instruction, possible innovative or alternative M.Ed. program(s), biggest "beef" and "bouquet", and other general comments.

Individual responses to the questions in Section III are reported in a series of appendices by department and student status.¹ Responses by full-time students are identified by (f). Each response is ranked and categorized in these appendices as a result of content analysis as described in Chapter III. It is possible that a single response has more than one ranking and/or category, depending upon the intent of the individual sentences. Responses to all questions in Section III were also categorized based on the three areas examined and the specific aspects within each of those areas.

¹Individual responses within each department can be examined in detail in Appendices I-S.

The categories and their corresponding numbers were:

A) Program

1. Admission policies (1)
2. Orientation to program (2)
3. Sources of information (3)
4. Course work (4)
5. Thesis/research paper (5)
6. Comprehensive exam (6)
7. Grading system (7)
8. Other (8)

B) Student-Advisor Relations

1. Selection of advisor (9)
2. Confidence in advisor (10)
3. Relationship with advisor (11)
4. Change of student's attitude (12)
5. Change of advisor (13)
6. Function of advisor (14)
7. Performance of advisor (15)
8. Other (16)

C) Other Concerns

1. Student-staff relations (17)
2. Peer relations (18)
3. Student-administration relations (19)
4. Interdepartmental contacts (20)
5. External group contacts (21)
6. Teaching/research assistantship (22)
7. Completion of program (23)
8. Choice of program (24)
9. Contribution of program (25)
10. Other (26)

D) No Answer (27)

The replies were synthesized and discussed on the basis of the list of categories.

In this section, the responses to the individual questions in Section III of the questionnaire are discussed. Reference is made to the total population, individual departments and full-time and part-time students in terms of similarities and differences.

Recommendations for urgent changes (Question 1).

Numerous recommendations regarding the most urgent changes needed in the Faculty of Education were made by 68.40 per cent of the total population responding to Question 1 (see Table 21). The comments are reported in Appendix I by department and student status.

For discussion purposes, the students' recommendations were grouped into twenty-seven categories by department and student status as outlined in Table 22. The areas for categorization of the responses were based on the three areas and the specific aspects of the M.Ed. program selected for examination in this study.¹ Of the total population, 54.78 per cent recommended urgent changes related to the area of Program, 31.34 per cent to Other Concerns, 6.94 per cent to Student-Advisor Relations, and 6.94 per cent did not suggest any changes in their comments.

A majority of recommendations from each department and full-time and part-time students related to Program; approximately one-third of the recommendations by department and student status dealt with Other Concerns; and a minority of suggestions for change related to Student-Advisor Relations.

Within the area of Program, 25.36 per cent of the recommendations made by the total population referred to course work. Secondly, 18.42 per cent of the recommendations

¹See page 9.

Table 21

Distribution of Responses Regarding
Recommendations for Urgent Changes
in the Faculty of Education by
Department and Student Status

Department	Recommendations			
	Stated		No Answer	
	f	%	f	%
Curri.: Hum. and Soc Sci.	63	70.00	27	30.00
Curri.: Math. and Nat. Sci.	59	76.62	18	23.38
Educ. Admin.	76	64.41	42	35.59
Educ. Found.	36	62.07	22	37.93
Educ. Psych.	69	69.00	31	31.00
Student Status				
Full-time students	33	86.84	5	13.16
Part-time students	270	66.67	135	33.33
Total population	303	68.40	140	31.60

Table 22
 Categorization of Responses Regarding
 Recommendations for Urgent Changes in
 the Faculty of Education by Department
 and Student Status

Category	Curri. and Soc. Sci. n=83		Curri. and Nat. Sci. n=78		Math. Educ. Adm'n. n=96		Educ. Found. n=51		Educ. Psych. n=110		Full-time Students n=48		Part-time Students n=370		Total* Population n=418	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
A) Program																
1. Admission policies	2	2.41	0	0	2	2.08	1	1.96	4	3.64	1	2.08	8	2.16	9	2.15
2. Orientation to program	2	2.41	1	1.28	3	3.13	2	3.92	2	1.82	1	2.08	9	2.43	10	2.39
3. Sources of information	1	1.21	0	0	0	0	1	1.96	2	1.82	0	0	4	1.08	4	.96
4. Course work	21	25.30	17	26.92	23	23.96	11	21.57	30	27.27	13	27.09	93	25.14	105	25.36
5. Thesis/research paper	18	21.68	17	21.80	16	16.67	10	19.61	16	14.54	9	18.75	68	18.38	77	18.42
6. Comprehensive exam	0	0	2	2.56	1	1.04	0	0	1	.91	0	0	4	1.08	4	.96
7. Grading system	1	1.21	2	2.56	1	1.04	2	3.92	4	3.64	0	0	10	2.70	10	2.39
8. Other	4	4.81	2	2.56	2	2.08	1	1.96	0	0	2	4.17	7	1.89	9	2.15
B) Student-Advisor Relations																
1. Selection of advisor	1	1.21	0	0	0	0	1	1.96	0	0	0	0	2	.54	2	.48
2. Confidence in advisor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Relationship with advisor	1	1.21	1	1.28	0	0	1	1.96	0	0	1	2.08	2	.54	3	.72
4. Change of student's attitude	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Change of advisor	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Function of advisor	0	0	2	2.56	8	8.33	3	5.88	2	1.82	1	2.08	14	3.78	15	3.59
7. Performance of advisor	1	1.21	3	3.85	3	3.13	0	0	2	1.82	1	2.08	8	2.16	9	2.15
8. Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C) Other Concerns																
1. Student-staff relations	20	24.09	10	12.82	19	19.79	5	9.80	25	22.73	12	25.00	67	18.11	79	18.90
2. Peer relations	0	0	1	1.28	0	0	1	1.96	0	0	0	0	2	.54	2	.48
3. Student-administration relations	1	1.21	2	2.56	0	0	0	0	4	3.64	1	2.08	6	1.62	7	1.68
4. Interdepartmental contacts	1	1.21	0	0	2	2.08	1	1.96	2	1.82	0	0	6	1.62	6	1.44
5. External group contacts	3	3.61	3	3.85	6	6.25	6	11.77	7	6.36	3	6.25	22	5.95	25	5.98
6. Teaching/research assistantship	1	1.21	0	0	0	0	0	0	1	.91	1	2.08	1	.27	2	.48
7. Completion of program	0	0	0	0	5	5.21	1	1.96	3	2.73	1	2.08	8	2.16	9	2.15
8. Choice of program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Contribution of program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Other	1	1.21	0	0	0	0	0	0	0	0	0	0	1	.27	1	.24
D) No changes given																
	4	4.81	11	14.11	5	5.21	4	7.84	5	4.54	1	2.08	28	7.57	29	6.94

*Because some comments were given more than one category, the total number (418) is greater than the actual number of respondents (303).

for urgent change related to thesis/research paper. The remaining comments dealt with orientation to program, grading system, admission policies, other aspects such as de-emphasis of curricular specialization, elimination of M.Ed. deadline, increased emphasis on full-time students, extension of the academic year, and earlier release of student grades, sources of information, and comprehensive exam.

The pattern of response was similar within each department and by student status. A majority of recommendations for Program related to either course work or thesis/research paper. The main recommendations regarding course work within each department and by student status as reported in Appendix I were the following: (1) Hum. and Soc. Sci.: establishment of a doctoral program, more variety in courses, more practical, stringent courses, correspondence and off-campus courses; (2) Math. and Nat. Sci.: course on thesis writing, increased courses in science area, a doctoral program, business and vocational education courses, greater freedom of choice in course selection; (3) Admin.: improved course work and selection, smaller classes, greater program flexibility, emphasis on practical situations, internship program; (4) Found.: emphasis on Canadian education and contemporary issues, doctoral program, increased variety of course options, smaller seminars; (5) Psych.: wider course selection, smaller classes, interdepartmental classes, more freedom in program selection, doctoral program, elimination of course repetition; (6) full-time students: daytime courses, increased

student choice; (7) part-time students: increased communication regarding programs, courses relevant to school situation, earlier registration dates, provision for course outlines and readings in advance.

The main recommendations related to the aspect of thesis/research paper were: (1) Hum. and Soc. Sci.: clarification of requirements and standards for major/minor thesis, information and services available for thesis completion on a part-time basis, M.Ed. program without thesis/research paper, upgrading of library facilities; (2) Math. and Nat. Sci.: removal of thesis requirement, improved library resources, systematic assistance in thesis research; (3) Admin.: more structured thesis assistance, clarification of thesis requirements, a non-thesis route, improved library, flexibility on research paper, a thesis writing seminar; (4) Found.: abolition of thesis requirement, development of graduate research library; (5) Psych.: flexibility in joint thesis writing, increased thesis help, non-thesis route, better library facilities; (6) full-time students: more thesis help, better library facilities; (7) part-time students: thesis writing services on a part-time basis, non-thesis route, research relevant to work situation.

Recommendations dealing with Student-Advisor Relations related to the following: function of an advisor, performance of an advisor, and relationship with advisor or selection of advisor. The majority of recommendations related to Other Concerns referred to student-staff relations. The

second highest group of recommendations dealt with external group contacts. Other aspects in the area for which students urged changes were: completion of program, student-administration relations, interdepartmental contacts, peer relations, and teaching/research assistantship.

The recommendations made by graduate students in Section III of the questionnaire were incorporated into Chapter V of this study.

Overall attitude and main influencing factor (Question 2). Of the total population, 77.48 per cent expressed their overall attitude toward the Faculty of Education; 71.11 per cent indicated what the main factor was influencing that attitude. The responses are reported in Appendix J by department; replies by full-time students are followed by (f). Table 23 gives the response breakdown by department.

For purposes of discussion in this section, each response to Question 2a) was identified by its ranking on a three point scale as follows: positive (1), neutral (2), negative (3). Words which had a positive connotation in the context of the sentence were given a positive ranking; words having a negative connotation in the context of the sentence were ranged negative. Words not falling into either category were given a neutral ranking. A single response may have more than one ranking, depending on the intent of individual sentences. The responses to Question 2b) were categorized by using the three areas and specific aspects

Table 23

Distribution of Responses Regarding Overall Attitude
Toward Faculty of Education and Main Influencing
Factor by Department and Student Status

212

Department	Overall Attitude				Main Factor			
	Stated		No Answer		Stated		No Answer	
	f	%	f	%	f	%	f	%
Curri.: Hum. and Soc. Sci.	68	74.73	23	25.27	65	72.22	25	27.78
Curri.: Math. and Nat. Sci.	61	79.22	16	20.78	57	74.03	20	25.97
Educ. Admin.	95	80.51	23	19.49	85	72.03	33	27.97
Educ. Found.	42	72.41	16	27.59	39	67.24	19	32.76
Educ. Psych.	78	78.00	22	22.00	69	69.00	31	31.00
Student Status								
Full-time students	32	84.21	6	15.79	33	86.84	5	13.16
Part-time students	312	76.85	94	23.15	282	69.63	123	30.37
Total population	344	77.48	100	22.52	315	71.11	128	28.89

Table 24

Ranking of Responses Regarding Overall Attitude
Toward Faculty of Education by Department
and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
	Curri.: Hum. and Soc. Sci.	37	46.25	10	12.50	33	
Curri.: Math. and Nat. Sci.	37	52.86	8	11.43	25	35.71	70
Educ. Admin.	61	54.46	14	12.50	37	33.04	112
Educ. Found.	23	48.94	6	12.76	18	38.30	47
Educ. Psych.	29	32.58	13	14.61	47	52.81	89
Student Status							
Full-time students	18	46.15	4	10.26	17	43.59	39
Part-time students	169	47.08	47	13.09	143	39.83	359
Total population	187	46.99	51	12.81	160	40.20	398

*Because some comments were given more than one ranking, the total ranking (398) is greater than the actual number of respondents (344).

Table 25

Summary of Ranking Trends in Responses
Regarding Overall Attitude Toward
Faculty by Department and
Student Status

Department	Overall Attitude	%
Curri.: Hum. and Soc. Sci.	positive	46.25
Curri.: Math. and Nat. Sci.	positive	52.86
Educ. Admin.	positive	54.46
Educ. Found.	positive	48.94
Educ. Psych.	negative	52.81
Student Status		
Full-time students	approximately equal	46.15/43.59
Part-time students	positive	47.08
Total Population	positive	46.99
Trends		
	positive (6)	
	negative (1)	
	approximately equal (1)	

selected for this study; each response was grouped according to its ranking. Once again, it is possible that a single response may have more than one ranking.

Of the total ranking of the responses regarding overall attitude toward the Faculty of Education made by 77.43 per cent of the total population, 46.99 per cent were positive, 12.81 per cent neutral, and 40.20 per cent negative (see Table 24). A majority of students in Admin. (54.46 per cent) and Math. and Nat. Sci. (52.86 per cent) had a positive attitude. More students in Found. (48.94 per cent) and Hum. and Soc. Sci. (46.25 per cent) had a positive attitude rather than a negative one (38.30 per cent, 43.04 per cent respectively), but the majority of students in Psych. (52.81 per cent) expressed a negative attitude. Rankings by full-time and part-time students were similar (positive: 46.15 per cent, 47.08 per cent; negative: 43.59 per cent, 39.83 per cent, respectively).

As summarized in Table 25, the general trend in the ranking of students' comments regarding overall attitude toward Faculty was a positive one. The majority of Psych. students (52.81 per cent), however, had a negative attitude. The full-time students were approximately equal in rating.

Of the total population, 71.11 per cent stated what factor influenced their attitude toward the Faculty. These factors were categorized based on the three areas and specific aspects examined in this study (see page 301), and synthesized according to a positive or negative attitude

held by the respondent. Table 26 outlined the main positive influencing factors; the main negative ones are categorized in Table 27. Those comments related to a neutral attitude are not discussed here; they may be examined in Appendix J.

The majority of the respondents (57.38 per cent) held a positive attitude toward the Faculty due to some aspect of student-staff relations. The main individual items included contact with individual professors or administrators, staff co-operation and professors' interest, help and encouragement. Other factors contributing to a positive student attitude were: course work, student-administration relations, performance of advisor, peer relations, other aspects of the area of Program such as student experiences, full-time attendance and contact with individuals, thesis/research paper, completion of program, contribution of program, various aspects of the area of Other Concerns, grading system, interdepartmental contacts, and external group contacts.

The pattern of response was similar in the five departments and by student status as noted in Table 26. A majority of students in four departments, of full-time and part-time students and more students than not in Math. and Nat. Sci. indicated that student-staff relations was the main positive influencing factor. The second highest positive factor varied from group to group. Course work was indicated by Hum. and Soc. Sci., Found., Admin., part-time students, and full-time students; an equal percentage

Table 26
 Categorization of Responses Regarding
 Main Positive Influencing Factor by
 Department and Student Status

Category	Curri. and Soc. Sci. n=37		Curri. and Nat. Sci. n=36		Educ. Admin. n=63		Educ. Found. n=23		Educ. Psych. n=24		Full-time Students n=18		Part-time Students n=165		Total* Population n=183	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
A) PROGRAM																
1. Admission policies	0		0		0		0		0		0		0		0	
2. Orientation to program	0		0		0		0		0		0		0		0	
3. Sources of information	6	16.22	6	16.67	5	7.94	3	13.04	1	4.17	2	11.11	19	11.52	21	11.48
4. Course work	0		1	2.78	3	4.76	0	4.35	0		1	5.56	4	2.42	5	2.73
5. Thesis/research paper	0		0		0		0		0		0		0		0	
6. Comprehensive exam	0		1	2.78	1	1.59	0	4.35	0		1	5.56	1	.61	2	1.09
7. Grading system	0		1	2.78	3	4.76	1	4.35	1	4.17	1	5.56	6	3.64	7	3.83
8. Other	1	2.70	1	2.78	3	4.76	1	4.35	1	4.17	1	5.56	6	3.64	7	3.83
B) Student-Advisor Relations																
1. Selection of advisor	0		0		0		0		0		0		0		0	
2. Confidence in advisor	0		0		0		0		0		0		0		0	
3. Relationship with advisor	0		0		0		0		0		0		0		0	
4. Change of student's attitude	0		0		0		0		0		0		0		0	
5. Change of advisor	0		0		0		0		0		0		0		0	
6. Function of advisor	0		0		0		0		0		0		0		0	
7. Performance of advisor	0		6	16.67	2	3.17	0	4.35	1	4.17	0		9	5.46	9	4.92
8. Other	0		0		0		0		0		0		0		0	
C) Other Concerns																
1. Student-staff relations	24	64.87	16	44.44	38	60.32	14	60.87	13	54.17	11	61.11	94	56.97	105	57.38
2. Peer relations	0		0		2	3.17	1	4.35	5	20.83	0		8	4.85	8	4.37
3. Student-administration relations	1	2.70	3	8.33	4	6.35	0	8.33	2	8.33	0		10	6.06	10	5.46
4. Interdepartmental contacts	0		0		1	1.59	0	4.35	0		0		1	.61	1	.55
5. External group contacts	0		0		1	1.59	0	4.35	0		0		1	.61	1	.55
6. Teaching/research assistantship	0		0		0		0	8.70	1	4.17	0		0		0	
7. Completion of program	1	2.70	0		0		0	8.70	1	4.17	0		4	2.42	4	2.19
8. Choice of program	0		0		0		0	8.70	1	4.17	0		0		0	
9. Contribution of program	0		1	2.78	2	3.17	0	4.35	0		1	5.56	2	1.21	3	1.64
10. Other	2	5.41	1	2.78	0		0	4.35	0		1	5.56	2	1.21	3	1.64
D) No factor given	2	5.41	0		1	1.59	1	4.35	0		0		4	2.42	4	2.19

*Because some comments were given more than one category, the total number (183) is greater than the actual number of respondents.

Table 27
 Categorization of Responses Regarding
 Main Negative Influencing Factor by
 Department and Student Status

Category Number	Curri. & Soc. Sci. n=40		Hum. Curri. & Nat. Sci. n=25		Math. Admin. n=34		Educ. n=21		Psych. n=59		Full-time Students n=22		Part-time Students n=157		Total* Population n=179	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
A) PROGRAM																
1. Admission policies (1)	1	2.50	0	0	0	0	0	0	0	0	1	4.54	0	0	1	.56
2. Orientation to program (2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Sources of information (3)	1	2.50	0	0	0	0	0	0	0	0	0	0	1	.64	1	.56
4. Course work (4)	9	22.50	7	28.00	7	20.59	4	19.05	14	23.73	5	22.73	36	22.93	41	22.91
5. Thesis/research paper (5)	4	10.00	2	8.00	3	8.82	0	0	2	3.39	1	4.54	10	6.37	11	6.14
6. Comprehensive exam (6)	0	0	4	16.00	0	0	0	0	0	0	0	0	0	0	0	0
7. Grading system (7)	3	7.50	4	16.00	1	2.94	0	0	4	6.78	0	0	12	7.64	12	6.70
8. Other (8)	1	2.50	3	12.00	2	5.88	0	0	4	6.78	2	9.09	8	5.10	10	5.59
B) Student-Advisor Relations																
1. Selection of advisor (9)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Confidence in advisor (10)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Relationship with advisor (11)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Change of student's attitude (12)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Change of advisor (13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Function of advisor (14)	1	2.50	0	0	0	0	0	0	1	1.69	0	0	2	1.27	2	1.12
7. Performance of advisor (15)	1	2.50	0	0	0	0	1	4.76	0	0	0	0	2	1.27	2	1.12
8. Other (16)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C) Other Concerns																
1. Student-staff relations (17)	13	32.50	4	16.00	18	52.94	8	38.10	19	32.21	7	31.82	55	35.03	62	34.64
2. Peer relations (18)	0	0	0	0	1	2.94	4	19.05	6	10.17	0	0	11	7.01	11	6.14
3. Student-administration relations (19)	3	7.50	3	12.00	1	2.94	3	14.29	4	6.78	1	4.54	13	8.28	14	7.82
4. Interdepartmental contacts (20)	0	0	0	0	0	0	0	0	1	1.69	1	4.54	0	0	1	.56
5. External group contacts (21)	1	2.50	0	0	1	2.94	0	0	1	1.69	2	9.09	1	.64	3	1.68
6. Teaching/research assistantship (22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Completion of program (23)	1	2.50	0	0	0	0	0	0	0	0	0	0	1	.64	1	.56
8. Choice of program (24)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Contribution of program (25)	1	2.50	2	8.00	0	0	1	4.76	1	1.69	2	9.09	3	1.91	5	2.79
10. Other (26)	0	0	0	0	0	0	0	0	1	1.69	0	0	1	.64	1	.56
D) No factor given (27)	0	0	0	0	0	0	0	0	1	1.69	0	0	1	.64	1	.56

*Because some comments were given more than one category, the total number (179) is greater than the actual number of respondents.

of Math. and Nat. Sci. students said course work and performance of advisor was a main factor; Psych. respondents indicated peer relations was an influencing factor.

As outlined in Table 27, the two most common negative influencing factors mentioned by the total population were student-staff relations (36.64 per cent) and course work (22.91 per cent). References were made to such aspects as contact with individuals, inaccessibility of staff, poor advice, lack of continuous relationships in student-staff relations, and to inadequate instruction, inflexible programs, compulsory courses, and lack of professor's input in course work. Other negative factors were: student-administration relations, grading system, thesis/research paper, peer relations, other aspects of the area of Program such as part-time attendance, student experiences, and no contact with Faculty, contribution of program, external group contacts, function of advisor, performance of advisor, admission policies, sources of information, interdepartmental contacts, and completion of program.

More students in four departments reported that student-staff relations were a main negative influencing factor than any other. More part-time and full-time students gave a similar reaction. A greater percentage of students in Math. and Nat. Sci., however, indicated course work than student-staff relations; it was also stated by a substantial number in the other departments and by part-time and full-time students.

Comments on departmental aspects. In Question 3 of Section III, the respondents were asked to comment on a number of specific aspects of graduate work, mainly at the departmental level. These aspects were: departmental atmosphere, goals and policies, student-staff relationships, financial support, course offerings, techniques of instruction and innovative or M.Ed. programs. Individual responses to each subpart of this question are reported in Appendices K-Q by department and student status.

The responses to all but subpart 3g) were ranked on a three point scale: positive (1), neutral (2), negative (3). Replies to Question 3g) were categorized based on the selected areas in this study because they were mainly descriptive in nature. In order to rank the responses to Question 3a)-3f), words which had a positive connotation in the context of the sentence were given a positive ranking, words with a negative connotation a negative ranking, and words not falling into either category were ranked neutral.

In the following pages, the distribution and ranking of solicited responses to Question 3 are presented according to the various aspects delineated. The relation of the responses to each of the three areas examined in this study is also discussed.

Departmental atmosphere (3a). Of the total population, 63.66 per cent of the graduate students commented on the atmosphere of their department (see Table 28). These responses are reported in Appendix K by department and student status.

Table 28

Distribution of Responses Regarding Departmental Atmosphere,
Goals and Policies, and Student-Staff Relationships
by Department and Student Status

Department	Atmosphere				Goals/Policies				Relationships			
	Stated		No Answer		Stated		No Answer		Stated		No Answer	
	f	%	f	%	f	%	f	%	f	%	f	%
Curri.: Hum. and Soc. Sci.	57	63.33	33	36.67	47	52.22	43	47.78	57	63.33	33	36.67
Curri.: Math. and Nat. Sci.	44	57.14	33	42.86	47	61.04	30	38.96	52	67.53	25	32.47
Educ. Admin.	76	64.41	42	35.59	71	60.17	47	39.83	78	66.10	40	33.90
Educ. Found.	35	60.34	23	39.66	25	43.10	33	56.90	29	50.00	29	50.00
Educ. Psych.	70	70.00	30	30.00	52	52.00	48	48.00	62	62.00	38	38.00
Student Status												
Full-time students	32	84.21	6	15.79	27	71.05	11	28.95	35	92.11	3	7.89
Part-time students	250	61.73	155	38.27	215	53.09	190	46.91	243	60.00	162	40.00
Total population	282	63.66	161	36.34	242	54.63	201	45.37	278	62.75	165	37.25

Table 29

Ranking of Responses Regarding Departmental Atmosphere
by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
Curri.: Hum. and Soc. Sci.	31	50.82	12	19.67	18	29.51	61
Curri.: Math. and Nat. Sci.	32	72.73	8	18.18	4	9.09	44
Educ. Admin.	59	69.41	6	7.06	20	23.53	85
Educ. Found.	23	60.53	4	10.52	11	28.95	38
Educ. Psych.	31	40.26	7	9.09	39	50.65	77
Student Status							
Full-time students	19	55.88	1	2.94	14	41.18	34
Part-time students	157	57.93	36	13.29	78	28.78	271
Total population	176	57.71	37	12.13	92	30.16	305

*Because some comments were given more than one ranking, the total ranking (305) is greater than the actual number of respondents (282).

Table 30

Ranking of Responses Regarding Departmental Goals and Policies
by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
Curri.: Hum. and Soc. Sci.	15	31.91	14	29.79	18	38.30	47
Curri.: Math. and Nat. Sci.	20	42.55	13	27.66	14	29.79	47
Educ. Admin.	21	29.17	29	40.28	22	30.55	72
Educ. Found.	12	48.00	2	8.00	11	44.00	25
Educ. Psych.	14	26.92	20	38.46	18	34.62	52
Student Status							
Full-time students	7	25.00	10	35.71	11	39.29	28
Part-time students	75	34.88	68	31.63	72	33.49	215
Total population	82	33.74	78	32.10	83	34.16	243

*Because some comments were given more than one ranking, the total ranking (243) is greater than the actual number of respondents (242).

In the ranking of the responses regarding departmental atmosphere, 57.71 per cent were positive, 12.13 per cent neutral, and 30.16 per cent negative as outlined in Table 29. A majority of the students in four departments had a positive attitude toward their department's atmosphere, whereas the majority of students in Psych. gave a negative reaction. Although the full-time and part-time students had similar positive rankings, more full-time students than part-time students had a negative response regarding departmental atmosphere.

Departmental goals and policies (3b). Over half of the total population (54.63 per cent) commented on departmental goals and policies as related to the M.Ed. program (see Table 28). Responses are reported in Appendix L.

As outlined in Table 30, the ranking of the students' responses regarding departmental goals and policies varied. Of the total population, 33.74 per cent were positive, 32.10 per cent neutral, and 34.16 per cent negative. More students in Found. and Math. and Nat. Sci. had a positive reaction than a negative one. On the other hand, more students in the other three departments had a negative attitude. Whereas more full-time students responded negatively, almost as many part-time students had a negative reaction as a positive one. It should be noted that many students' comments were given a neutral ranking. In the case of Admin. and Psych., for example, the percentage was greater than the positive or negative rankings.

Departmental student-staff relationships (3c). The rate of response regarding departmental student-staff relationships was 62.75 per cent for the total population (see Table 28). Responses are presented in Appendix M.

As outlined in Table 31, a majority of the total population (67.08 per cent), the students in each of the five departments and the full-time students and part-time students reacted positively to departmental student-staff relationships.

Departmental financial support (3d). Less than half of the total population (41.76 per cent) commented on the financial support given to graduate students (see Table 32). Responses are given in Appendix N.

Of the total population, 63.98 per cent gave a negative comment about departmental financial support of graduate students (see Table 33). The reaction was similar in each of the five departments and with full-time students and part-time students.

Departmental course offerings (3e). Of the total population, 64.11 per cent commented on course offerings (see Table 32). Responses are reported in Appendix O.

The reaction to present departmental course offerings as expressed by 59.02 per cent of the total population was negative (see Table 34). Departmental responses were also negative. The pattern was similar with full-time and part-time students.

Table 31

Ranking of Responses Regarding Departmental Student-Staff Relationships by Department and Student Status

Department	Positive		Neutral		Negative		Total
	f	%	f	%	f	%	
Curri.: Hum. and Soc. Sci.	44	64.71	6	8.82	18	26.47	68
Curri.: Math. and Nat. Sci.	44	77.19	5	8.77	8	14.04	57
Educ. Admin.	58	67.44	5	5.81	23	26.75	86
Educ. Found.	24	72.73	0		9	27.27	33
Educ. Psych.	48	59.26	5	6.17	28	34.57	81
Student Status							
Full-time students	31	68.89	1	2.22	13	28.89	45
Part-time students	187	66.79	20	7.14	73	26.07	280
Total population	218	67.08	21	6.46	86	26.46	325

*Because some comments were given more than one ranking, the total ranking (325) is greater than the actual number of respondents (278).

Table 32

Distribution of Responses Regarding Departmental Financial Support, Course Offerings, and Instruction Techniques by Department and Student Status

Department	Financial Support				Course Offerings				Instruction Techniques			
	Stated		No Answer		Stated		No Answer		Stated		No Answer	
	f	%	f	%	f	%	f	%	f	%	f	%
Curri.: Hum. and Soc. Sci.	43	47.78	47	52.22	58	64.44	32	35.56	54	60.00	36	40.00
Curri.: Math. and Nat. Sci.	41	53.25	36	46.75	53	68.83	24	31.17	50	64.94	27	35.06
Educ. Admin.	37	31.36	81	68.64	77	65.25	41	34.75	82	69.49	36	30.51
Educ. Found.	16	27.59	42	72.41	32	55.17	26	44.83	33	56.90	25	43.10
Educ. Psych.	48	48.00	52	52.00	64	64.00	36	36.00	59	59.00	41	41.00
Student Status												
Full-time students	29	76.32	9	23.68	31	81.58	7	18.42	31	81.58	7	18.42
Part-time students	156	38.52	249	61.48	253	62.47	152	37.53	247	60.99	158	39.01
Total population	185	41.76	258	58.24	284	64.11	159	35.89	278	62.75	165	37.25

Table 33

Ranking of Responses Regarding Departmental Financial Support by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
Curri.: Hum. and Soc. Sci.	9	20.93	9	20.93	25	58.14	43
Curri.: Math. and Nat. Sci.	3	7.32	10	24.39	28	68.29	41
Educ. Admin.	7	18.42	3	7.90	28	73.68	38
Educ. Found.	1	6.25	7	43.75	8	50.00	16
Educ. Psych.	5	10.42	13	27.08	30	62.50	48
Student Status							
Full-time students	9	30.00	5	16.67	16	53.33	30
Part-time students	16	10.26	37	23.72	103	66.02	156
Total population	25	13.44	42	22.38	119	63.98	186

*Because some comments were given more than one ranking, the total ranking (186) is greater than the actual number of respondents (185).

Table 34
Ranking of Responses Regarding Departmental Course Offerings
by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
Curri.: Hum. and Soc. Sci.	16	25.81	4	6.45	42	67.74	62
Curri.: Math. and Nat. Sci.	21	36.84	2	3.51	34	59.65	57
Educ. Admin.	34	42.50	5	6.25	41	51.25	80
Educ. Found.	16	44.44	2	5.56	18	50.00	36
Educ. Psych.	23	32.86	2	2.86	45	64.28	70
Student Status							
Full-time students	10	30.30	3	9.09	20	60.61	33
Part-time students	100	36.77	12	4.41	160	58.82	272
Total population	110	36.06	15	4.92	180	59.02	305

*Because some comments were given more than one ranking, the total ranking (305) is greater than the actual number of respondents (284).

Table 35
Ranking of Responses Regarding Departmental Techniques of Instruction by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
Curri.: Hum. and Soc. Sci.	30	50.00	6	10.00	24	40.00	60
Curri.: Math. and Nat. Sci.	30	53.57	6	10.71	20	35.72	56
Educ. Admin.	47	47.96	7	7.14	44	44.90	98
Educ. Found.	19	51.35	6	16.22	12	32.43	37
Educ. Psych.	26	37.14	8	11.43	36	51.43	70
Student Status							
Full-time students	16	45.72	2	5.71	17	48.57	35
Part-time students	136	47.55	31	10.84	119	41.61	286
Total population	152	47.35	33	10.28	136	42.37	321

*Because some comments were given more than one ranking, the total ranking (321) is greater than the actual number of respondents (278).

Table 36
Distribution of Responses Regarding Suggestions For Innovative or Alternate M.Ed. Programs by Department and Student Status

Department	Suggestions			
	Stated		No Answer	
	f	%	f	%
Curri.: Hum. and Soc. Sci.	38	42.22	52	57.78
Curri.: Math. and Nat. Sci.	36	46.75	41	53.25
Educ. Admin.	47	39.83	71	60.17
Educ. Found.	26	44.83	32	55.17
Educ. Psych.	42	42.00	58	58.00
Student Status				
Full-time students	19	50.00	19	50.00
Part-time students	170	41.98	235	58.02
Total population	189	42.66	254	57.34

Departmental techniques of instruction (3f). A majority of the total population (62.75 per cent) and all five departments commented on techniques of instruction (see Table 32). Responses are detailed in Appendix P.

As indicated in Table 35, 47.35 per cent of the total population reacted positively toward departmental techniques of instruction; 42.37 per cent gave a negative response. More students in Math. and Nat. Sci., Found., Hum. and Soc. Sci. and Admin. commented positively. The majority of Psych. students had a negative reaction. Whereas more full-time students reacted negatively, a greater percentage of part-time students commented favorably.

Suggestions for Innovative or Alternate M.Ed. Programs (3g). Less than half of the total population (42.66 per cent) and of each individual department made suggestions for innovative or alternate M.Ed. programs. Fifty per cent of the full-time students replied; 41.98 per cent of the part-time students did (see Table 36). Suggestions made by individual students are outlined in Appendix Q.

The students' suggestions were categorized according to the three areas examined in this study. As outlined in Table 37, the majority were related to Program; others dealt with Other Concerns and Student-Advisor Relations. Some comments offered no suggestions for new programs.

The comments related to Program were categorized according to three aspects. These were: course work (42.85 per cent), types of programs (39.74 per cent), and

Table 37
 Categorization of Suggestions for
 Innovative or Alternate Programs
 by Department and Student Status

Category	Curri. & Soc. Sci. n=50		Hum. & Nat. Sci. n=40		Math. & Nat. Sci. n=27		Educ. Found. n=51		Psych. n=22		Full-time Students n=202		Part-time Students n=224		Total #	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
A) PROGRAM																
1. COURSE WORK																
expanded selection	7	14.00	9	22.50	10	17.86	6	22.22	6	11.77	2	9.09	36	17.82	38	16.96
credit for field work	5	10.00	3	7.50	12	21.43	2	7.41	10	19.61	6	27.27	26	12.87	32	14.29
practical approach	3	6.00	1	2.50	3	5.35	1	3.70	3	5.88	1	4.55	10	4.95	11	4.91
independent study	3	6.00	2	5.00	0	0.00	0	0.00	1	1.96	0	0.00	6	2.97	6	2.68
concepts approach	1	2.00	0	0.00	0	0.00	1	3.70	0	0.00	0	0.00	2	0.99	2	0.89
correspondence	1	2.00	0	0.00	0	0.00	0	0.00	1	1.96	0	0.00	2	0.99	2	0.89
off-campus	1	2.00	0	0.00	1	1.79	0	0.00	0	0.00	0	0.00	2	0.99	2	0.89
other	1	2.00	2	5.00	0	0.00	0	0.00	0	0.00	0	0.00	3	1.49	3	1.34
2. Thesis/research paper																
seminar	2	4.00	0	0.00	0	0.00	0	0.00	0	0.00	1	4.55	1	0.49	2	0.89
B) STUDENT-ADVISOR RELATIONS																
contact	0	0.00	0	0.00	1	1.79	0	0.00	3	5.88	0	0.00	4	1.98	4	1.79
C) OTHER CONCERNS																
1. Staff																
direction	2	4.00	0	0.00	0	0.00	1	3.70	1	1.96	0	0.00	4	1.98	4	1.79
other	2	4.00	0	0.00	0	0.00	0	0.00	1	1.96	1	4.55	1	0.49	2	0.89
2. Finances																
	0	0.00	0	0.00	0	0.00	0	0.00	1	1.96	0	0.00	1	0.49	1	0.45
D) NO SUGGESTIONS																
	4	8.00	9	22.50	3	5.35	5	18.52	5	9.81	3	13.63	23	11.39	26	11.61

*Because some comments were given more than one category, the total (224) is greater than the actual number of respondents (189).

thesis/research paper seminars (0.89 per cent). The main suggestions for course work consisted of: (1) expanded course selection to include greater choices in such areas as drama, African studies, curriculum development, research, reading, physical education, and more half courses and practicum seminars; (2) credit for field work to include experiences in schools, workshops, and teacher developed materials; (3) practical approach in course work, particularly a creative one; (4) independent study options; (5) emphasis on concepts; (6) correspondence courses; (7) off campus courses; and (8) other suggestions such as refresher courses, seminars, and a compulsory statistics course for the major thesis route.

Student proposals for new types of programs were varied. These included: (1) a M.Ed. program without a thesis/research paper requirement; (2) expanded student choice in program requirements; (3) an internship element in the M.Ed. program; (4) an exchange program with other universities; (5) an interdisciplinary graduate degree; (6) a campus reading clinic; (7) an experience oriented program; (8) credit for travel programs in North America and abroad; (9) a laboratory school on campus; (10) expanded degree majors to include degrees in continuing education, adult education, health education, business education, primary education, industrial arts, vocational education, and research; and (11) other types such as one department for graduate work, an M.Ed. without a comprehensive exam, a research program off-campus, an M.Ed. program without a

teacher certification requirement, increased course work requirements, and an individual tutorial system.

In the area of Student-Advisor Relations, students indicated that an increased student-advisor contact system be implemented within the graduate program. Suggestions related to the area of Other Concerns dealt with staff and finances. Students suggested that greater direction be given in graduate work, specifically research; that staff with varied qualifications be hired; that a newsletter be circulated as a means of student-staff contact; and that increased financial assistance be provided. The pattern of suggestions for innovative or alternate M.Ed. programs was similar in the five departments and by student status.

In Question 3 of this section, respondents were asked to comment on specific aspects of graduate work, primarily at the departmental level. As reported in Appendices K-Q, the responses to all but subpart 3g) were ranked on a three point scale as follows: positive (1), neutral (2), negative (3), and subsequently categorized for purposes of discussion. Replies to Question 3g) were also categorized. The distribution and ranking of responses were presented in a series of tables with appropriate discussion of their relation to the three areas examined in this study.

Based on the analysis of the responses to Question 3, several conclusions were noted. These are discussed here as follows: 1) total population, 2) department, and 3) student status.

A summary of the ranking trends (see Table 38) by total population revealed that more graduate students commented positively than negatively on three items. These were: 1) departmental staff-student relationships, 2) departmental atmosphere, and 3) techniques of instruction. Two aspects received a negative student response. These were: 1) financial support of graduate students, and 2) present departmental course offerings. Ranking of responses toward departmental goals and policies was approximately equal.

The respondents made many suggestions regarding new programs which have been delineated in this section. These related to the three areas examined in this study as follows: 1) Program - course work, types of programs, and thesis seminars, 2) Student-Advisor Relations - contact with advisor, and 3) Other Concerns - staff and finances.

Graduate students "beefs" and "bouquets" Question 4).

Of the total population, 53.05 per cent indicated a biggest "beef", and 58.69 per cent reported a biggest "bouquet" (see Table 39). The responses are given in Appendix R by department and student status. The breakdown of responses by department and student status is outlined in Table 39.

Each response to Question 4 was categorized in order to synthesize the "beefs" and "bouquets" by department and student status for discussion purposes. Table 40 presents

Table 38

Summary of Ranking Trends in Responses Regarding
Departmental Aspects of M.Ed. Program by
Department and Student Status

Department	Aspect				Trends
	Atmosphere	Goals and Policies	Student-Staff Relationships	Financial Support	
Curri.: Hum and Soc. Sci.	positive	negative	positive	negative	positive (3) negative (3)
	50.82	38.30	64.71	58.14	67.74
	positive	positive	positive	negative	positive (4) negative (2)
Curri.: Math. and Nat. Sci.	72.73	42.55	77.19	68.29	59.65
	positive	neutral	positive	negative	positive (2) neutral (1) negative (2)
	69.41	40.28	67.44	73.68	51.25
Educ. Admin.	positive	positive	positive	negative	approx. equal (1)
	50.82	38.30	64.71	58.14	67.74
	positive	positive	positive	negative	positive (4) negative (2)
Educ. Found.	60.53	48.00	72.73	50.00	50.00
	negative	neutral	positive	negative	positive (1) neutral (1) negative (4)
	50.65	38.46	59.26	62.50	64.28
Educ. Psych.	positive	positive	positive	negative	positive (1) neutral (1) negative (4)
	55.88	39.29	68.89	53.33	60.61
	positive	approx. equal	positive	negative	approx. equal (1)
Student Status	57.93	47.55	66.79	66.02	58.82
	positive	approx. equal	positive	negative	positive (3) negative (2) approx. equal (1)
	57.71	47.35	67.08	63.98	59.02
Full-time students	positive	positive	positive	negative	positive (3) negative (2) approx. equal (1)
	55.88	39.29	68.89	53.33	60.61
	positive	approx. equal	positive	negative	approx. equal (1)
Part-time students	57.93	47.55	66.79	66.02	58.82
	positive	approx. equal	positive	negative	positive (3) negative (2) approx. equal (1)
	57.71	47.35	67.08	63.98	59.02
Total population	positive	positive	positive	negative	positive (3) negative (2) approx. equal (1)
	57.93	47.55	66.79	66.02	58.82
	positive	approx. equal	positive	negative	positive (3) negative (2) approx. equal (1)
Trends	57.71	47.35	67.08	63.98	59.02
	positive (7) negative (1)	positive (2) neutral (2) negative (2) approx. equal (2)	positive (8) negative (8)	negative (8) negative (8)	negative (8) negative (8)
	positive (7) negative (1)	positive (2) neutral (2) negative (2) approx. equal (2)	positive (8) negative (8)	negative (8) negative (8)	positive (5) negative (1) approx. equal (2)

Table 40
 Categorization of Responses Regarding
 "Beefs" by Department and Student Status

Category	Curri. and Soc. Sci. n=51		Hum. Curri. n=50		Math. and Nat. Sci. n=73		Educ. Admin. n=21		Educ. Found. n=62		Psych. n=222		Full-time Students n=35		Part-time Students n=222		Total* Population n=257		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
A) Program																			
1. Admission policies	0		0		0		0		0		2	3.23	0	2	2	2.86	2	2.78	
2. Orientation to program	0		0	4.00	2	2.74	2	9.52	1	1.61	0	0	0	0	0	0	0	0	
3. Sources of information	0		0	18.00	11	15.07	1	4.76	14	22.58	7	20.00	40	18.02	47	18.29	0	0	
4. Course Work	4	7.84	7	14.00	12	16.44	3	14.29	6	9.68	5	14.29	27	12.16	32	12.45	0	0	
5. Thesis/research paper	0		0		0		0		0		0		0	0	0	0	0	0	
6. Comprehensive exam	1	1.96	2	4.00	4	5.48	1	4.76	2	3.23	2	5.71	8	3.60	10	3.89	0	0	
7. Grading system	0		1	2.00	2	2.74	0		2	3.23	2	5.71	3	1.35	5	1.95	0	0	
8. Other	0		0		0		0		0		0		0	0	0	0	0	0	
B) Student-Advisor Relations																			
1. Selection of advisor	1	1.96	1	2.00	0		0		0		0		0	2	2.86	2	2.78	0	0
2. Confidence in advisor	0		0		0		0		0		0		0	0	0	0	0	0	0
3. Relationship with advisor	0		0		0		0		0		0		0	0	0	0	0	0	0
4. Change of student's attitude	0		0		0		0		0		0		0	0	0	0	0	0	0
5. Change of advisor	1	1.96	3	6.00	4	5.48	1	4.76	3	4.84	2	5.71	10	4.51	12	4.67	0	0	
6. Function of advisor	1	1.96	2	4.00	0		2	9.52	0	0	0		0	5	2.25	5	1.95	0	0
7. Performance of advisor	0		0		0		0		0		0		0	0	0	0	0	0	0
8. Other	0		0		0		0		0		0		0	0	0	0	0	0	0
C) Other Concerns																			
1. Student-staff relations	13	25.49	6	12.00	25	34.25	5	23.81	16	25.81	6	17.14	59	26.58	65	25.29	0	0	
2. Peer relations	4	7.84	0		7	9.59	1	4.76	3	4.84	1	2.86	14	6.31	15	5.84	0	0	
3. Student-administration relations	2	3.92	2	4.00	1	1.37	1	4.76	5	8.06	2	5.71	9	4.05	11	4.28	0	0	
4. Interdepartmental contacts	0		0		0		1	4.76	2	3.23	1	2.86	4	1.80	5	1.95	0	0	
5. External group contacts	1	1.96	1	2.00	1	1.37	0		0		0		0	0	0	0	0	0	
6. Teaching/research assistantship	0		0		0		0		0		0		0	0	0	0	0	0	
7. Completion of program	0		1	2.00	1	1.37	0		3	4.84	2	5.71	3	1.35	5	1.95	0	0	
8. Choice of program	0		0		0		0		0		0		0	0	0	0	0	0	
9. Contribution of program	2	3.92	2	4.00	0		2	9.52	2	3.23	2	5.71	6	2.70	8	3.11	0	0	
10. Other	0		0		0		1	4.76	0	0	0		1	0.45	1	0.39	0	0	
D) No beefs given	9	17.65	11	22.00	3	4.11	0		1	1.61	2	5.71	22	9.91	24	9.34	0	0	

*Because some comments were given more than one category, the total number (255) is greater than the actual number of respondents (233).

a summary of the responses regarding "beefs" by department and student status. The "bouquets" are given by department and student status in Table 41.

Of the students' biggest "beefs", 25.29 per cent related to student-staff relations, 18.29 per cent to course work, and 12.45 per cent to thesis/research paper. Specific complaints included in each of these aspects were: 1) student-staff relations - lack of communication, poor professors, department politics and lack of cohesion, staff inaccessibility, lack of female staff and students, and staff inertia; 2) course work - lack of variety, no doctoral program, lack of practical approach, course restrictions, night classes for full-time students, student presentations, and course content; 3) thesis/research paper - no distinction between major and minor thesis, inadequate advice and guidance, library resources, thesis requirements, and restricted route to M.Ed.

Other aspects mentioned as "beefs" were: peer relations, function of advisor, student-administration relations, grading system, contribution of program, orientation to program, performance of advisor, external group contacts, completion of program, admission policies, selection of advisor, and interdepartmental contacts.

More students in four departments indicated that student-staff relations were their biggest "beef" than any other aspect; more students in Math. and Nat. Sci. reported course work as a "beef". A substantial percentage of students

Table 41
 Categorization of Responses Regarding
 "Bouquets" by Department and Student Status

Category	Curri. and Soc. Sci. n=56		Hum. Curri. n=50		Math. and Nat. Sci. n=76		Educ. Adm'n. n=76		Educ. Found. n=32		Educ. Psych. n=59		Full-time Students n=35		Part-time Students n=238		Total* Population n=273	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
A) Program																		
1. Admission policies (1)	0		0		0		0		0		0		0		0		0	
2. Orientation to program (2)	0		0		0		0		0		0		0		0		0	
3. Sources of information (3)	0		0		0		0		0		0		0		0		0	
4. Course work (4)	4	7.14	3	6.00	6	7.89	6	18.75	2	5.71	2	10.17	2	5.71	23	9.66	25	9.16
5. Thesis/research paper (5)	0		0	8.00	0		0	6.25	0		0		0		6	2.52	6	2.20
6. Comprehensive exam (6)	0		0		0		0		0		0		0		0		0	
7. Grading system (7)	0		0		0		0		0		1	1.70	0		1	.42	1	.37
8. Other (8)	0		0		0		0		0		1	1.70	1	2.86	0		1	.37
B) Student-Advisor Relations																		
1. Selection of advisor (9)	0		0		0		0		0		1	1.70	0		1	.42	1	.37
2. Confidence in advisor (10)	0		0		0		0		0		0		0		0		0	
3. Relationship with advisor (11)	0		0		0		0		0		0		0		0		0	
4. Change of student's attitude (12)	0		0		0		0		0		0		0		0		0	
5. Change of advisor (13)	0		0		0		0		0		0		0		0		0	
6. Function of advisor (14)	1	1.79	0		0		0		0		0		0		0		0	
7. Performance of advisor (15)	5	8.93	6	12.00	4	5.26	0		0		2	3.39	0		3	1.26	3	1.10
8. Other (16)	0		0		0		0		0		3	5.08	3	8.57	15	6.30	18	6.59
C) Other Concerns																		
1. Student-staff relations (17)	33	58.93	26	52.00	54	71.05	21	65.63	37	62.71	23	62.71	23	65.71	148	62.19	171	62.64
2. Peer relations (18)	0		1	2.00	5	6.58	1	3.13	3	5.08	2	5.08	2	5.71	8	3.36	10	3.66
3. Student-administration relations (19)	9	16.07	7	14.00	3	3.95	0		3	5.08	3	5.08	3	8.57	19	7.98	22	8.06
4. Interdepartmental contacts (20)	0		0		0		0		0		0		0		0		0	
5. External group contacts (21)	0		0		2	2.63	0		0		0		0		2	.84	2	.73
6. Teaching/research assistantship (22)	0		0		0		0		0		0		0		0		0	
7. Completion of program (23)	1	1.79	0		0		0		0		0		1	2.86	0		1	.37
8. Choice of program (24)	0		0		0		0		0		0		0		0		0	
9. Contribution of program (25)	1	1.79	0		1	1.32	0		2	3.39	0		0		4	1.68	4	1.47
10. Other (26)	0		0		0		0		0		0		0		0		0	
D) No bouquets given (27)	2	3.57	3	6.00	1	1.32	2	6.25	0		0		0		8	3.36	8	2.93

*Because some comments were given more than one category, the total number (273) is greater than the actual number of respondents (259).

in each department gave thesis/research paper as the biggest complaint.

The biggest "beef" expressed by 20 per cent of the full-time students was course work; next were student-staff relations and thesis/research paper. The same three "beefs" were reported by a majority of part-time students in a different order.

Of the total population, 62.64 per cent indicated that their biggest "bouquet" was student-staff relations. Other "bouquets" were: course work, student-administration relations, performance of advisor, thesis/research paper, contribution of program, function of advisor, external group contacts, grading system, selection of advisor, and completion of program.

A majority of students in each department and full-time and part-time students gave student-staff relations as their biggest "bouquet". Items which were praised in student-staff relations included: professors' attitudes, concern, abilities, and encouragement, quality of instruction, relations with individual professors, and meaningful experiences due to staff interest and input.

Other comments (Question 5). Almost one-third of the graduate students (31.60 per cent) gave other comments on several aspects of the M.Ed. program at the end of the questionnaire (see Table 42). The comments are presented in detail by department and student status in Appendix S.

For purposes of discussion, each comment was ranked

Table 42
Distribution of Responses Regarding Other Comments
by Department and Student Status

Department	Other Comments			
	Stated		No Answer	
	f	%	f	%
Curri.: Hum. and Soc. Sci.	32	35.56	58	64.44
Curri.: Math. and Nat. Sci.	27	35.06	50	64.94
Educ. Admin.	27	22.88	91	77.12
Educ. Found.	20	34.48	38	65.52
Educ. Psych.	34	34.00	66	66.00
Student Status				
Full-time students	12	31.58	26	68.42
Part-time students	128	31.60	277	68.40
Total population	140	31.60	303	68.40

Table 43
Ranking of Other Comments by Department and Student Status

Department	Positive		Neutral		Negative		Total*
	f	%	f	%	f	%	
	Curri.: Hum. and Soc. Sci.	8	24.24	9	27.27	16	
Curri.: Math. and Nat. Sci.	5	18.52	10	37.04	12	44.44	27
Educ. Admin.	5	17.86	6	21.43	17	60.71	28
Educ. Found.	9	40.91	3	13.64	10	45.45	22
Educ. Psych.	2	5.88	12	35.30	20	58.82	34
Student Status							
Full-time students	6	50.00	3	25.00	3	25.00	12
Part-time students	23	17.42	37	28.03	72	54.55	132
Total population	29	20.14	40	27.78	75	52.08	144

*Because some comments were given more than one ranking, the total ranking (144) is greater than the actual number of respondents (140).

Table 44
Summary of Ranking of Trends in Other Comments
by Department and Student Status

Department	Comments	%
Curri.: Hum. and Soc. Sci.	negative	48.49
Curri.: Math. and Nat. Sci.	negative	44.44
Educ. Admin.	negative	60.71
Educ. Found.	negative	45.45
Educ. Psych.	negative	58.82
Student Status		
Full-time students	positive	50.00
Part-time students	negative	54.55
Total population	negative	52.08
Trends	positive (1) negative (7)	

(as outlined in Table 43) on the basis of positive (1), neutral (2), or negative (3). Of the total population, 52.08 per cent of the replies were ranked negative, 27.78 per cent neutral and 20.14 per cent positive. As summarized in Table 44, the general trend in the responses to Question 5 was a negative one.

Responses to this question were also categorized based on the three areas examined in this study and the specific aspects related to each area (see page 205). Table 45 presents a summary of the categories by total population and ranking. The comments related mainly to course work, student-staff relations, external group contacts, contribution of program, thesis/research paper, completion of program, student-administration relations, and admission policies. Some responses fell into the category of 1) various aspects of Other Concerns such as value and use of this study, lack of knowledge of situation, and offers to give further information, and 2) other aspects of Program including stage in program, lack of contact with Faculty and job pressures.

Positive comments by the total population were concerned primarily with course work, contribution of program, various aspects of Other Concerns, and student-staff relations. The main aspects receiving negative comments were external group contacts, student-staff relations, thesis/research paper, and course work.

The categorization of comments by ranking, department and student status is presented in Table 46. Only those

Table 45
Categorization of Other Comments by Total Population and Ranking

Category	Category Number	Positive n=34		Neutral n=43		Negative n=92		Total* n=169	
		f	%	f	%	f	%	f	%
A) Program									
1. Admission policies	(1)	0		0		4	4.35	4	2.37
2. Orientation to program	(2)	0		0		1	1.09	1	.59
3. Sources of information	(3)	0		0		1	1.09	1	.59
4. Course work	(4)	9	26.47	1	2.33	12	13.04	22	13.02
5. Thesis/research paper	(5)	1	2.94	0		13	14.13	14	8.28
6. Comprehensive exam	(6)	0		0		1	1.09	1	.59
7. Grading system	(7)	0		0		1	1.09	1	.59
8. Other	(8)	0		10	23.15	2	2.17	12	7.10
B) Student-Advisor Relations									
1. Selection of advisor	(9)	0		0		1	1.09	1	.59
2. Confidence in advisor	(10)	0		0		0		0	
3. Relationship with advisor	(11)	0		0		0		0	
4. Change of student's attitude	(12)	0		0		0		0	
5. Change in advisor	(13)	0		0		0		0	
6. Function of advisor	(14)	0		0		1	1.09	1	.59
7. Performance of advisor	(15)	1	2.94	0		1	1.09	2	1.18
8. Other	(16)	0		0		0		0	
C) Other Concerns									
1. Student-staff relations	(17)	4	11.76	5	11.63	13	14.13	22	13.02
2. Peer relations	(18)	0		1	2.33	2	2.17	3	1.78
3. Administration-student relations	(19)	2	5.88	1	2.33	4	4.35	7	4.14
4. Interdepartmental contacts	(20)	1	2.94	0		0		1	.59
5. External group contacts	(21)	2	5.88	1	2.33	14	15.22	17	10.06
6. Teaching/research assistantship	(22)	0		0		0		0	
7. Completion of program	(23)	1	2.94	3	6.98	4	4.35	8	4.73
8. Choice of program	(24)	1	2.94	0		0		1	.59
9. Contribution of program	(25)	7	20.59	2	4.65	6	8.70	17	10.06
10. Other	(26)	5	14.71	19	44.19	9	9.78	33	19.53

*Because some comments were given more than one category, the total number of categories (169) is greater than the actual number of respondents (140).

Table 46
 Categorization of Other Comments by Ranking,
 Department and Student Status

Department	Category Number*	Positive n=74		Neutral n=57		Negative n=92		Total** n=169		
		f	%	f	%	f	%	f	%	
Curri. Hum. and Soc. Science	(4)	3	8.82	1	2.33	3	3.26	7	4.14	
	(5)	0		0		1	1.09	1	.59	
	(8)	0		2	4.65	1	1.09	3	1.78	
	(14)	0		1	2.33	0		1	.59	
	(15)	0		0		1	1.09	1	.59	
	(17)	3	8.82	0		4	4.35	7	4.14	
	(18)	0		0		1	1.09	1	.59	
	(19)	0		0		1	1.09	1	.59	
	(21)	0		0		4	4.35	4	2.37	
	(24)	1	2.94	0		0		1	.59	
	(25)	3	8.82	1	2.33	3	3.26	7	4.14	
	(26)	1	2.94	4	9.30	1	1.09	6	3.55	
	Curri.: Math. and Nat. Sci.	(4)	1	2.94	0		1	1.09	2	1.18
		(5)	0		0		2	2.17	2	1.18
(8)		0		3	6.98	2	1.09	4	2.37	
(17)		1	2.94	0		2	2.17	3	1.78	
(20)		1	2.94	0		0		1	.59	
(21)		0		0		1	1.09	1	.59	
(23)		1	2.94	1	2.33	1	1.09	3	1.78	
(25)		1	2.94	0		2	2.17	3	1.78	
(26)		1	2.94	6	13.95	3	3.26	10	5.92	
Educ. Admin.		(1)	0		0		2	2.17	2	1.18
	(4)	3	8.82	0		1	1.09	4	2.37	
	(5)	1	2.94	0		3	3.26	4	2.37	
	(6)	0		0		1	1.09	1	.59	
	(7)	0		0		1	1.09	1	.59	
	(8)	0		1	2.33	0		1	.59	
	(14)	0		0		1	1.09	1	.59	
	(15)	1	2.94	0		0		1	.59	
	(17)	0		2	4.65	4	4.35	6	3.55	
	(19)	0		0		1	1.09	1	.59	
	(21)	0		0		3	3.26	3	1.78	
	(23)	0		0		3	3.26	3	1.78	
	(25)	1	2.94	1	2.33	0		2	1.18	
	(26)	0		3	6.98	2	2.17	5	2.96	
Educ. Found.	(2)	0		0		1	1.09	1	.59	
	(4)	1	2.94	0		2	2.17	3	1.78	
	(5)	0		0		3	3.26	3	1.78	
	(17)	0		0		1	1.09	1	.59	
	(19)	2	5.88	1	2.33	0		3	1.78	
	(21)	2	5.88	0		2	2.17	4	2.37	
	(25)	2	5.88	0		2	2.17	4	2.37	
	(26)	2	5.88	2	4.65	0		4	2.37	
Educ. Psych.	(1)	0		0		2	2.17	2	1.18	
	(3)	0		0		1	1.09	1	.59	
	(4)	1	2.94	0		5	5.45	6	3.55	
	(5)	0		0		4	4.35	4	2.37	
	(8)	0		4	9.30	0		4	2.37	
	(9)	0		0		1	1.09	1	.59	
	(17)	0		3	6.98	2	2.17	5	2.96	
	(18)	0		0		1	1.09	1	.59	
	(19)	0		0		2	2.17	2	1.18	
	(21)	0		1	2.33	4	4.35	5	2.96	
	(23)	0		2	4.65	0		2	1.18	
	(25)	0		0		1	1.09	1	.59	
	(26)	1	2.94	4	9.30	3	3.26	8	4.73	
	Student Status									
Full-time students	(1)	0		0		2	2.17	2	1.18	
	(4)	1	2.94	0		1	1.09	2	1.18	
	(17)	2	5.88	1	2.33	1	1.09	4	2.37	
	(21)	1	2.94	0		0		1	.59	
	(25)	3	8.82	0		0		3	1.78	
	(26)	1	2.94	2	4.65	0		3	1.78	
Part-time students	(1)	0		0		2	2.17	2	1.18	
	(2)	0		0		1	1.09	1	.59	
	(3)	0		0		1	1.09	1	.59	
	(4)	8	23.53	1	2.33	11	11.96	20	11.83	
	(5)	1	2.94	0		13	14.13	14	8.28	
	(6)	0		0		1	1.09	1	.59	
	(7)	0		0		1	1.09	1	.59	
	(8)	0		10	23.26	2	2.17	12	7.10	
	(9)	0		0		1	1.09	1	.59	
	(14)	0		0		1	1.09	1	.59	
	(15)	1	2.94	0		1	1.09	2	1.18	
	(17)	2	5.88	4	9.30	12	13.04	18	10.65	
	(18)	0		1	2.33	2	2.17	3	1.78	
	(19)	2	5.88	1	2.33	4	4.35	7	4.14	
	(20)	1	2.94	0		0		1	.59	
	(21)	1	2.94	1	2.33	14	15.22	16	9.47	
	(23)	1	2.94	3	6.98	4	4.35	8	4.73	
	(24)	1	2.94	0		0		1	.59	
(25)	4	11.77	2	4.65	8	8.70	14	8.28		
(26)	4	11.77	17	39.53	9	9.78	30	17.75		

*Only the categories receiving a response are listed.

**Because some comments were given more than one category, the total number of categories (169) is greater than the actual number of respondents (140).

categories in the list of twenty-seven receiving a response are reported. The distribution of positive comments varied from department to department, with course work rating in all five groups. The aspects receiving a negative rating in all departments were course work, thesis/research paper, student-staff relations, and external group contacts. Comments by student status followed a similar pattern.

Conclusion. In Section III of the questionnaire, graduate students were asked to respond to a series of open-ended questions regarding several aspects of the Master of Education program at the University of Manitoba. These questions related to recommendations for change, overall attitude toward the Faculty and main influencing factor, atmosphere in the student's department, departmental goals and policies related to the M.Ed. program, departmental staff-student relationships, financial support of graduate students, course offerings, technique(s) of instruction, possible innovative or alternate M.Ed. program(s), biggest "beef" and "bouquet", and other general comments.

In this section of Chapter IV, the responses to Section III have been presented and discussed. The individual responses (compiled in Appendices I-S) were ranked, categorized and presented in a series of tables for discussion purposes by total population, department, and student status. A review of the responses to individual questions revealed several findings about various aspects of the M.Ed. degree program. The main ones are summarized here.

1. The main recommendations made by graduate students referred to course work, and thesis/research paper. Recommendations concerning course work included the establishment of a doctoral program in all departments, more course selection, more practical emphasis in courses, and a course on thesis writing. Recommendations for the aspect of thesis/research paper included the establishment of a non-thesis route M.Ed., improved library resources, systematic assistance in thesis writing, and clarification of thesis/research paper requirements. Others referred to orientation to program, grading system, and admission policies. The specific recommendations were outlined by department and student status; they are developed further in Chapter V.

2. The general trend in students' overall attitude toward Faculty was a positive one. Only Psych. students had a negative attitude. The full-time students were divided in their opinion

3. The majority of the respondents held a positive attitude toward Faculty due to aspects of student-staff relations. The main ones were: contact with individual professors or administrators, staff co-operation, and professors' interest, help and encouragement

4. The two main negative influencing factors were: a) student-staff relations, including staff inaccessibility, poor advice, lack of continuous relationships; and b) course work, including inadequate instruction, inflexible programs,

compulsory courses and lack of professor's input in course work

5. A majority of students in four departments and by student status had a positive attitude toward departmental atmosphere. Psych. students had a negative attitude

6. Students in Found. and Math. and Nat. Sci. had a positive attitude toward departmental goals and policies. Hum. and Soc. Sci., Psych., Admin., and full-time students were negative in outlook. Part-time students were divided in opinion

7. The majority of students by department and student status had a positive attitude toward departmental student-staff relationships

8. The majority of the graduate students by department and student status had a negative attitude toward departmental financial support

9. The majority of students by department and student status had a negative attitude toward present departmental course offerings

10. Students in Math. and Nat. Sci., Found., Hum. and Soc. Sci., Admin., and part-time students had a positive attitude toward departmental techniques of instruction. Psych. and full-time students had a negative attitude

11. The students made several suggestions for innovative or alternate M.Ed. degree programs. Those related to the area of Program included suggestions for course work, types of programs, and thesis seminars. Suggestions related

to the area of Student-Advisor Relations included ideas on an increased student-advisor contact system. Those related to the area of Other Concerns dealt with staff and finances

12. Graduate students' biggest "beef" related mainly to student-staff relations, course work, and thesis/research paper

13. The majority of students indicated that their biggest "bouquet" was student-staff relations

14. The majority of students' comments at the end of the questionnaire were negative. They related mainly to course work, student-staff relations, external group contacts, and contribution of program.

Summary

Four research problems and related questions were considered in this study. The two first problems have been considered in this part of Chapter IV.

The first problem was the identification of the demographic characteristics of the graduate student population. Based on the responses to Section I of the questionnaire as presented in this section, the following hypothesis tested was accepted:

There is a discernible pattern to the demographic characteristics of graduate students in the Master of Education degree program, University of Manitoba.

The second research problem was the determination of graduate students' attitudes toward specific aspects of the Master of Education degree program. As outlined in

this part of Chapter IV, the responses to Section II of the questionnaire provided the data indicating graduate students' attitudes toward three areas: 1) Program, 2) Student-Advisor Relations, and 3) Other Concerns. The responses to a series of open-ended questions in Section III of the questionnaire further revealed the students' attitudes in depth as discussed in the section on content analysis.

In the next section of this chapter, the third research problem will be dealt with, followed by a discussion of the fourth problem in the concluding part of Chapter IV.

II. INFERENCE ANALYSIS OF DATA

The purpose of this study was to determine graduate student characteristics and attitudes toward specific aspects of the Master of Education degree program, Faculty of Education, University of Manitoba. The specific aspects are delineated on page 10 of Chapter I.

Two research problems pertaining to this examination of graduate students have already been discussed. The third research problem was the identification of differences in perception among graduate students. The related research question considered was: "What difference in perception toward the Master of Education degree program was there among graduate students when selected variables were considered?" The selected variables were: sex, age, occupation, educational background, experience in education, route to M.Ed. degree, stage in program (course work, thesis proposal), distance travelled, major reason for taking M.Ed. degree program, major reason for studying at Faculty, aspirations, and student status (full-time, part-time).

The purpose of this section of Chapter IV is to answer the above stated research question and to test the following specific hypothesis:

There are no significant differences in perception among the graduate students in the Master of Education degree program when selected variables are considered.

Each of the selected variables was treated for interpretation as a sub-hypothesis for determining the acceptance of the

hypothesis.

One-way analysis of variance and chi-square analysis were used to determine the difference of the means between the sub-groups of the selected variables in Section I of the questionnaire on the three areas of the M.Ed. program in Section II. The .05 level of significance was used as the criterion for rejecting the null hypothesis. Those comparisons approaching significance at the .10 level of significance, however, were also considered in this discussion.

This section of Chapter IV therefore deals with the results of one-way analysis of variance and chi-square analysis on the data collected in Section I and Section II of the questionnaire. First, the findings of one-way analysis of variance are described; then the results of chi-square analysis are presented. The section concludes with a summary of the findings.

Analysis of Variance

Analysis of variance¹ was used in this study to determine differences in perception among graduate students toward various aspects of the M.Ed. degree program. This method was described in Chapter III. As a result of the analysis of variance program, it was necessary to organize the large amount of data produced into a series of summary tables for

¹N. Nie and C. H. Hull, Statistical Package for the Social Sciences: Update Manual, Chicago: National Opinion Research Center, University of Chicago, 1973, p.20.

discussion purposes. These summary tables present a general overview of the data and the directions evident as a result of one-way analysis of variance. Each summary table reports on the aspects considered, the significance of F-ratio, the probability level, and the direction of the subscale means for every comparison that was significant at the .01 or .05 level or approached significance at the .10 level. For example, in the direction column of Table 47 where the variable was sex, the comparison of female and male attitudes toward orientation to faculty approached significance at the .07 probability level. The direction of the subscale means indicated that the female respondents had a more negative attitude, that is, their subscale mean was higher. The results in the series of summary tables are reported by total population and by department. Individual tables which outlined the analysis of variance subscales and subscale means were omitted in this study for purposes of brevity. Findings are organized here according to the selected variables. In order to determine the acceptance or rejection of the hypothesis and each sub-hypothesis, it was necessary to define the degrees of acceptance as follows:

accepted: less than fifty per cent total significant comparisons and those approaching significance;

partially rejected: a total of fifty per cent to 64 per cent significant comparisons and those approaching significance;

substantially rejected: a total of 65 per cent to 79 per cent significant comparisons and those approaching significance;

Table 47
 Summary Table of Analysis of Variance
 for Total Population Classified on the
 Basis of Sex

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) Admission regulations	n.s.	0.37	
b) Academic standards	n.s.	0.44	
2. Orientation to M.Ed. Program			
a) faculty	approaching significance	0.07	$\bar{x}_F > \bar{x}_M$
b) department	n.s.	0.33	
c) course selection	n.s.	0.15	
d) formal requirements	significant	0.01**	$\bar{x}_F > \bar{x}_M$
e) thesis route	n.s.	0.66	
f) financial aid	n.s.	0.54	
g) goals	n.s.	0.26	
3. Sources of Information			
a) adequacy	significant	0.04*	$\bar{x}_F > \bar{x}_M$
b) usefulness	n.s.	0.55	
4. Course Work			
a) appropriate-ness	n.s.	0.39	
b) freedom	significant	0.03*	$\bar{x}_F < \bar{x}_M$
c) instruction	n.s.	0.59	
d) current issues	n.s.	0.11	
e) usefulness	approaching significance	0.07	$\bar{x}_F > \bar{x}_M$
5. Thesis/Research Paper			
a) value	n.s.	0.65	
b) freedom	n.s.	0.47	
c) facilities	significant	0.01**	$\bar{x}_F > \bar{x}_M$
d) information	significant	0.008**	$\bar{x}_F > \bar{x}_M$
e) library	significant	0.006**	$\bar{x}_F > \bar{x}_M$
6. Comprehensive Exam			
a) information	n.s.	0.68	
7. Grading System			
a) grades	n.s.	0.47	
b) conference	n.s.	0.25	
c) professor's comments	significant	0.008**	$\bar{x}_F < \bar{x}_M$
d) peer evaluation	significant	0.02*	$\bar{x}_F < \bar{x}_M$
e) committee evaluation	n.s.	0.62	
f) self-evaluation	n.s.	0.41	
g) other	n.s.	0.62	
h) criteria	n.s.	0.66	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.34	
b) humour	n.s.	0.51	
c) sensitive	approaching significance	0.08	$\bar{x}_F < \bar{x}_M$
d) direct	n.s.	0.65	
e) personable	n.s.	0.34	
f) professional	n.s.	0.51	
g) helpful	n.s.	0.65	
h) active	n.s.	0.68	
i) intelligent	n.s.	0.27	
j) informed	n.s.	0.61	

* .05 level of significance
 ** .01 level of significance

\bar{x}_F = Mean (female)
 \bar{x}_M = Mean (male)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.25	
b) interaction	n.s.	0.36	
c) value	significant	0.05*	$\bar{x}_F < \bar{x}_M$
d) rate students:			
i) committed	n.s.	0.26	
ii) dedicated	n.s.	0.39	
iii) motivated	n.s.	0.15	
iv) attitude	n.s.	0.61	
v) intelligent	significant	0.01**	$\bar{x}_F < \bar{x}_M$
vi) supportive	significant	0.001**	$\bar{x}_F < \bar{x}_M$
vii) identify	significant	0.02*	$\bar{x}_F < \bar{x}_M$
2. Student-Staff Relations			
a) status	approaching significance	0.06	$\bar{x}_F > \bar{x}_M$
b) evaluate professors:			
i) accessible	n.s.	0.67	
ii) helpful	n.s.	0.44	
iii) interested	n.s.	0.47	
iv) critical	n.s.	0.44	
v) accepting	n.s.	0.62	
vi) respectful	n.s.	0.30	
vii) competent	n.s.	0.62	
viii) aware	n.s.	0.24	
ix) interested	n.s.	0.68	
x) personable	n.s.	0.50	
xi) professional	n.s.	0.55	
xii) intelligent	n.s.	0.62	
xiii) informed	n.s.	0.68	
3. Student-Administration Relations			
a) attitude	n.s.	0.60	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.67	
5. External Groups			
a) meaningful	n.s.	0.37	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.14	
b) value	n.s.	0.15	
c) distribution	n.s.	0.27	

rejected: a total of eighty per cent significant comparisons and those approaching significance.

Each group of comparisons for a variable by total population and by department was examined based on this operational definition of levels of acceptance.

Sex. In general, there was no significant difference in perception between female and male graduate students in the total population toward the aspects of the M.Ed. degree program examined in this study. As summarized in Table 47, twelve of the seventy comparisons did reveal a significant difference and four comparisons approached significance. A review of the direction of the subscale means indicated that the women had a more negative attitude than men toward orientation to faculty and formal requirements; adequacy of information at the beginning of graduate work; usefulness of statistics course requirement; availability of computing facilities and information regarding compilation, adequacy of library; and student status. The men, on the other hand, thought less of the degree of freedom in classroom procedures; professor's comments and peer evaluation as evaluative methods; advisor's sensitivity; value of departmental interaction; students' intelligence and degree of support, and part-time students' identification with peers.

Based on the results of the analysis of variance program on aspects of the M.Ed. program with sex as the variable by total population, the following sub-hypothesis was accepted: There are no significant differences in perception between female and male graduate students. Less than fifty per cent

of the comparisons were significant.

The general pattern in the five departments was that there was no significant difference in attitude between female and male respondents. There were, however, some comparisons indicating significant differences. In Math. and Nat. Sci., for example, there were significant differences in attitude toward seven aspects of the M.Ed. program, and another nine comparisons approached significance (see Table 48). There were also significant differences between male and female students in Hum. and Soc. Sci. (see Table 49), and in Psych. (see Table 50) toward six aspects of the M.Ed. program; three comparisons in each department approached significance. Male respondents in Admin. perceived degree of freedom in course work and in thesis/research paper more negatively, and perceived orientation to formal requirements more positively than did females (see Table 51). Finally, female students in Found. had a more negative attitude toward advisor's humour and involvement (active) and student status than did the men (see Table 52).

The analysis of variance results by department therefore had less than fifty per cent significant comparisons. The null sub-hypothesis was accepted.

Age. Of the seventy comparisons between the five subgroups in the total population, eleven indicated a significant difference in perception and eight approached significance (see Table 53). On the whole, the subscale means indicated

Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Sex

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	n.s.	0.51	
b) academic standards	n.s.	0.19	
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.61	
b) department	n.s.	0.27	
c) course selection	significant	0.008**	$\bar{x}_F < \bar{x}_M$
d) formal requirements	n.s.	0.38	
e) thesis route	n.s.	0.35	
f) financial aid	n.s.	0.12	
g) goals	approaching significance	0.06*	$\bar{x}_F < \bar{x}_M$
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.43	
b) usefulness	n.s.	0.63	
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.51	
b) freedom	n.s.	0.41	
c) instruction	n.s.	0.23	
d) current issues	significant	0.008**	$\bar{x}_F < \bar{x}_M$
e) usefulness	n.s.	0.64	
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.68	
b) freedom	n.s.	0.37	
c) facilities	n.s.	0.31	
d) information	n.s.	0.40	
e) library	approaching significance	0.07	$\bar{x}_F > \bar{x}_M$
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.68	
<u>7. Grading System</u>			
a) grades	n.s.	0.14	
b) conference	approaching significance	0.08	$\bar{x}_F < \bar{x}_M$
c) professor's comments	approaching significance	0.09	$\bar{x}_F < \bar{x}_M$
d) peer evaluation	n.s.	0.43	
e) committee evaluation	approaching evaluation	0.09	$\bar{x}_F < \bar{x}_M$
f) self-evaluation	n.s.	0.45	
g) other	not enough cases		
h) criteria	n.s.	0.39	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.68	
b) humour	significant	0.05*	$\bar{x}_F < \bar{x}_M$
c) sensitive	approaching significance	0.09	$\bar{x}_F < \bar{x}_M$
d) direct	n.s.	0.30	
e) personable	n.s.	0.28	
f) professional	n.s.	0.32	

*.05 level of significance **.01 level of significance

\bar{x}_F = Mean (female)

\bar{x}_M = Mean (male)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
g) helpful	significant	0.04*	$\bar{x}_F < \bar{x}_M$
h) active	n.s.	0.12	
i) intelligent	n.s.	0.16	
j) informed	n.s.	0.15	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.67	
b) interaction	n.s.	0.48	
c) value	n.s.	0.67	
d) rate students:			
i) committed	n.s.	0.20	
ii) dedicated	n.s.	0.66	
iii) motivated	n.s.	0.46	
iv) attitude	n.s.	0.13	
v) intelligent	n.s.	0.11	
vi) supportive	significant	0.04*	$\bar{x}_F < \bar{x}_M$
vii) identify	significant	0.02*	$\bar{x}_F < \bar{x}_M$
2. Student-Staff Relations			
a) status	n.s.	0.41	
b) evaluate professors:			
i) accessible	n.s.	0.52	
ii) helpful	n.s.	0.19	
iii) interested	approaching significance	0.07	$\bar{x}_F < \bar{x}_M$
iv) critical	approaching significance	0.06	$\bar{x}_F < \bar{x}_M$
v) accepting	n.s.	0.59	
vi) respectful	n.s.	0.13	
vii) competent	n.s.	0.33	
viii) aware	approaching significance	0.10	$\bar{x}_F < \bar{x}_M$
ix) interested	significant	0.02*	$\bar{x}_F < \bar{x}_M$
x) personable	n.s.	0.26	
xi) professional	n.s.	0.45	
xii) intelligent	n.s.	0.13	
xiii) informed	n.s.	0.18	
3. Student-Administration Relations			
a) attitude	n.s.	0.43	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.43	
5. External Groups			
a) meaningful	n.s.	0.58	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.33	
b) value	n.s.	0.33	
c) distribution	n.s.	0.51	

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Sex

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.64	
b) academic standards	n.s.	0.32	
2. Orientation to M.Ed. Program			
a) faculty	significant	0.007*	$\bar{x}_F > \bar{x}_M$
b) department	approaching significance	0.08	$\bar{x}_F > \bar{x}_M$
c) course selection	n.s.	0.19	
d) formal requirements	n.s.	0.19	
e) thesis route	n.s.	0.50	
f) financial aid	n.s.	0.68	
g) goals	n.s.	0.65	
3. Sources of Information			
a) adequacy	n.s.	0.20	
b) usefulness	n.s.	0.17	
4. Course Work			
a) appropriateness	n.s.	0.37	
b) freedom	significant	0.02*	$\bar{x}_F < \bar{x}_M$
c) instruction	n.s.	0.12	
d) current issues	approaching significance	0.06	$\bar{x}_F < \bar{x}_M$
e) usefulness	n.s.	0.68	
5. Thesis/Research Paper			
a) value	n.s.	0.42	
b) freedom	n.s.	0.41	
c) facilities	n.s.	0.16	
d) information	significant	0.02*	$\bar{x}_F > \bar{x}_M$
e) library	n.s.	0.32	
6. Comprehensive Exam			
a) information	n.s.	0.63	
7. Grading System			
a) grades	n.s.	0.67	
b) conference	n.s.	0.27	
c) professor's comments	significant	0.008**	$\bar{x}_F < \bar{x}_M$
d) peer evaluation	n.s.	0.36	
e) committee evaluation	n.s.	0.68	
f) self-evaluation	n.s.	0.48	
g) other	not enough cases		
h) criteria	n.s.	0.35	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.22	
b) humour	n.s.	0.67	
c) sensitive	significant	0.02*	$\bar{x}_F < \bar{x}_M$
d) direct	n.s.	0.39	
e) personable	n.s.	0.68	

*.05 level of significance

**.01 level of significance

 \bar{x}_F = Mean (female) \bar{x}_M = Mean (male)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
f) professional	n.s.	0.47	
g) helpful	n.s.	0.67	
h) active	n.s.	0.26	
i) intelligent	n.s.	0.54	
j) informed	n.s.	0.65	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.61	
b) interaction	n.s.	0.43	
c) value	approaching significance	0.06	$\bar{x}_F < \bar{x}_M$
d) rate students:			
i) committed	n.s.	0.68	
ii) dedicated	n.s.	0.63	
iii) motivated	n.s.	0.50	
iv) attitude	n.s.	0.65	
v) intelligent	n.s.	0.24	
vi) supportive	n.s.	0.13	
vii) identify	n.s.	0.64	
2. Student-Staff Relations			
a) status	n.s.	0.12	
b) evaluate professors:			
i) accessible	n.s.	0.68	
ii) helpful	n.s.	0.50	
iii) interested	n.s.	0.65	
iv) critical	n.s.	0.67	
v) accepting	n.s.	0.47	
vi) respectful	n.s.	0.51	
vii) competent	n.s.	0.55	
viii) aware	n.s.	0.33	
ix) interested	n.s.	0.18	
x) personable	n.s.	0.68	
xi) professional	n.s.	0.68	
xii) intelligent	n.s.	0.46	
xiii) informed	n.s.	0.20	
3. Student-Administration Relations			
a) attitude	n.s.	0.61	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.21	
5. External Groups			
a) meaningful	n.s.	0.14	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.51	
b) value	n.s.	0.53	
c) distribution	significant	0.04*	$\bar{x}_F > \bar{x}_M$

Table 50

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of Sex

255

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Admission Policies</u>			
a) admission regulations	n.s.	0.11	
b) academic standards	n.s.	0.17	
2. <u>Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.45	
b) department	n.s.	0.68	
c) course selection	n.s.	0.18	
d) formal requirements	n.s.	0.15	
e) thesis route	n.s.	0.62	
f) financial aid	n.s.	0.67	
g) goals	n.s.	0.51	
3. <u>Sources of Information</u>			
a) adequacy	significant	0.02*	$\bar{x}_F > \bar{x}_M$
b) usefulness	n.s.	0.66	
4. <u>Course Work</u>			
a) appropriateness	n.s.	0.53	
b) freedom	n.s.	0.55	
c) instruction	n.s.	0.49	
d) current issues	n.s.	0.68	
e) usefulness	n.s.	0.17	
5. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.68	
b) freedom	n.s.	0.42	
c) facilities	n.s.	0.14	
d) information	n.s.	0.24	
e) library	significant	0.02*	$\bar{x}_F > \bar{x}_M$
6. <u>Comprehensive Exam</u>			
a) information	n.s.	0.56	
7. <u>Grading System</u>			
a) grades	n.s.	0.24	
b) conference	n.s.	0.66	
c) professor's comments	n.s.	0.44	
d) peer evaluation	n.s.	0.59	
e) committee evaluation	n.s.	0.68	
f) self-evaluation	n.s.	0.46	
g) other	not enough cases		
h) criteria	n.s.	0.68	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.61	
b) humour	n.s.	0.65	
c) sensitive	n.s.	0.58	
d) direct	n.s.	0.68	
e) personable	n.s.	0.58	
f) professional	n.s.	0.33	
g) helpful	n.s.	0.68	
h) active	n.s.	0.53	
i) intelligent	n.s.	0.57	
j) informed	n.s.	0.46	

*.05 level of significance

**.01 level of significance

 \bar{x}_F = Mean (female) \bar{x}_M = Mean (male)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>C) Other Concerns</u>			
<u>1. Peer Relations</u>			
a) rate self	significant	0.002**	$\bar{x}_F > \bar{x}_M$
b) interaction	n.s.	0.35	
c) value	n.s.	0.68	
d) rate students:			
i) committed	approaching significance	0.10	$\bar{x}_F > \bar{x}_M$
ii) dedicated	n.s.	0.68	
iii) motivated	n.s.	0.48	
iv) attitude	n.s.	0.64	
v) intelligent	n.s.	0.27	
vi) supportive	approaching significance	0.09	$\bar{x}_F < \bar{x}_M$
vii) identify	n.s.	0.11	
<u>2. Student-Staff Relations</u>			
a) status	n.s.	0.41	
b) evaluate professors:			
i) accessible	n.s.	0.31	
ii) helpful	n.s.	0.29	
iii) interested	significant	0.05*	$\bar{x}_F < \bar{x}_M$
iv) critical	n.s.	0.38	
v) accepting	n.s.	0.16	
vi) respectful	significant	0.05*	$\bar{x}_F < \bar{x}_M$
vii) competent	n.s.	0.43	
viii) aware	n.s.	0.34	
ix) interested	n.s.	0.16	
x) personable	approaching significance	0.06	$\bar{x}_F < \bar{x}_M$
xi) professional	n.s.	0.43	
xii) intelligent	n.s.	0.29	
xiii) informed	n.s.	0.65	
<u>3. Student-Administration Relations</u>			
a) attitude	n.s.	0.38	
<u>4. Interdepartmental Contacts</u>			
a) meaningful	significant	0.02*	$\bar{x}_F < \bar{x}_M$
<u>5. External Groups</u>			
a) meaningful	n.s.	0.14	
<u>6. Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.68	
b) value	n.s.	0.63	
c) distribution	n.s.	0.55	

Table 51

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Sex

257

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.12	
b) academic standards	n.s.	0.48	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.39	
b) department	n.s.	0.56	
c) course selection	n.s.	0.25	
d) formal requirements	approaching significance	0.09	$\bar{x}_F > \bar{x}_M$
e) thesis route	n.s.	0.39	
f) financial aid	n.s.	0.34	
g) goals	n.s.	0.49	
3. Sources of Information			
a) adequacy	n.s.	0.50	
b) usefulness	n.s.	0.68	
4. Course Work			
a) appropriateness	n.s.	0.41	
b) freedom	approaching significance	0.09	$\bar{x}_F < \bar{x}_M$
c) instruction	n.s.	0.56	
d) current issues	n.s.	0.31	
e) usefulness	n.s.	0.42	
5. Thesis/Research Paper			
a) value	n.s.	0.68	
b) freedom	significant	0.03*	$\bar{x}_F < \bar{x}_M$
c) facilities	n.s.	0.38	
d) information	n.s.	0.37	
e) library	n.s.	0.30	
6. Comprehensive Exam			
a) information	n.s.	0.49	
7. Grading System			
a) grades	n.s.	0.66	
b) conference	n.s.	0.58	
c) professor's comments	n.s.	0.67	
d) peer evaluation	n.s.	0.48	
e) committee evaluation	n.s.	0.20	
f) self-evaluation	n.s.	0.16	
g) other	not enough cases		
h) criteria	n.s.	0.68	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.40	
b) humour	n.s.	0.51	
c) sensitive	n.s.	0.66	
d) direct	n.s.	0.68	
e) personable	n.s.	0.30	
f) professional	n.s.	0.53	
g) helpful	n.s.	0.61	
h) active	n.s.	0.68	

*.05 level of significance

**.01 level of significance

 \bar{x}_F = Mean (female) \bar{x}_M = Mean (male)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
i) intelligent	n.s.	0.22	
j) informed	n.s.	0.25	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.66	
b) interaction	n.s.	0.40	
c) value	n.s.	0.58	
d) rate students:			
i) committed	n.s.	0.61	
ii) dedicated	n.s.	0.64	
iii) motivated	n.s.	0.65	
iv) attitude	n.s.	0.60	
v) intelligent	n.s.	0.59	
vi) supportive	n.s.	0.16	
vii) identify	n.s.	0.61	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.68	
b) evaluate professors			
i) accessible	n.s.	0.55	
ii) helpful	n.s.	0.28	
iii) interested	n.s.	0.63	
iv) critical	n.s.	0.53	
v) accepting	n.s.	0.67	
vi) respectful	n.s.	0.59	
vii) competent	n.s.	0.34	
viii) aware	n.s.	0.67	
ix) interested	n.s.	0.53	
x) personable	n.s.	0.62	
xi) professional	n.s.	0.63	
xii) intelligent	n.s.	0.45	
xiii) informed	n.s.	0.61	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.53	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.49	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.39	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.22	
b) value	n.s.	0.19	
c) distribution	n.s.	0.48	

Table 52

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of Sex

259

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	n.s.	0.15	
b) academic standards	n.s.	0.25	
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.48	
b) department	n.s.	0.56	
c) course selection	n.s.	0.68	
d) formal requirements	n.s.	0.60	
e) thesis route	n.s.	0.45	
f) financial aid	n.s.	0.68	
g) goals	n.s.	0.65	
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.15	
b) usefulness	n.s.	0.25	
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.46	
b) freedom	n.s.	0.55	
c) instruction	n.s.	0.53	
d) current issues	n.s.	0.31	
e) usefulness	n.s.	0.68	
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.16	
b) freedom	n.s.	0.17	
c) facilities	n.s.	0.25	
d) information	n.s.	0.38	
e) library	n.s.	0.30	
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.61	
<u>7. Grading System</u>			
a) grades	n.s.	0.40	
b) conference	n.s.	0.44	
c) professor's comments	n.s.	0.60	
d) peer evaluation	n.s.	0.46	
e) committee evaluation	n.s.	0.36	
f) self-evaluation	n.s.	0.49	
g) other	not enough cases		
h) criteria	n.s.	0.66	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.30	
b) humour	approaching significance	0.08	$\bar{x}_F > \bar{x}_M$
c) sensitive	n.s.	0.66	
d) direct	n.s.	0.25	
e) personable	n.s.	0.65	
f) professional	n.s.	0.67	
g) helpful	n.s.	0.28	
h) active	approaching significance	0.07	$\bar{x}_F > \bar{x}_M$
i) intelligent	n.s.	0.59	
j) informed	n.s.	0.58	

*.05 level of significance **.01 level of significance

 \bar{x}_F = Mean (female) \bar{x}_M = Mean (male)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>C) Other Concerns</u>			
<u>1. Peer Relations</u>			
a) rate self	n.s.	0.52	
b) interaction	n.s.	0.37	
c) value	n.s.	0.65	
d) rate students:			
i) committed	n.s.	0.67	
ii) dedicated	n.s.	0.68	
iii) motivated	n.s.	0.19	
iv) attitude	n.s.	0.49	
v) intelligent	n.s.	0.30	
vi) supportive	n.s.	0.59	
vii) identify	n.s.	0.39	
<u>2. Student-Staff Relations</u>			
a) status	approaching significance	0.07	$\bar{x}_F > \bar{x}_M$
b) evaluate professors:			
i) accessible	n.s.	0.43	
ii) helpful	n.s.	0.16	
iii) interested	n.s.	0.68	
iv) critical	n.s.	0.42	
v) accepting	n.s.	0.39	
vi) respectful	n.s.	0.68	
vii) competent	n.s.	0.67	
viii) aware	n.s.	0.22	
ix) interested	n.s.	0.63	
x) personable	n.s.	0.53	
xi) professional	n.s.	0.61	
xii) intelligent	n.s.	0.27	
xiii) informed	n.s.	0.41	
<u>3. Student-Administration Relations</u>			
a) attitude	n.s.	0.17	
<u>4. Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.48	
<u>5. External Groups</u>			
a) meaningful	n.s.	0.63	
<u>6. Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.33	
b) value	n.s.	0.33	
c) distribution	n.s.	0.64	

Table 53

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Age

261

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) Admission regulations	significant	0.001**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4$ $\bar{x}_3 > \bar{x}_5$
b) Academic standards	significant	0.007**	$\bar{x}_1 > \bar{x}_5 > \bar{x}_4$ $\bar{x}_3 > \bar{x}_2$
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	significant	0.04*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
b) department	n.s.	0.15	
c) course selection	approaching significance	0.10	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
d) formal requirements	approaching significance	0.09	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
e) thesis route	n.s.	0.16	
f) financial aid	significant	0.007**	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2$ $\bar{x}_5 > \bar{x}_4$
g) goals	significant	0.004**	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
<u>3. Sources of Information</u>			
a) adequacy	significant	0.005**	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
b) usefulness	significant	0.03*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
<u>4. Course Work</u>			
a) appropriate-ness	n.s.	0.60	
b) freedom	n.s.	0.45	
c) instruction	n.s.	0.49	
d) current issues	n.s.	0.42	
e) usefulness	approaching significance	0.06	$\bar{x}_3 > \bar{x}_4 > \bar{x}_2$ $\bar{x}_1 > \bar{x}_5$
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.25	
b) freedom	approaching significance	0.10	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4$ $\bar{x}_3 > \bar{x}_5$
c) facilities	n.s.	0.28	
d) Information	approaching significance	0.07	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4$ $\bar{x}_3 > \bar{x}_5$
e) library	approaching significance	0.06	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4$ $\bar{x}_3 > \bar{x}_5$
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.20	
<u>7. Grading System</u>			
a) grades	n.s.	0.29	
b) conference	n.s.	0.68	
c) professor's comments	n.s.	0.68	
d) peer evaluation	n.s.	0.32	

* .05 level of significance
** .01 level of significance

\bar{x}_1 = Mean (25 years or younger)
 \bar{x}_2 = Mean (26-30 years)
 \bar{x}_3 = Mean (31-35 years)
 \bar{x}_4 = Mean (36-40 years)
 \bar{x}_5 = Mean (41 years or older)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
7. (Continued)			
e) committee evaluation	n.s.	0.28	
f) self-evaluation	n.s.	0.13	
g) other	n.s.	0.68	
h) criteria	n.s.	0.23	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.21	
b) humour	n.s.	0.49	
c) sensitive	n.s.	0.20	
d) direct	n.s.	0.21	
e) personable	n.s.	0.60	
f) professional	n.s.	0.24	
g) helpful	n.s.	0.53	
h) active	n.s.	0.49	
i) intelligent	n.s.	0.61	
j) informed	n.s.	0.68	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.54	
b) interaction	n.s.	0.22	
c) value	n.s.	0.54	
d) rate students:			
i) committed	approaching significance	0.06	$\bar{x}_3 > \bar{x}_1 > \bar{x}_2$ $\bar{x}_4 > \bar{x}_5$
ii) dedicated	significant	0.05*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1$ $\bar{x}_5 > \bar{x}_4$
iii) motivated	approaching significance	0.09	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
iv) attitude	significant	0.04*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_1$
v) intelligent	n.s.	0.14	
vi) supportive	n.s.	0.22	
vii) identify	n.s.	0.34	
2. <u>Student-Staff Relations</u>			
a) status	significant	0.02*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4$ $\bar{x}_3 > \bar{x}_5$
b) evaluate professors:			
i) accessible	n.s.	0.11	
ii) helpful	n.s.	0.41	
iii) interested	n.s.	0.24	
iv) critical	n.s.	0.68	
v) accepting	n.s.	0.47	
vi) respectful	n.s.	0.30	
vii) competent	n.s.	0.60	
viii) aware	n.s.	0.41	
ix) interested	n.s.	0.58	
x) personable	n.s.	0.34	
xi) professional	n.s.	0.31	
xii) intelligent	n.s.	0.42	
xiii) informed	n.s.	0.39	
3. <u>Student-Administration Relations</u>			
a) attitude	significant	0.003**	$\bar{x}_3 > \bar{x}_2 > \bar{x}_1$ $\bar{x}_4 > \bar{x}_5$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.60	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.52	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.50	
b) value	n.s.	0.53	
c) distribution	n.s.	0.43	

that the younger graduate student perceived these aspects more negatively than the older one. For example, the students aged 30 years or younger perceived admission regulations more negatively than the respondents over thirty years of age.

Because the number of significant comparisons totalled less than fifty per cent, the following sub-hypothesis was accepted: That there are no significant differences in perception among graduate students of varied age groups.

Of the seventy comparisons made within each department, the number indicating significant differences ranged from seven in Admin. to none in Math. and Nat. Sci. The general direction was that older students in Admin. perceived these aspects more positively than their younger peers, with the students thirty years or younger having a consistently more negative attitude (see Table 54). As presented in Table 55, students in Found. perceived ten aspects of the M.Ed. program differently. Once again there was a tendency for younger students to have a more negative attitude. Psych. students also had a different perception of some aspects, with those thirty-five years and below being more negative (see Table 56). Students in Hum. and Soc. Sci. perceived five aspects differently with those thirty years or younger having a more positive attitude (see Table 57). Finally, three comparisons in Math. and Nat. Sci. (see Table 58) approached significance.

The null sub-hypothesis was therefore accepted

Table 54

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Age

264

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	approaching significance	0.10	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
b) academic standards	n.s.	0.24	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.18	
b) department	n.s.	0.27	
c) course selection	n.s.	0.56	
d) formal requirements	n.s.	0.59	
e) thesis route	n.s.	0.56	
f) financial aid	n.s.	0.59	
g) goals	significant	0.01**	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_1 > \bar{x}_5$
3. Sources of Information			
a) adequacy	n.s.	0.68	
b) usefulness	n.s.	0.18	
4. Course Work			
a) appropriateness	n.s.	0.60	
b) freedom	n.s.	0.55	
c) instruction	n.s.	0.66	
d) current issues	n.s.	0.16	
e) usefulness	n.s.	0.55	
5. Thesis/Research Paper			
a) value	n.s.	0.53	
b) freedom	significant	0.04*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
c) facilities	n.s.	0.63	
d) information	n.s.	0.37	
e) library	n.s.	0.14	
6. Comprehensive Exam			
a) information	n.s.	0.66	
7. Grading System			
a) grades	n.s.	0.32	
b) conference	n.s.	0.68	
c) professor's comments	n.s.	0.13	
d) peer evaluation	significant	0.008**	$\bar{x}_4 > \bar{x}_2 = \bar{x}_3 > \bar{x}_5 > \bar{x}_1$
e) committee evaluation	n.s.	0.56	
f) self-evaluation	n.s.	0.32	
g) other	not enough cases		
h) criteria	n.s.	0.49	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.56	
b) humour	n.s.	0.68	
c) sensitive	n.s.	0.23	

*.05 Level of Significance

**.01 Level of Significance

 \bar{x}_1 = Mean (25 years or younger) \bar{x}_4 = Mean (36-40 years) \bar{x}_2 = Mean (26-30 years) \bar{x}_5 = Mean (41 years or older) \bar{x}_3 = Mean (31-35 years)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
d) direct	n.s.	0.19	
e) personable	n.s.	0.27	
f) professional	n.s.	0.37	
g) helpful	n.s.	0.68	
h) active	n.s.	0.66	
i) intelligent	n.s.	0.60	
j) informed	n.s.	0.66	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.68	
b) interaction	n.s.	0.49	
c) value	n.s.	0.41	
d) rate students:			
i) committed	n.s.	0.16	
ii) dedicated	n.s.	0.33	
iii) motivated	n.s.	0.34	
iv) attitude	n.s.	0.68	
v) intelligent	significant	0.05*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_2 > \bar{x}_3 > \bar{x}_5$
vi) supportive	significant	0.01**	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_4 > \bar{x}_5$
vii) identify	n.s.	0.43	
2. Student-Staff Relations			
a) status	significant	0.003**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
b) evaluate professors:			
i) accessible	n.s.	0.15	
ii) helpful	n.s.	0.55	
iii) interested	n.s.	0.18	
iv) critical	n.s.	0.61	
v) accepting	n.s.	0.65	
vi) respectful	n.s.	0.41	
vii) competent	n.s.	0.60	
viii) aware	n.s.	0.33	
ix) interested	n.s.	0.61	
x) personable	n.s.	0.63	
xi) professional	n.s.	0.13	
xii) intelligent	n.s.	0.67	
xiii) informed	n.s.	0.24	
3. Student-Administration Relations			
a) attitude	n.s.	0.38	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.59	
5. External Groups			
a) meaningful	n.s.	0.34	
6. Teaching/Research Assistantship			
a) relevance	approaching significance	0.07	$\bar{x}_5 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4$
b) value	n.s.	0.21	
c) distribution	significant	0.01**	$\bar{x}_3 > \bar{x}_5 > \bar{x}_2 > \bar{x}_4$

Table 55

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of Age

266

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	significant	0.04*	$\bar{x}_1 = \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
b) academic standards	n.s.	0.67	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.29	
b) department	approaching significance	0.06	$\bar{x}_2 > \bar{x}_5 > \bar{x}_3 > \bar{x}_1 > \bar{x}_4$
c) course selection	n.s.	0.60	
d) formal requirements	n.s.	0.41	
e) thesis route	n.s.	0.60	
f) financial aid	n.s.	0.12	
g) goals	significant	0.04*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5 > \bar{x}_1 > \bar{x}_4$
3. Sources of Information			
a) adequacy	approaching significance	0.06	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5 > \bar{x}_4 > \bar{x}_1$
b) usefulness	n.s.	0.40	
4. Course Work			
a) appropriateness	n.s.	0.38	
b) freedom	n.s.	0.68	
c) instruction	n.s.	0.40	
d) current issues	n.s.	0.27	
e) usefulness	n.s.	0.68	
5. Thesis/Research Paper			
a) value	n.s.	0.52	
b) freedom	n.s.	0.28	
c) facilities	n.s.	0.68	
d) information	n.s.	0.14	
e) library	n.s.	0.67	
6. Comprehensive Exam			
a) information	n.s.	0.16	
7. Grading System			
a) grades	n.s.	0.41	
b) conference	n.s.	0.60	
c) professor's comments	n.s.	0.63	
d) peer evaluation	n.s.	0.55	
e) committee evaluation	n.s.	0.58	
f) self-evaluation	n.s.	0.37	
g) other	not enough cases		
h) criteria	significant	0.01**	$\bar{x}_2 > \bar{x}_1 = \bar{x}_4 = \bar{x}_5 > \bar{x}_3$
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.54	
b) humour	n.s.	0.64	
c) sensitive	n.s.	0.27	

* .05 Level of Significance

** .01 Level of Significance

 \bar{x}_1 = Mean (25 years or younger) \bar{x}_4 = Mean (36-40 years) \bar{x}_2 = Mean (26-30 years) \bar{x}_5 = Mean (41 years or older) \bar{x}_3 = Mean (31-35 years)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
d) direct	n.s.	0.55	
e) personable	n.s.	0.63	
f) professional	significant	0.03*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5 > \bar{x}_4$
g) helpful	n.s.	0.32	
h) active	n.s.	0.36	
i) intelligent	n.s.	0.59	
j) informed	n.s.	0.64	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.26	
b) interaction	approaching significance	0.10	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_3 = \bar{x}_5$
c) value	n.s.	0.67	
d) rate students:			
i) committed	n.s.	0.68	
ii) dedicated	n.s.	0.49	
iii) motivated	n.s.	0.58	
iv) attitude	n.s.	0.28	
v) intelligent	significant	0.03*	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
vi) supportive	n.s.	0.68	
vii) identify	approaching significance	0.09	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5$
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.68	
b) evaluate professors:			
i) accessible	n.s.	0.53	
ii) helpful	n.s.	0.33	
iii) interested	n.s.	0.49	
iv) critical	n.s.	0.56	
v) accepting	n.s.	0.66	
vi) respectful	n.s.	0.48	
vii) competent	n.s.	0.52	
viii) aware	n.s.	0.59	
ix) interested	n.s.	0.41	
x) personable	n.s.	0.66	
xi) professional	n.s.	0.53	
xii) intelligent	n.s.	0.22	
xiii) informed	n.s.	0.48	
3. <u>Student-Administration Relations</u>			
a) attitude	significant	0.02*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5 > \bar{x}_4$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.28	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.67	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.20	
b) value	n.s.	0.45	
c) distribution	n.s.	0.35	

Table 56

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of Age

268

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	n.s.	0.45	
b) academic standards	n.s.	0.67	
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	approaching significance	0.08	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 >$ $\bar{x}_1 = \bar{x}_5$
b) department	n.s.	0.29	
c) course selection	n.s.	0.11	
d) formal requirements	approaching significance	0.07	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5 >$ $\bar{x}_4 > \bar{x}_1$
e) thesis route	n.s.	0.57	
f) financial aid	significant	0.03*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 >$ $\bar{x}_5 > \bar{x}_4$
g) goals	n.s.	0.67	
<u>3. Sources of Information</u>			
a) adequacy	significant	0.001**	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 >$ $\bar{x}_5 > \bar{x}_1$
b) usefulness	n.s.	0.16	
<u>4. Course Work</u>			
a) appropriate-ness	n.s.	0.57	
b) freedom	n.s.	0.24	
c) instruction	n.s.	0.13	
d) current issues	n.s.	0.63	
e) usefulness	n.s.	0.11	
<u>5. Thesis/Research Paper</u>			
a) value	approaching significance	0.10	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 >$ $\bar{x}_2 > \bar{x}_5$
b) freedom	n.s.	0.34	
c) facilities	n.s.	0.54	
d) information	n.s.	0.57	
e) library	n.s.	0.37	
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.58	
<u>7. Grading System</u>			
a) grades	n.s.	0.68	
b) conference	n.s.	0.34	
c) professor's comments	n.s.	0.64	
d) peer evaluation	n.s.	0.61	
e) committee evaluation	n.s.	0.25	
f) self-evaluation	n.s.	0.57	
g) other	not enough cases		
h) criteria	n.s.	0.48	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.35	
b) humour	significant	0.01**	$\bar{x}_2 > \bar{x}_3 > \bar{x}_5 >$ $\bar{x}_1 = \bar{x}_4$

*.05 Level of Significance

**.01 Level of Significance

 \bar{x}_1 = Mean (25 years or younger) \bar{x}_4 = Mean (36-40 years) \bar{x}_2 = Mean (26-30 years) \bar{x}_5 = Mean (41 years or older) \bar{x}_3 = Mean (31-35 years)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.67	
e) personable	n.s.	0.62	
f) professional	n.s.	0.66	
g) helpful	n.s.	0.40	
h) active	n.s.	0.64	
i) intelligent	n.s.	0.38	
j) informed	n.s.	0.53	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.38	
b) interaction	n.s.	0.40	
c) value	n.s.	0.21	
d) rate students:			
i) committed	n.s.	0.32	
ii) dedicated	significant	0.04*	$\bar{x}_3 > \bar{x}_2 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1$
iii) motivated	n.s.	0.37	
iv) attitude	n.s.	0.30	
v) intelligent	n.s.	0.58	
vi) supportive	n.s.	0.59	
vii) identify	n.s.	0.65	
2. Student-Staff Relations			
a) status	n.s.	0.57	
b) evaluate professors:			
i) accessible	n.s.	0.47	
ii) helpful	n.s.	0.57	
iii) interested	n.s.	0.48	
iv) critical	n.s.	0.25	
v) accepting	n.s.	0.31	
vi) respectful	n.s.	0.68	
vii) competent	n.s.	0.47	
viii) aware	n.s.	0.36	
ix) interested	n.s.	0.58	
x) personable	approaching significance	0.10	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
xi) professional	n.s.	0.48	
xii) intelligent	n.s.	0.39	
xiii) informed	n.s.	0.33	
3. Student-Administration Relations			
a) attitude	n.s.	0.43	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.68	
5. External Groups			
a) meaningful	n.s.	0.29	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.47	
b) value	n.s.	0.47	
c) distribution	n.s.	0.62	

Table 57

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Age

270

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.37	
b) academic standards	n.s.	0.26	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.60	
b) department	n.s.	0.60	
c) course selection	n.s.	0.68	
d) formal requirements	n.s.	0.50	
e) thesis route	n.s.	0.65	
f) financial aid	significant	0.02*	$\bar{x}_3 > \bar{x}_4 > \bar{x}_5 > \bar{x}_2$
g) goals	n.s.	0.56	
3. Sources of Information			
a) adequacy	n.s.	0.33	
b) usefulness	n.s.	0.64	
4. Course Work			
a) appropriateness	n.s.	0.53	
b) freedom	n.s.	0.61	
c) instruction	n.s.	0.12	
d) current issues	n.s.	0.52	
e) usefulness	n.s.	0.32	
5. Thesis/Research Paper			
a) value	n.s.	0.66	
b) freedom	n.s.	0.68	
c) facilities	n.s.	0.24	
d) information	n.s.	0.64	
e) library	n.s.	0.57	
6. Comprehensive Exam			
a) information	n.s.	0.60	
7. Grading System			
a) grades	n.s.	0.44	
b) conference	n.s.	0.55	
c) professor's comments	n.s.	0.63	
d) peer evaluation	n.s.	0.53	
e) committee evaluation	n.s.	0.13	
f) self-evaluation	approaching significance	0.07	$\bar{x}_4 > \bar{x}_5 > \bar{x}_3 = \bar{x}_2$
g) other	not enough cases		
h) criteria	n.s.	0.21	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.39	
b) humour	n.s.	0.59	
c) sensitive	n.s.	0.31	

*.05 Level of Significance **.01 Level of Significance

\bar{x}_1 = Mean (25 years or younger)

\bar{x}_2 = Mean (26-30 years)

\bar{x}_3 = Mean (31-35 years)

\bar{x}_4 = Mean (36-40 years)

\bar{x}_5 = Mean (41 years or older)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
d) direct	n.s.	0.68	
e) personable	n.s.	0.66	
f) professional	n.s.	0.37	
g) helpful	n.s.	0.29	
h) active	n.s.	0.45	
i) intelligent	n.s.	0.33	
j) informed	n.s.	0.31	
C) Other Concerns			
1. <u>Peer Relations</u>			
a) rate self	significant	0.005**	$\bar{x}_3 = \bar{x}_4 >$ $\bar{x}_5 > \bar{x}_2$
b) interaction	n.s.	0.42	
c) value	n.s.	0.50	
d) rate students:			
i) committed	n.s.	0.29	
ii) dedicated	n.s.	0.65	
iii) motivated	n.s.	0.58	
iv) attitude	n.s.	0.27	
v) intelligent	n.s.	0.17	
vi) supportive	n.s.	0.39	
vii) identify	n.s.	0.66	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.43	
b) evaluate professors:			
i) accessible	n.s.	0.65	
ii) helpful	n.s.	0.62	
iii) interested	n.s.	0.37	
iv) critical	n.s.	0.61	
v) accepting	n.s.	0.63	
vi) respectful	n.s.	0.33	
vii) competent	n.s.	0.45	
viii) aware	approaching significance	0.10	$\bar{x}_5 > \bar{x}_3 >$ $\bar{x}_2 > \bar{x}_4$
ix) interested	n.s.	0.61	
x) personable	n.s.	0.68	
xi) professional	n.s.	0.28	
xii) intelligent	n.s.	0.53	
xiii) informed	n.s.	0.50	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.65	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.18	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.53	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.61	
b) value	n.s.	0.59	
c) distribution	significant	0.05*	$\bar{x}_5 > \bar{x}_4 >$ $\bar{x}_3 > \bar{x}_2$

Table 58

Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Age

272

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Admission Policies</u>			
a) admission regulations	n.s.	0.68	
b) academic standards	n.s.	0.39	
2. <u>Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.62	
b) department	n.s.	0.49	
c) course selection	n.s.	0.62	
d) formal requirements	n.s.	0.43	
e) thesis route	n.s.	0.63	
f) financial aid	n.s.	0.16	
g) goals	n.s.	0.29	
3. <u>Sources of Information</u>			
a) adequacy	n.s.	0.48	
b) usefulness	n.s.	0.29	
4. <u>Course Work</u>			
a) appropriate-ness	n.s.	0.68	
b) freedom	n.s.	0.34	
c) instruction	n.s.	0.62	
d) current issues	n.s.	0.41	
e) usefulness	n.s.	0.28	
5. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.67	
b) freedom	n.s.	0.57	
c) facilities	n.s.	0.18	
d) information	n.s.	0.41	
e) library	n.s.	0.47	
6. <u>Comprehensive Exam</u>			
a) information	n.s.	0.49	
7. <u>Grading System</u>			
a) grades	n.s.	0.23	
b) conference	n.s.	0.68	
c) professor's comments	n.s.	0.60	
d) peer evaluation	approaching significance	0.09	$\bar{x}_4 > \bar{x}_5 > \bar{x}_1 = \bar{x}_3 > \bar{x}_2$
e) committee evaluation	n.s.	0.30	
f) self-evaluation	n.s.	0.60	
g) other	not enough cases		
h) criteria	n.s.	0.53	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.28	
b) humour	approaching significance	0.07	$\bar{x}_2 > \bar{x}_4 > \bar{x}_5 > \bar{x}_3 > \bar{x}_1$
c) sensitive	n.s.	0.46	
d) direct	n.s.	0.68	
e) personable	n.s.	0.44	
f) professional	n.s.	0.35	
g) helpful	n.s.	0.58	
h) active	n.s.	0.65	
i) intelligent	n.s.	0.52	
j) informed	n.s.	0.26	

\bar{x}_1 = Mean (25 years or younger) \bar{x}_4 = Mean (36-40 years)
 \bar{x}_2 = Mean (26-30 years) \bar{x}_5 = Mean (41 years or older)
 \bar{x}_3 = Mean (31-35 years)

Aspect of N.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>C) Other Concerns</u>			
<u>1. Peer Relations</u>			
a) rate self	approaching significance	0.07	$\bar{x}_5 > \bar{x}_2 > \bar{x}_4 >$ $\bar{x}_3 > \bar{x}_1$
b) interaction	n.s.	0.16	
c) value	n.s.	0.64	
d) rate students:			
i) committed	n.s.	0.35	
ii) dedicated	n.s.	0.34	
iii) motivated	n.s.	0.50	
iv) attitude	n.s.	0.68	
v) intelligent	n.s.	0.67	
vi) supportive	n.s.	0.62	
vii) identify	n.s.	0.43	
<u>2. Student-Staff Relations</u>			
a) status	n.s.	0.18	
b) evaluate			
professors:			
i) accessible	n.s.	0.26	
ii) helpful	n.s.	0.52	
iii) interested	n.s.	0.68	
iv) critical	n.s.	0.68	
v) accepting	n.s.	0.68	
vi) respectful	n.s.	0.63	
vii) competent	n.s.	0.22	
viii) aware	n.s.	0.31	
ix) interested	n.s.	0.44	
x) personable	n.s.	0.37	
xi) professional	n.s.	0.30	
xii) intelligent	n.s.	0.68	
xiii) informed	n.s.	0.64	
<u>3. Student- Administration Relations</u>			
a) attitude	n.s.	0.58	
<u>4. Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.29	
<u>5. External Groups</u>			
a) meaningful	n.s.	0.31	
<u>6. Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.37	
b) value	n.s.	0.40	
c) distribution	n.s.	0.23	

because the significant comparisons by department totalled less than fifty per cent.

Occupation. In general, there were no significant differences in perception among the graduate students holding various educational positions. Of the seventy comparisons, fourteen were significant at the .01 or .05 level; four approached significant (see Table 59). The direction of the subscale means in most of the comparisons indicated that the teachers, particularly teachers K-3 and 7-9, tended to have a more negative attitude towards various aspects of the M.Ed. program than did the administrators or full-time graduate students (1973-74 academic session).

There were less than fifty per cent significant comparisons in the total population. The following sub-hypothesis was thus accepted: That there are no significant differences in perception among graduate students of diverse educational occupations.

Although the general pattern within each of the five departments was that respondents who were teachers, full-time graduate students during 1973-74, or administrators did not have different perceptions of aspects of the M.Ed. degree program, there were some comparisons within each department that did indicate significant differences in attitude. Students in Hum. and Soc. Sci., for example, who were in the different occupations, perceived seventeen aspects differently (see Table 60). The general direction indicated that the respondents who were teachers, particularly

Table 59
Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Occupation

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A. Program			
1. Admission Policies			
a) admission regulations	n.s.	0.20	
b) academic standards	significant	0.003**	$\bar{x}_2 > \bar{x}_7 > \bar{x}_6$ $\bar{x}_4 > \bar{x}_3 > \bar{x}_1$ \bar{x}_5
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.41	
b) department	n.s.	0.61	
c) course selection	n.s.	0.67	
d) formal requirements	n.s.	0.63	
e) thesis route	n.s.	0.14	
f) financial aid	significant	0.004**	$\bar{x}_2 > \bar{x}_4 > \bar{x}_5$ $\bar{x}_6 > \bar{x}_7 > \bar{x}_2$ \bar{x}_1
g) goals	significant	0.05*	$\bar{x}_4 > \bar{x}_2 > \bar{x}_5$ $\bar{x}_7 > \bar{x}_6 > \bar{x}_3$ \bar{x}_1
3. Sources of Information			
a) adequacy	n.s.	0.66	
b) usefulness	n.s.	0.65	
4. Course Work			
a) appropriateness	n.s.	0.59	
b) freedom	n.s.	0.42	
c) instruction	n.s.	0.40	
d) current issues	n.s.	0.61	
e) usefulness	approaching significance	0.07	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4$ $\bar{x}_5 > \bar{x}_7 > \bar{x}_6$ \bar{x}_3
5. Thesis/Research Paper			
a) value	n.s.	0.18	
b) freedom	significant	0.02*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_7$ $\bar{x}_6 > \bar{x}_5 > \bar{x}_3$ \bar{x}_1
c) facilities	n.s.	0.25	
d) information	significant	0.04*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_7$ $\bar{x}_3 > \bar{x}_6 > \bar{x}_5$ \bar{x}_1
e) library	significant	0.001**	$\bar{x}_2 > \bar{x}_7 > \bar{x}_3$ $\bar{x}_4 > \bar{x}_1 > \bar{x}_5$ \bar{x}_6
6. Comprehensive Exam			
a) information	n.s.	0.27	
7. Grading System			
a) grades	n.s.	0.64	
b) conference	n.s.	0.22	
c) professor's comments	approaching significance	0.09	$\bar{x}_4 > \bar{x}_5 > \bar{x}_1$ $\bar{x}_5 > \bar{x}_6 > \bar{x}_2$ \bar{x}_3

*.05 level of significance **.01 level of significance

\bar{x}_1 -Mean (full time graduate student)
 \bar{x}_2 -Mean (teacher K-3)
 \bar{x}_3 -Mean (teacher 4-6)
 \bar{x}_4 -Mean (teacher 7-9)
 \bar{x}_5 -Mean (teacher 10-12)
 \bar{x}_6 -Mean (administrator)
 \bar{x}_7 -Mean (other).

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
7. (Continued)			
d) peer evaluation	significant	0.001**	$\bar{x}_4 > \bar{x}_2 > \bar{x}_5 >$ $\bar{x}_1 > \bar{x}_6 > \bar{x}_3 >$ \bar{x}_7
e) committee evaluation	n.s.	0.66	
f) self-evaluation	n.s.	0.45	
g) other	approaching significance	0.10	$\bar{x}_3 > \bar{x}_7 > \bar{x}_1 =$ $\bar{x}_2 = \bar{x}_5 > \bar{x}_6 >$ \bar{x}_4
h) criteria	n.s.	0.25	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.68	
b) humour	n.s.	0.61	
c) sensitive	n.s.	0.46	
d) direct	n.s.	0.68	
e) personable	n.s.	0.40	
f) professional	n.s.	0.43	
g) helpful	n.s.	0.68	
h) active	n.s.	0.64	
i) intelligent	n.s.	0.63	
j) informed	n.s.	0.48	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	significant	0.03*	$\bar{x}_3 = \bar{x}_4 > \bar{x}_2 >$ $\bar{x}_5 > \bar{x}_6 > \bar{x}_7 >$ \bar{x}_1
b) interaction	n.s.	0.67	
c) value	n.s.	0.36	
d) rate students:			
i) committed	n.s.	0.42	
ii) dedicated	n.s.	0.21	
iii) motivated	n.s.	0.60	
iv) attitude	n.s.	0.35	
v) intelligent	approaching significance	0.10	$\bar{x}_4 > \bar{x}_5 > \bar{x}_6 >$ $\bar{x}_3 > \bar{x}_7 > \bar{x}_2 >$ \bar{x}_1
vi) supportive	significant	0.01**	$\bar{x}_4 > \bar{x}_5 > \bar{x}_6 >$ $\bar{x}_3 > \bar{x}_7 > \bar{x}_1 >$ \bar{x}_2
vii) identify	n.s.	0.67	
2. <u>Student-Staff Relations</u>			
a) status	significant	0.000**	$\bar{x}_2 > \bar{x}_4 > \bar{x}_3 >$ $\bar{x}_6 > \bar{x}_5 > \bar{x}_7 >$ \bar{x}_1
b) evaluate professors:			
i) accessible	n.s.	0.28	
ii) helpful	n.s.	0.50	
iii) interested	n.s.	0.46	
iv) critical	n.s.	0.64	
v) accepting	n.s.	0.39	
vi) respectful	n.s.	0.64	
vii) competent	n.s.	0.28	
viii) aware	n.s.	0.64	
ix) interested	n.s.	0.44	
x) personable	n.s.	0.66	
xi) professional	n.s.	0.20	
xii) intelligent	n.s.	0.58	
xiii) informed	n.s.	0.68	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.26	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.20	
5. <u>External Groups</u>			
a) meaningful	significant	0.02*	$\bar{x}_4 > \bar{x}_1 > \bar{x}_7 >$ $\bar{x}_6 > \bar{x}_3 > \bar{x}_5 >$ \bar{x}_2
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.000**	$\bar{x}_4 > \bar{x}_6 > \bar{x}_5 >$ $\bar{x}_7 > \bar{x}_2 > \bar{x}_3 >$ \bar{x}_1
b) value	significant	0.000**	$\bar{x}_4 > \bar{x}_6 > \bar{x}_5 >$ $\bar{x}_2 > \bar{x}_7 > \bar{x}_3 >$ \bar{x}_1
c) distribution	significant	0.000**	$\bar{x}_4 > \bar{x}_6 > \bar{x}_5 >$ $\bar{x}_7 > \bar{x}_2 > \bar{x}_1 >$ \bar{x}_3

Table 60

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Occupation

277

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Admission Policies</u>			
a) admission regulations	n.s.	0.56	
b) academic standards	n.s.	0.48	
2. <u>Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.43	
b) department	n.s.	0.13	
c) course selection	n.s.	0.67	
d) formal requirements	n.s.	0.37	
e) thesis route	n.s.	0.67	
f) financial aid	n.s.	0.11	
g) goals	n.s.	0.65	
3. <u>Sources of Information</u>			
a) adequacy	n.s.	0.64	
b) usefulness	n.s.	0.25	
4. <u>Course Work</u>			
a) appropriateness	significant	0.04*	$\bar{x}_5 > \bar{x}_2 > \bar{x}_6 >$ $\bar{x}_1 > \bar{x}_4 > \bar{x}_3 >$ \bar{x}_7
b) freedom	n.s.	0.15	
c) instruction	n.s.	0.14	
d) current issues	n.s.	0.45	
e) usefulness	n.s.	0.61	
5. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.56	
b) freedom	n.s.	0.32	
c) facilities	n.s.	0.38	
d) information	n.s.	0.57	
e) library	n.s.	0.67	
6. <u>Comprehensive Exam</u>			
a) information	n.s.	0.61	
7. <u>Grading System</u>			
a) grades	n.s.	0.55	
b) conference	significant	0.03*	$\bar{x}_4 > \bar{x}_5 > \bar{x}_2 >$ $\bar{x}_6 > \bar{x}_1 = \bar{x}_7 >$ \bar{x}_3
c) professor's comments	n.s.	0.23	
d) peer evaluation	n.s.	0.17	
e) committee evaluation	n.s.	0.28	
f) self-evaluation	approaching significance	0.08	$\bar{x}_2 > \bar{x}_6 > \bar{x}_4 >$ $\bar{x}_7 > \bar{x}_5 > \bar{x}_3 >$ \bar{x}_1
g) other	not enough cases		
h) criteria	n.s.	0.19	

*.05 level of significance **.01 level of significance

\bar{x}_1 = Mean (full-time graduate student)

\bar{x}_2 = Mean (teacher K-3)

\bar{x}_3 = Mean (teacher 4-6)

\bar{x}_4 = Mean (teacher 7-9)

\bar{x}_5 = Mean (teacher 10-12)

\bar{x}_6 = Mean (administrator)

\bar{x}_7 = Mean (other)

Aspect of M.Ed.	Significance of P-Ratio	Probability Level	Direction
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	significant	0.04*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 > \bar{x}_6 > \bar{x}_7 > \bar{x}_5 > \bar{x}_3$
b) humor	significant	0.05*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_6 > \bar{x}_1 > \bar{x}_4 > \bar{x}_7 > \bar{x}_3$
c) sensitive	n.s.	0.14	
d) direct	significant	0.02*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_1 > \bar{x}_4 > \bar{x}_6 > \bar{x}_3 > \bar{x}_7$
e) personable	n.s.	0.12	
f) professional	n.s.	0.28	
g) helpful	approaching significance	0.10	$\bar{x}_2 > \bar{x}_5 > \bar{x}_4 > \bar{x}_1 > \bar{x}_6 > \bar{x}_3 > \bar{x}_7$
h) active	significant	0.01*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_4 > \bar{x}_3 > \bar{x}_6 > \bar{x}_1 > \bar{x}_7$
i) intelligent	significant	0.05*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_6 > \bar{x}_7$
j) informed	significant	0.04*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_6 > \bar{x}_7$
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.68	
b) interaction	n.s.	0.53	
c) value	n.s.	0.56	
d) rate students:			
i) committed	n.s.	0.13	
ii) dedicated	approaching significance	0.06	$\bar{x}_2 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1 > \bar{x}_7 > \bar{x}_3 > \bar{x}_6$
iii) motivated	n.s.	0.51	
iv) attitude	n.s.	0.43	
v) intelligent	n.s.	0.53	
vi) supportive	n.s.	0.66	
vii) identify	n.s.	0.45	
2. Student-Staff Relations			
a) status	approaching significance	0.06	$\bar{x}_2 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5 > \bar{x}_6 > \bar{x}_7 > \bar{x}_1$
b) evaluate professors:			
i) accessible	n.s.	0.22	
ii) helpful	n.s.	0.18	
iii) interested	n.s.	0.48	
iv) critical	n.s.	0.67	
v) accepting	n.s.	0.25	
vi) respectful	n.s.	0.14	
vii) competent	n.s.	0.20	
viii) aware	n.s.	0.62	
ix) interested	n.s.	0.53	
x) personable	n.s.	0.68	
xi) professional	n.s.	0.52	
xii) intelligent	significant	0.05*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_4 > \bar{x}_1 > \bar{x}_3 > \bar{x}_6 > \bar{x}_7$
xiii) informed	n.s.	0.67	
3. Student-Administration Relations			
a) attitude	approaching significance	0.10	$\bar{x}_2 > \bar{x}_5 > \bar{x}_1 > \bar{x}_4 > \bar{x}_6 > \bar{x}_3 > \bar{x}_7$
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.15	
5. External Groups			
a) meaningful	n.s.	0.68	
6. Teaching/Research Assistantship			
a) relevance	significant	0.000**	$\bar{x}_6 > \bar{x}_2 > \bar{x}_5 > \bar{x}_4 > \bar{x}_1 > \bar{x}_3 > \bar{x}_7$
b) value	significant	0.000**	$\bar{x}_6 > \bar{x}_7 > \bar{x}_5 > \bar{x}_4 > \bar{x}_1 > \bar{x}_3 > \bar{x}_2$
c) distribution	significant	0.03*	$\bar{x}_3 > \bar{x}_4 > \bar{x}_7 > \bar{x}_6 > \bar{x}_1 > \bar{x}_5 > \bar{x}_2$

teachers K-3 and 10-12, had a more negative attitude than full-time students (1973-74 academic session) and administrators. Found. students in the various educational occupations had different perceptions of twelve aspects as outlined in Table 61. The direction of subscale means indicated that teachers, particularly those at K-3 level, and full-time students during 1973-74 had a more negative attitude toward many of the aspects listed than the administrators. As presented in Table 62, Admin. students had significant differences in perception of twelve aspects. The overall pattern revealed by the subscale means of the twelve comparisons indicated that the teachers had a more negative attitude toward these aspects than did the full-time students (1973-74 session) and administrators. Finally, students in Math. and Nat. Sci. and in Psych. had different perceptions of six aspects within each department (see Table 63 and Table 64). Teachers of grades 4-6 and 7-9 tended to have a more negative attitude than their peers in Math. and Nat. Sci.; teachers of K-3 and 7-9 perceived the aspects more negatively than other teachers, administrators, and full-time students (1973-74 session) in Psych.

Based on the fact that less than fifty per cent of the comparisons by department were significant, the null sub-hypothesis was accepted.

Educational background. Respondents of varied educational backgrounds, on the whole, did not perceive various aspects differently. Of the seventy comparisons, only

Table 61

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of Occupation

280

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.54	
b) academic standards	significant	0.03*	$\bar{x}_1 = \bar{x}_2 > \bar{x}_3 =$ $\bar{x}_7 > \bar{x}_4 > \bar{x}_6 >$ \bar{x}_5
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.36	
b) department	n.s.	0.29	
c) course selection	significant	0.007*	$\bar{x}_1 > \bar{x}_2 = \bar{x}_5 >$ $\bar{x}_4 > \bar{x}_6 > \bar{x}_3 >$ \bar{x}_7
d) formal requirements	significant	0.03*	$\bar{x}_1 = \bar{x}_2 > \bar{x}_5 >$ $\bar{x}_6 > \bar{x}_4 > \bar{x}_3 >$ \bar{x}_7
e) thesis route	n.s.	0.39	
f) financial aid	n.s.	0.20	
g) goals	n.s.	0.50	
3. Sources of Information			
a) adequacy	n.s.	0.26	
b) usefulness	n.s.	0.20	
4. Course Work			
a) appropriateness	n.s.	0.43	
b) freedom	significant	0.006**	$\bar{x}_1 > \bar{x}_7 > \bar{x}_4 >$ $\bar{x}_6 > \bar{x}_5 > \bar{x}_3 >$ \bar{x}_2
c) instruction	n.s.	0.21	
d) current issues	n.s.	0.65	
e) usefulness	n.s.	0.51	
5. Thesis/Research Paper			
a) value	n.s.	0.66	
b) freedom	approaching significance	0.06	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 >$ $\bar{x}_5 = \bar{x}_6 > \bar{x}_3 >$ \bar{x}_7
c) facilities	n.s.	0.51	
d) information	n.s.	0.24	
e) library	n.s.	0.19	
6. Comprehensive Exam			
a) information	n.s.	0.31	
7. Grading System			
a) grades	n.s.	0.68	
b) conference	n.s.	0.56	
c) professor's comments	n.s.	0.57	
d) peer evaluation	n.s.	0.56	
e) committee evaluation	n.s.	0.65	
f) self-evaluation	significant	0.01**	$\bar{x}_4 > \bar{x}_7 > \bar{x}_5 >$ $\bar{x}_6 > \bar{x}_2 = \bar{x}_3$

*.05 level of significance **.01 level of significance

\bar{x}_1 = Mean (full-time graduate student)

\bar{x}_2 = Mean (teacher K-3)

\bar{x}_3 = Mean (teacher 4-6)

\bar{x}_4 = Mean (teacher 7-9)

\bar{x}_5 = Mean (teacher 10-12)

\bar{x}_6 = Mean (administrator)

\bar{x}_7 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
7. (Continued)			
g) other	not enough cases		
h) criteria	n.s.	0.25	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.18	
b) humour	n.s.	0.36	
c) sensitive	n.s.	0.51	
d) direct	n.s.	0.12	
e) personable	significant	0.007**	$\bar{x}_2 > \bar{x}_5 > \bar{x}_4 >$ $\bar{x}_3 = \bar{x}_7 > \bar{x}_6 >$ \bar{x}_1
f) professional	n.s.	0.38	
g) helpful	n.s.	0.45	
h) active	n.s.	0.45	
i) intelligent	n.s.	0.39	
j) informed	n.s.	0.28	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.66	
b) interaction	n.s.	0.38	
c) value	n.s.	0.16	
d) rate students:			
i) committed	n.s.	0.66	
ii) dedicated	approaching significance	0.10	$\bar{x}_7 > \bar{x}_6 > \bar{x}_5 >$ $\bar{x}_4 > \bar{x}_3 > \bar{x}_1$
iii) motivated	n.s.	0.55	
iv) attitude	n.s.	0.52	
v) intelligent	n.s.	0.68	
vi) supportive	n.s.	0.47	
vii) identify	n.s.	0.55	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.38	
b) evaluate professors:			
i) accessible	n.s.	0.57	
ii) helpful	n.s.	0.51	
iii) interested	n.s.	0.68	
iv) critical	n.s.	0.51	
v) accepting	n.s.	0.66	
vi) respectful	n.s.	0.40	
vii) competent	n.s.	0.57	
viii) aware	n.s.	0.63	
ix) interested	n.s.	0.43	
x) personable	n.s.	0.38	
xi) professional	n.s.	0.66	
xii) intelligent	n.s.	0.68	
xiii) informed	n.s.	0.67	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.40	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.43	
5. <u>External Groups</u>			
a) meaningful	approaching significance	0.09	$\bar{x}_1 = \bar{x}_2 > \bar{x}_4 >$ $\bar{x}_7 > \bar{x}_6 > \bar{x}_3 >$ \bar{x}_5
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.000**	$\bar{x}_2 = \bar{x}_3 = \bar{x}_4 >$ $\bar{x}_6 > \bar{x}_5 > \bar{x}_1 =$ \bar{x}_7
b) value	significant	0.000**	$\bar{x}_2 = \bar{x}_3 = \bar{x}_4 > \bar{x}_6 >$ $\bar{x}_5 > \bar{x}_1 = \bar{x}_7$
c) distribution	significant	0.05*	$\bar{x}_1 = \bar{x}_2 = \bar{x}_4 > \bar{x}_6 >$ $\bar{x}_5 > \bar{x}_7 > \bar{x}_3$

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Occupation

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	significant	0.03*	$\bar{x}_4 > \bar{x}_1 = \bar{x}_2 = \bar{x}_3 = \bar{x}_5 > \bar{x}_6 > \bar{x}_7$
b) academic standards	significant	0.002**	$\bar{x}_2 > \bar{x}_7 > \bar{x}_1 > \bar{x}_6 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.51	
b) department	n.s.	0.64	
c) course selection	n.s.	0.14	
d) formal requirements	n.s.	0.41	
e) thesis route	n.s.	0.18	
f) financial aid	n.s.	0.23	
g) goals	approaching significance	0.06	$\bar{x}_4 > \bar{x}_2 = \bar{x}_7 > \bar{x}_5 > \bar{x}_3 > \bar{x}_6 > \bar{x}_1$
3. Sources of Information			
a) adequacy	n.s.	0.43	
b) usefulness	n.s.	0.61	
4. Course Work			
a) appropriateness	n.s.	0.46	
b) freedom	n.s.	0.29	
c) instruction	n.s.	0.68	
d) current issues	significant	0.05*	$\bar{x}_5 > \bar{x}_4 > \bar{x}_7 > \bar{x}_6 > \bar{x}_1 = \bar{x}_2 > \bar{x}_3$
e) usefulness	approaching significance	0.09	$\bar{x}_7 > \bar{x}_1 > \bar{x}_4 > \bar{x}_6 > \bar{x}_5 > \bar{x}_3$
5. Thesis/Research Paper			
a) value	n.s.	0.62	
b) freedom	n.s.	0.13	
c) facilities	n.s.	0.63	
d) information	n.s.	0.68	
e) library	approaching significance	0.08	$\bar{x}_3 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1 > \bar{x}_7 > \bar{x}_6 > \bar{x}_2$
6. Comprehensive Exam			
a) information	n.s.	0.32	
7. Grading System			
a) grades	n.s.	0.56	
b) conference	n.s.	0.49	
c) professor's comments	n.s.	0.46	
d) peer evaluation	n.s.	0.22	
e) committee evaluation	n.s.	0.48	

*.05 level of significance **.01 level of significance

\bar{x}_1 = Mean (full-time graduate student)

\bar{x}_2 = Mean (teacher K-3)

\bar{x}_5 = Mean (teacher 10-12)

\bar{x}_3 = Mean (teacher 4-6)

\bar{x}_6 = Mean (administrator)

\bar{x}_4 = Mean (teacher 7-9)

\bar{x}_7 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
7. (Continued)			
f) self-evaluation	n.s.	0.43	
g) other	not enough cases		
h) criteria	n.s.	0.62	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.57	
b) humour	n.s.	0.53	
c) sensitive	n.s.	0.42	
d) direct	n.s.	0.14	
e) personable	n.s.	0.42	
f) professional	n.s.	0.68	
g) helpful	n.s.	0.43	
h) active	approaching significance	0.10	$\bar{x}_7 > \bar{x}_5 > \bar{x}_1 > \bar{x}_4 > \bar{x}_6 > \bar{x}_3 > \bar{x}_2$
i) intelligent	n.s.	0.59	
j) informed	n.s.	0.61	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.41	
b) interaction	n.s.	0.65	
c) value	n.s.	0.58	
d) rate students:			
i) committed	significant	0.05*	$\bar{x}_2 > \bar{x}_5 > \bar{x}_3 > \bar{x}_6 > \bar{x}_1 = \bar{x}_4 > \bar{x}_7$
ii) dedicated	n.s.	0.65	
iii) motivated	n.s.	0.50	
iv) attitude	n.s.	0.53	
v) intelligent	n.s.	0.58	
vi) supportive	n.s.	0.68	
vii) identify	n.s.	0.67	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.25	
b) evaluate professors:			
i) accessible	n.s.	0.63	
ii) helpful	n.s.	0.25	
iii) interested	n.s.	0.48	
iv) critical	n.s.	0.33	
v) accepting	significant	0.05*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1 = \bar{x}_3 = \bar{x}_7 > \bar{x}_6$
vi) respectful	approaching significance	0.09	$\bar{x}_2 > \bar{x}_7 > \bar{x}_6 > \bar{x}_5 > \bar{x}_4 > \bar{x}_3 > \bar{x}_1$
vii) competent	n.s.	0.55	
viii) aware	n.s.	0.68	
ix) interested	n.s.	0.58	
x) personable	n.s.	0.61	
xi) professional	n.s.	0.68	
xii) intelligent	n.s.	0.67	
xiii) informed	n.s.	0.58	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.24	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.68	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.26	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	approaching significance	0.10	$\bar{x}_3 = \bar{x}_5 = \bar{x}_7 > \bar{x}_4 > \bar{x}_6 > \bar{x}_1 > \bar{x}_2$
b) value	n.s.	0.19	
c) distribution	significant	0.02*	$\bar{x}_3 > \bar{x}_5 > \bar{x}_6 > \bar{x}_4 > \bar{x}_7 > \bar{x}_1 > \bar{x}_2$

Table 63

Summary Table of Analysis of Variance
for Department of Curriculum: Mathematics
and Natural Sciences Classified on the
Basis of Occupation

284

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.27	
b) academic standards	n.s.	0.59	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.26	
b) department	n.s.	0.64	
c) course selection	n.s.	0.65	
d) formal requirements	n.s.	0.67	
e) thesis route	n.s.	0.59	
f) financial aid	n.s.	0.27	
g) goals	n.s.	0.40	
3. Sources of Information			
a) adequacy	significant	0.04*	$\bar{x}_6 > \bar{x}_5 > \bar{x}_4 > \bar{x}_1 > \bar{x}_7 > \bar{x}_3$
b) usefulness	n.s.	0.13	
4. Course Work			
a) appropriateness	n.s.	0.48	
b) freedom	n.s.	0.56	
c) instruction	n.s.	0.58	
d) current issues	n.s.	0.46	
e) usefulness	n.s.	0.68	
5. Thesis/Research Paper			
a) value	approaching significance	0.10	$\bar{x}_3 = \bar{x}_6 = \bar{x}_5 > \bar{x}_7 > \bar{x}_4 > \bar{x}_1$
b) freedom	n.s.	0.66	
c) facilities	n.s.	0.17	
d) information	n.s.	0.29	
e) library	n.s.	0.59	
6. Comprehensive Exam			
a) information	n.s.	0.23	
7. Grading System			
a) grades	approaching significance	0.08	$\bar{x}_6 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1 > \bar{x}_7 > \bar{x}_3$
b) conference	n.s.	0.68	
c) professor's comments	n.s.	0.67	
d) peer evaluation	n.s.	0.61	
e) committee evaluation	n.s.	0.64	
f) self-evaluation	n.s.	0.55	
g) other	not enough cases		
h) criteria	n.s.	0.54	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.60	
b) humour	n.s.	0.68	

*0.05 level of significance **0.01 level of significance

 \bar{x}_1 = Mean (full-time graduate student) \bar{x}_2 = Mean (teacher K-3) \bar{x}_3 = Mean (teacher 4-6) \bar{x}_4 = Mean (teacher 7-9) \bar{x}_5 = Mean (teacher 10-12) \bar{x}_6 = Mean (administrator) \bar{x}_7 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
c) sensitive	significance	0.007**	$\bar{x}_1 > \bar{x}_3 = \bar{x}_4 =$ $\bar{x}_5 = \bar{x}_6 = \bar{x}_7$
d) direct	n.s.	0.57	
e) personable	n.s.	0.24	
f) professional	n.s.	0.11	
g) helpful	n.s.	0.12	
h) active	n.s.	0.62	
i) intelligent	n.s.	0.64	
j) informed	n.s.	0.68	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.42	
b) interaction	n.s.	0.53	
c) value	n.s.	0.41	
d) rate students:			
i) committed	significant	0.05*	$\bar{x}_7 > \bar{x}_3 = \bar{x}_4 =$ $\bar{x}_5 > \bar{x}_1 = \bar{x}_6$
ii) dedicated	n.s.	0.48	
iii) motivated	n.s.	0.40	
iv) attitude	n.s.	0.68	
v) intelligent	n.s.	0.68	
vi) supportive	n.s.	0.62	
vii) identify	n.s.	0.44	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.43	
b) evaluate professors:			
i) accessible	n.s.	0.63	
ii) helpful	n.s.	0.28	
iii) interested	n.s.	0.26	
iv) critical	n.s.	0.67	
v) accepting	n.s.	0.13	
vi) respectful	n.s.	0.26	
vii) competent	n.s.	0.66	
viii) aware	n.s.	0.68	
ix) interested	n.s.	0.53	
x) personable	n.s.	0.23	
xi) professional	n.s.	0.68	
xii) intelligent	n.s.	0.29	
xiii) informed	n.s.	0.35	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.61	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.37	
5. <u>External Groups</u>			
a) meaningful	Significant	0.05*	$\bar{x}_3 > \bar{x}_6 > \bar{x}_4 >$ $\bar{x}_5 > \bar{x}_7 > \bar{x}_1$
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.60	
b) value	n.s.	0.63	
c) distribution	n.s.	0.62	

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of Occupation

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.33	
b) academic standards	n.s.	0.56	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.55	
b) department	n.s.	0.46	
c) course selection	n.s.	0.14	
d) formal requirements	n.s.	0.26	
e) thesis route	approaching significance	0.10	$\bar{x}_2 > \bar{x}_4 > \bar{x}_7 >$ $\bar{x}_1 > \bar{x}_6 > \bar{x}_5 >$ \bar{x}_3
f) financial aid	n.s.	0.12	
g) goals	n.s.	0.57	
3. Sources of Information			
a) adequacy	n.s.	0.22	
b) usefulness	n.s.	0.62	
4. Course Work			
a) appropriateness	n.s.	0.68	
b) freedom	n.s.	0.65	
c) instruction	n.s.	0.38	
d) current issues	n.s.	0.62	
e) usefulness	n.s.	0.61	
5. Thesis/Research Paper			
a) value	n.s.	0.64	
b) freedom	n.s.	0.31	
c) facilities	significant	0.04*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_7 >$ $\bar{x}_5 > \bar{x}_1 > \bar{x}_6 >$ \bar{x}_3
d) information	n.s.	0.30	
e) library	n.s.	0.26	
6. Comprehensive Exam			
a) information	n.s.	0.55	
7. Grading System			
a) grades	n.s.	0.39	
b) conference	n.s.	0.45	
c) professor's comments	n.s.	0.24	
d) peer evaluation	n.s.	0.30	
e) committee evaluation	n.s.	0.68	
f) self-evaluation	n.s.	0.43	
g) other	not enough cases		
h) criteria	n.s.	0.52	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.53	
b) humour	n.s.	0.51	

*.05 level of significance **.01 level of significance

\bar{x}_1 = Mean (full-time graduate student)

\bar{x}_2 = Mean (teacher K-3)

\bar{x}_3 = Mean (teacher 4-6)

\bar{x}_4 = Mean (teacher 7-9)

\bar{x}_5 = Mean (teacher 10-12)

\bar{x}_6 = Mean (administrator)

\bar{x}_7 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
c) sensitive	n.s.	0.17	
d) direct	n.s.	0.51	
e) personable	n.s.	0.56	
f) professional	n.s.	0.67	
g) helpful	n.s.	0.67	
h) active	n.s.	0.43	
i) intelligent	n.s.	0.46	
j) informed	n.s.	0.68	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	approaching significance	0.08	$\bar{x}_4 > \bar{x}_3 > \bar{x}_2 =$ $\bar{x}_5 > \bar{x}_7 > \bar{x}_6 >$ \bar{x}_1
b) interaction	n.s.	0.36	
c) value	n.s.	0.33	
d) rate students:			
i) committed	n.s.	0.59	
ii) dedicated	n.s.	0.11	
iii) motivated	n.s.	0.35	
iv) attitude	n.s.	0.66	
v) intelligent	n.s.	0.27	
vi) supportive	n.s.	0.29	
vii) identify	n.s.	0.29	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.28	
b) evaluate professors:			
i) accessible	significant	0.05*	$\bar{x}_7 > \bar{x}_4 > \bar{x}_1 =$ $\bar{x}_2 = \bar{x}_3 > \bar{x}_6 >$ \bar{x}_5
ii) helpful	n.s.	0.30	
iii) interested	n.s.	0.46	
iv) critical	n.s.	0.66	
v) accepting	n.s.	0.37	
vi) respectful	n.s.	0.36	
vii) competent	n.s.	0.46	
viii) aware	n.s.	0.64	
ix) interested	n.s.	0.66	
x) personable	n.s.	0.12	
xi) professional	n.s.	0.35	
xii) intelligent	n.s.	0.11	
xiii) informed	approaching significance	0.06	$\bar{x}_4 > \bar{x}_7 > \bar{x}_6 >$ $\bar{x}_3 > \bar{x}_1 = \bar{x}_2 >$ \bar{x}_5
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.55	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.54	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.27	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.37	
b) value	n.s.	0.43	
c) distribution	approaching significance	0.08	$\bar{x}_2 > \bar{x}_6 > \bar{x}_5 >$ $\bar{x}_4 > \bar{x}_7 > \bar{x}_3 >$ \bar{x}_1

eleven indicated a significant difference (see Table 65). A review of the subscale means indicated that the students with a bachelor of arts or science degree tended to have a neutral view; those with a master's degree were more negative.

The significant comparisons by total population were less than fifty per cent. Therefore the following sub-hypothesis was accepted: There are no significant differences in perception among graduate students of varied educational background.

In general, the students with diverse educational backgrounds did not perceive aspects of the M.Ed. program differently. There were exceptions, however, in each department. Students in Math. and Nat. Sci. had a different attitude among themselves toward fourteen aspects (see Table 66). The direction of the subscale means indicated that respondents with a Master of Science degree tended to have a more negative perception of the aspects than did their peers. Those with a Bachelor of Arts degree were more negative than respondents with a Bachelor of Science degree. As presented in Table 67, Admin. students with varying educational backgrounds viewed thirteen aspects differently. Respondents with bachelor degrees had a more negative attitude than those with master degrees. Found. students with an arts or science major had different perceptions of eleven aspects of their program (see Table 68). Bachelor of Science graduates tended to have a more negative attitude than arts graduates. Finally, students with various educational backgrounds in Psych. and in

Table 65

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Educational Background

289

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Admission Policies</u>			
a) admission regulations	n.s.	0.64	
b) academic standards	n.s.	0.62	
2. <u>Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.68	
b) department	n.s.	0.62	
c) course selection	n.s.	0.43	
d) formal requirements	n.s.	0.60	
e) thesis route	n.s.	0.46	
f) financial aid	n.s.	0.34	
g) goals	n.s.	0.28	
3. <u>Sources of Information</u>			
a) adequacy	n.s.	0.26	
b) usefulness	approaching significance	0.08	$\bar{x}_4 > \bar{x}_6 > \bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_5$
4. <u>Course Work</u>			
a) appropriateness	n.s.	0.68	
b) freedom	n.s.	0.39	
c) instruction	n.s.	0.40	
d) current issues	n.s.	0.62	
e) usefulness	approaching significance	0.08	$\bar{x}_6 > \bar{x}_3 > \bar{x}_1 > \bar{x}_2 > \bar{x}_5 > \bar{x}_4$
5. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.12	
b) freedom	n.s.	0.60	
c) facilities	n.s.	0.36	
d) information	approaching significance	0.10	$\bar{x}_3 > \bar{x}_6 > \bar{x}_1 > \bar{x}_2 > \bar{x}_4 > \bar{x}_5$
e) library	n.s.	0.13	
6. <u>Comprehensive Exam</u>			
a) information	significant	0.02*	$\bar{x}_6 > \bar{x}_1 > \bar{x}_2 > \bar{x}_5 > \bar{x}_3 > \bar{x}_4$
7. <u>Grading System</u>			
a) grades	n.s.	0.49	
b) conference	n.s.	0.38	
c) professor's comments	n.s.	0.53	
d) peer evaluation	n.s.	0.34	
e) committee evaluation	significant	0.04*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_6 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
f) self-evaluation	n.s.	0.24	
g) other	significant	0.01**	$\bar{x}_1 > \bar{x}_3 = \bar{x}_6 > \bar{x}_2 > \bar{x}_4 = \bar{x}_5$
h) criteria	n.s.	0.14	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.18	
b) humour	n.s.	0.59	
c) sensitive	n.s.	0.68	
d) direct	significant	0.05*	$\bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_1 > \bar{x}_6 > \bar{x}_5$
e) personable	n.s.	0.62	
f) professional	n.s.	0.40	
g) helpful	n.s.	0.53	
h) active	n.s.	0.51	
i) intelligent.	n.s.	0.42	
j) informed	n.s.	0.24	

*.05 level of significance

**.01 level of significance

 \bar{x}_1 -Mean (Bachelor of Arts) \bar{x}_4 -Mean (Master of Science) \bar{x}_2 -Mean (Bachelor of Science) \bar{x}_5 -Mean (Master of Education) \bar{x}_3 -Mean (Master of Arts) \bar{x}_6 -Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>C) Other Concerns</u>			
<u>1. Peer Relations</u>			
a) rate self	significant	0.04*	$\bar{x}_4 > \bar{x}_1 > \bar{x}_5 > \bar{x}_6 > \bar{x}_2 > \bar{x}_3$
b) interaction	n.s.	0.66	
c) value	n.s.	0.52	
d) rate students:			
i) committed	n.s.	0.44	
ii) dedicated	n.s.	0.19	
iii) motivated	n.s.	0.49	
iv) attitude	n.s.	0.65	
v) intelligent	n.s.	0.60	
vi) supportive	n.s.	0.36	
vii) identify	n.s.	0.55	
<u>2. Student-Staff Relations</u>			
a) status	n.s.	0.66	
b) evaluate professors:			
i) accessible	n.s.	0.68	
ii) helpful	n.s.	0.56	
iii) interested	n.s.	0.55	
iv) critical	n.s.	0.68	
v) accepting	n.s.	0.17	
vi) respectful	n.s.	0.39	
vii) competent	n.s.	0.54	
viii) aware	n.s.	0.67	
ix) interested	n.s.	0.48	
x) personable	n.s.	0.36	
xi) professional	n.s.	0.39	
xii) intelligent	n.s.	0.31	
xiii) informed	n.s.	0.60	
<u>3. Student-Administration Relations</u>			
a) attitude	n.s.	0.37	
<u>4. Interdepartmental Contacts</u>			
a) meaningful	approaching significance	0.07	$\bar{x}_3 > \bar{x}_1 > \bar{x}_2 > \bar{x}_5 > \bar{x}_6 > \bar{x}_4$
<u>5. External Groups</u>			
a) meaningful	n.s.	0.20	
<u>6. Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.16	
b) value	approaching significance	0.08	$\bar{x}_4 > \bar{x}_1 > \bar{x}_2 > \bar{x}_6 > \bar{x}_5 > \bar{x}_3$
c) distribution	significant	0.03*	$\bar{x}_4 > \bar{x}_1 > \bar{x}_2 > \bar{x}_5 > \bar{x}_6 > \bar{x}_3$

Table 66

Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Educational Background

291

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>a. Admission Policies</u>			
a) admission regulations	n.s.	0.37	
b) academic standards	approaching significance	0.10	$\bar{x}_4 = \bar{x}_5 > \bar{x}_6 > \bar{x}_1 > \bar{x}_2$
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.64	
b) department	n.s.	0.34	
c) course selection	n.s.	0.19	
d) formal requirements	n.s.	0.31	
e) thesis route	n.s.	0.58	
f) financial aid	n.s.	0.68	
g) goals	significant	0.004**	$\bar{x}_1 = \bar{x}_4 = \bar{x}_5 > \bar{x}_2 > \bar{x}_6$
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.67	
b) usefulness	n.s.	0.68	
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.48	
b) freedom	significant	0.005**	$\bar{x}_4 > \bar{x}_6 > \bar{x}_1 > \bar{x}_2 > \bar{x}_5$
c) instruction	n.s.	0.59	
d) current issues	n.s.	0.66	
e) usefulness	n.s.	0.43	
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.44	
b) freedom	n.s.	0.54	
c) facilities	significant	0.05*	$\bar{x}_4 > \bar{x}_1 > \bar{x}_2 > \bar{x}_6 > \bar{x}_5$
d) information	significant	0.03	$\bar{x}_4 > \bar{x}_1 > \bar{x}_6 > \bar{x}_2 > \bar{x}_5$
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.67	
<u>7. Grading System</u>			
a) grades	n.s.	0.22	
b) conference	n.s.	0.66	
c) professor's comments	n.s.	0.42	
d) peer evaluation	n.s.	0.44	
e) committee evaluation	n.s.	0.58	
f) self-evaluation	n.s.	0.54	
g) other	not enough cases		
h) criteria	n.s.	0.45	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.66	

* .05 level of significance ** .01 level of significance

 \bar{x}_1 = Mean (Bachelor of Arts) \bar{x}_2 = Mean (Bachelor of Science) \bar{x}_3 = Mean (Master of Arts) \bar{x}_4 = Mean (Master of Science) \bar{x}_5 = Mean (Master of Education) \bar{x}_6 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
b) humour	approaching significance	0.10	$\bar{x}_5 > \bar{x}_1 = \bar{x}_4 > \bar{x}_2 > \bar{x}_6$
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.68	
e) personable	n.s.	0.59	
f) professional	n.s.	0.68	
g) helpful	n.s.	0.68	
h) active	n.s.	0.68	
i) intelligent	n.s.	0.53	
j) informed	n.s.	0.53	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	significant	0.005**	$\bar{x}_4 > \bar{x}_1 > \bar{x}_5 > \bar{x}_2 > \bar{x}_6$
b) interaction	n.s.	0.49	
c) value	significant	0.01**	$\bar{x}_4 > \bar{x}_6 > \bar{x}_2 > \bar{x}_1 > \bar{x}_5$
d) rate students:			
i) committed	n.s.	0.38	
ii) dedicated	n.s.	0.31	
iii) motivated	significant	0.003**	$\bar{x}_2 > \bar{x}_1 = \bar{x}_4 = \bar{x}_5 = \bar{x}_6$
iv) attitude	approaching significance	0.10	$\bar{x}_4 = \bar{x}_5 > \bar{x}_2 > \bar{x}_1 > \bar{x}_6$
v) intelligent	n.s.	0.68	
vi) supportive	n.s.	0.44	
vii) identify	n.s.	0.63	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.26	
b) evaluate professors:			
i) accessible	n.s.	0.50	
ii) helpful	n.s.	0.67	
iii) interested	n.s.	0.49	
iv) critical	n.s.	0.16	
v) accepting	n.s.	0.46	
vi) respectful	n.s.	0.60	
vii) competent	n.s.	0.64	
viii) aware	n.s.	0.56	
ix) interested	n.s.	0.58	
x) personable	significant	0.005**	$\bar{x}_1 = \bar{x}_4 = \bar{x}_5 > \bar{x}_6 > \bar{x}_2$
xi) professional	n.s.	0.46	
xii) intelligent	n.s.	0.45	
xiii) informed	n.s.	0.34	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.15	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.68	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.42	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.02*	$\bar{x}_6 > \bar{x}_1 > \bar{x}_2$
b) value	significant	0.02*	$\bar{x}_6 > \bar{x}_1 > \bar{x}_2$
c) distribution	approaching significance	0.09	$\bar{x}_5 = \bar{x}_6 > \bar{x}_1 > \bar{x}_2$

Table 67

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Educational Background

293

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Admission Policies</u>			
a) admission regulations	n.s.	0.63	
b) academic standards	n.s.	0.61	
2. <u>Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.53	
b) department	n.s.	0.60	
c) course selection	n.s.	0.67	
d) formal requirements	n.s.	0.21	
e) thesis route	n.s.	0.23	
f) financial aid	n.s.	0.28	
g) goals	significant	0.02*	$\bar{x}_2 > \bar{x}_6 > \bar{x}_1 >$ $\bar{x}_4 > \bar{x}_5$
3. <u>Sources of Information</u>			
a) adequacy	n.s.	0.55	
b) usefulness	significant	0.03*	$\bar{x}_2 > \bar{x}_6 > \bar{x}_1 >$ $\bar{x}_4 > \bar{x}_5$
4. <u>Course Work</u>			
a) appropriateness	n.s.	0.62	
b) freedom	n.s.	0.50	
c) instruction	n.s.	0.61	
d) current issues	n.s.	0.65	
e) usefulness	n.s.	0.66	
5. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.56	
b) freedom	n.s.	0.68	
c) facilities	n.s.	0.35	
d) information	n.s.	0.24	
e) library	n.s.	0.60	
6. <u>Comprehensive Exam</u>			
a) information	n.s.	0.20	
7. <u>Grading System</u>			
a) grades	n.s.	0.41	
b) conference	n.s.	0.20	
c) professor's comments	n.s.	0.66	
d) peer evaluation	n.s.	0.22	
e) committee evaluation	significant	0.04*	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 >$ $\bar{x}_6 > \bar{x}_5$
f) self-evaluation	n.s.	0.66	
g) other	not enough cases		
h) criteria	n.s.	0.13	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.14	
b) humour	n.s.	0.50	
c) sensitive	n.s.	0.51	
d) direct	approaching significance	0.10	$\bar{x}_4 > \bar{x}_2 > \bar{x}_6 >$ $\bar{x}_1 > \bar{x}_5$

*.05 level of significance

**.01 level of significance

 \bar{x}_1 = Mean (Bachelor of Arts) \bar{x}_2 = Mean (Bachelor of Science) \bar{x}_3 = Mean (Master of Arts) \bar{x}_4 = Mean (Master of Science) \bar{x}_5 = Mean (Master of Education) \bar{x}_6 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
e) personable	n.s.	0.65	
f) professional	n.s.	0.40	
g) helpful	n.s.	0.67	
g) helpful	n.s.	0.67	
h) active	n.s.	0.18	
i) intelligent	n.s.	0.56	
j) informed	n.s.	0.49	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.67	
b) interaction	n.s.	0.32	
c) value	n.s.	0.60	
d) rate students:			
i) committed	n.s.	0.21	
ii) dedicated	n.s.	0.11	
iii) motivated	approaching significance	0.07	$\bar{x}_2 > \bar{x}_6 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5$
iv) attitude	n.s.	0.36	
v) intelligent	n.s.	0.20	
vi) supportive	n.s.	0.37	
vii) identify	n.s.	0.25	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.36	
b) evaluate professors:			
i) accessible	significant	0.01**	$\bar{x}_2 > \bar{x}_1 > \bar{x}_6 > \bar{x}_4 > \bar{x}_5$
ii) helpful	significant	0.05*	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 = \bar{x}_5 = \bar{x}_6$
iii) interested	n.s.	0.47	
iv) critical	significant	0.04*	$\bar{x}_2 > \bar{x}_6 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5$
v) accepting	approaching significance	0.08	$\bar{x}_2 = \bar{x}_6 > \bar{x}_1 > \bar{x}_4 = \bar{x}_5$
vi) respectful	n.s.	0.46	
vii) competent	n.s.	0.34	
viii) aware	n.s.	0.54	
ix) interested	approaching significance	0.09	$\bar{x}_2 > \bar{x}_1 > \bar{x}_6 > \bar{x}_5 > \bar{x}_4$
x) personable	approaching significance	0.07	$\bar{x}_6 > \bar{x}_2 > \bar{x}_1 > \bar{x}_5 > \bar{x}_4$
xi) professional	n.s.	0.12	
xii) intelligent	n.s.	0.29	
xiii) informed	approaching significance	0.08	$\bar{x}_2 > \bar{x}_6 > \bar{x}_1 > \bar{x}_5 > \bar{x}_4$
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.51	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.38	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.43	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.11	
b) value	n.s.	0.12	
c) distribution	significant	0.01**	$\bar{x}_2 > \bar{x}_1 > \bar{x}_5 > \bar{x}_6$

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of
Educational Background

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Admission Policies</u>			
a) admission regulations	n.s.	0.57	
b) academic standards	n.s.	0.56	
2. <u>Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.32	
b) department	n.s.	0.38	
c) course selection	n.s.	0.60	
d) formal requirements	n.s.	0.61	
e) thesis route	n.s.	0.63	
f) financial aid	approaching significance	0.10	$\bar{x}_6 > \bar{x}_2 > \bar{x}_1 > \bar{x}_3$
g) goals	n.s.	0.62	
3. <u>Sources of Information</u>			
a) adequacy	n.s.	0.68	
b) usefulness	n.s.	0.64	
4. <u>Course Work</u>			
a) appropriateness	n.s.	0.68	
b) freedom	n.s.	0.68	
c) instruction	n.s.	0.18	
d) current issues	n.s.	0.68	
e) usefulness	n.s.	0.63	
6. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.52	
b) freedom	n.s.	0.14	
c) facilities	n.s.	0.16	
d) information	n.s.	0.21	
e) library	n.s.	0.60	
6. <u>Comprehensive Exam</u>			
a) information	n.s.	0.68	
7. <u>Grading System</u>			
a) grades	n.s.	0.51	
b) conference	n.s.	0.67	
c) professor's comments	n.s.	0.68	
d) peer evaluation	n.s.	0.55	
e) committee evaluation	n.s.	0.64	
f) self-evaluation	n.s.	0.56	
g) other	not enough cases		
h) criteria	n.s.	0.62	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.26	
b) humour	n.s.	0.68	
c) sensitive	significant	0.007**	$\bar{x}_1 > \bar{x}_5 = \bar{x}_6$
d) direct	n.s.	0.54	
e) personable	n.s.	0.66	

*.05 level of significance

**.01 level of significance

 \bar{x}_1 = Mean (Bachelor of Arts) \bar{x}_2 = Mean (Bachelor of Science) \bar{x}_3 = Mean (Master of Arts) \bar{x}_4 = Mean (Master of Science) \bar{x}_5 = Mean (Master of Education) \bar{x}_6 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
f) professional	significant	0.01**	$\bar{x}_1 > \bar{x}_6$
g) helpful	n.s.	0.48	
h) active	significant	0.004**	$\bar{x}_1 > \bar{x}_6$
i) intelligent	significant	0.000**	$x_1 = x_6$
j) informed	significant	0.001**	$\bar{x}_5 > \bar{x}_1 > \bar{x}_6$
C) Other Concerns			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.32	
b) interaction	n.s.	0.66	
c) value	n.s.	0.62	
d) rate students:			
i) committed	n.s.	0.34	
ii) dedicated	significant	0.03*	$\bar{x}_6 > \bar{x}_2 > \bar{x}_1$
iii) motivated	n.s.	0.55	
iv) attitude	n.s.	0.42	
v) intelligent	n.s.	0.60	
vi) supportive	significant	0.000**	$\bar{x}_1 > \bar{x}_2 = \bar{x}_3$
vii) identify	n.s.	0.30	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.68	
b) evaluate professors:			
i) accessible	n.s.	0.16	
ii) helpful	n.s.	0.35	
iii) interested	n.s.	0.32	
iv) critical	n.s.	0.56	
v) accepting	approaching significance	0.09	$\bar{x}_5 > \bar{x}_2 > \bar{x}_6 > \bar{x}_1$
vi) respectful	n.s.	0.32	
vii) competent	n.s.	0.33	
viii) aware	n.s.	0.12	
ix) interested	significant	0.002**	$\bar{x}_2 > \bar{x}_1 = \bar{x}_6$
x) personable	significant	0.005**	$\bar{x}_6 > \bar{x}_2 > \bar{x}_1$
xi) professional	n.s.	0.22	
xii) intelligent	n.s.	0.21	
xiii) informed	n.s.	0.23	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.51	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.49	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.68	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.28	
b) value	n.s.	0.28	
c) distribution	n.s.	0.66	

Hum. and Soc. Sci. had different perceptions of certain aspects as summarized in Table 69 and Table 70. Psych. students who had a Master of Arts degree had a more positive attitude toward six aspects than did their peers; other respondents with a master's degree tended to be the most negative students. Bachelor of Arts graduates tended to be more negative than their science counterparts. There was no pattern with students' attitudes in Hum. and Soc. Sci.

The null sub-hypothesis was thus accepted for the students of differing educational backgrounds by department. Less than fifty per cent of the comparisons were significant.

Experience in education. Although the general trend was that students with varied years of experience did not perceive aspects of the M.Ed. program differently, there were twenty-three of the seventy comparisons that indicated a significant difference. The comparisons are summarized in Table 71. The direction of the subscale means revealed that, in general, graduate students with less experience in education had a more negative perception of various aspects of the M.Ed. program.

Based on the fact that less than fifty per cent of the comparisons were significant for the total population, the following sub-hypothesis was accepted: There are no significant differences among graduate students with various years of experience in education.

Of the seventy comparisons made within each department among students at different stages in their educational

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of
Educational Background

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	approaching significance	0.10	$\bar{x}_5 > \bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_6 > \bar{x}_4$
b) academic standards	n.s.	0.68	
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.58	
b) department	n.s.	0.61	
c) course selection	n.s.	0.67	
d) formal requirements	n.s.	0.62	
e) thesis route	n.s.	0.58	
f) financial aid	n.s.	0.43	
g) goals	n.s.	0.51	
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.35	
b) usefulness	n.s.	0.64	
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.67	
b) freedom	n.s.	0.68	
c) instruction	n.s.	0.18	
d) current issues	n.s.	0.68	
e) usefulness	n.s.	0.32	
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.36	
b) freedom	n.s.	0.42	
c) facilities	n.s.	0.62	
d) information	n.s.	0.68	
e) library	n.s.	0.43	
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.44	
<u>7. Grading System</u>			
a) grades	n.s.	0.68	
b) conference	n.s.	0.64	
c) professor's comments	n.s.	0.51	
d) peer evaluation	n.s.	0.65	
e) committee evaluation	n.s.	0.58	
f) self-evaluation	n.s.	0.47	
g) other	not enough cases		
h) criteria	n.s.	0.36	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.49	
b) humour	n.s.	0.54	
c) sensitive	n.s.	0.49	
d) direct	n.s.	0.63	
e) personable	n.s.	0.33	

*.01 level of significance

**.01 level of significance

 \bar{x}_1 = Mean (Bachelor of Arts) \bar{x}_2 = Mean (Bachelor of Science) \bar{x}_3 = Mean (Master of Arts) \bar{x}_4 = Mean (Master of Science) \bar{x}_5 = Mean (Master of Education) \bar{x}_6 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
f) professional	n.s.	0.68	
g) helpful	n.s.	0.55	
h) active	n.s.	0.49	
i) intelligent	n.s.	0.14	
j) informed	n.s.	0.12	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.27	
b) interaction	n.s.	0.18	
c) value	n.s.	0.50	
d) rate students:			
i) committed	n.s.	0.11	
ii) dedicated	n.s.	0.34	
iii) motivated	n.s.	0.61	
iv) attitude	n.s.	0.68	
v) intelligent	n.s.	0.41	
vi) supportive	n.s.	0.46	
vii) identify	n.s.	0.58	
2. Student-Staff Relations			
a) status	n.s.	0.50	
b) evaluate professors:			
i) accessible	n.s.	0.41	
ii) helpful	n.s.	0.57	
iii) interested	n.s.	0.66	
iv) critical	n.s.	0.35	
v) accepting	n.s.	0.68	
vi) respectful	n.s.	0.58	
vii) competent	significant	0.04*	$\bar{x}_4 = \bar{x}_5 > \bar{x}_1 > \bar{x}_6 > \bar{x}_2 > \bar{x}_3$
viii) aware	significant	0.05*	$\bar{x}_4 = \bar{x}_5 > \bar{x}_6 > \bar{x}_1 = \bar{x}_2 > \bar{x}_3$
ix) interested	n.s.	0.67	
x) personable	n.s.	0.48	
xi) professional	n.s.	0.14	
xii) intelligent	n.s.	0.45	
xiii) informed	n.s.	0.47	
3. Student-Administration Relations			
a) attitude	n.s.	0.66	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.16	
5. External Groups			
a) meaningful	n.s.	0.24	
6. Teaching/Research Assistantship			
a) relevance	significant	0.001**	$\bar{x}_2 = \bar{x}_4 > \bar{x}_1 > \bar{x}_5 > \bar{x}_6 > \bar{x}_3$
b) value	significant	0.000**	$\bar{x}_2 = \bar{x}_4 > \bar{x}_1 > \bar{x}_6 > \bar{x}_5 > \bar{x}_3$
c) distribution	significant	0.008**	$\bar{x}_4 > \bar{x}_5 > \bar{x}_1 > \bar{x}_2 > \bar{x}_6 > \bar{x}_3$

Table 70

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Educational Background

300

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.21	
b) academic standards	n.s.	0.16	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.64	
b) department	n.s.	0.29	
c) course selection	n.s.	0.68	
d) formal requirements	n.s.	0.67	
e) thesis route	n.s.	0.66	
f) financial aid	approaching significance	0.07	$\bar{x}_2 > \bar{x}_5 > \bar{x}_1 > \bar{x}_6 > \bar{x}_3$
g) goals	n.s.	0.56	
3. Sources of Information			
a) adequacy	n.s.	0.68	
b) usefulness	n.s.	0.57	
4. Course Work			
a) appropriateness	n.s.	0.60	
b) freedom	n.s.	0.27	
c) instruction	n.s.	0.31	
d) current issues	n.s.	0.43	
e) usefulness	n.s.	0.21	
5. Thesis/Research Paper			
a) value	significant	0.02*	$\bar{x}_3 > \bar{x}_2 > \bar{x}_6 > \bar{x}_1 > \bar{x}_5$
b) freedom	n.s.	0.57	
c) facilities	n.s.	0.62	
d) information	n.s.	0.36	
e) library	n.s.	0.58	
6. Comprehensive Exam			
a) information	n.s.	0.68	
7. Grading System			
a) grades	n.s.	0.58	
b) conference	n.s.	0.67	
c) professor's comments	n.s.	0.32	
d) peer evaluation	n.s.	0.35	
e) committee evaluation	n.s.	0.61	
f) self-evaluation	n.s.	0.55	
g) other	not enough cases		
h) criteria	n.s.	0.65	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.60	
b) humour	n.s.	0.65	
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.59	

* .05 level of significance

** .01 level of significance

 \bar{x}_1 = Mean (Bachelor of Arts) \bar{x}_2 = Mean (Bachelor of Science) \bar{x}_3 = Mean (Master of Arts) \bar{x}_4 = Mean (Master of Science) \bar{x}_5 = Mean (Master of Education) \bar{x}_6 = Mean (other)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
e) personable	n.s.	0.25	
f) professional	n.s.	0.47	
g) helpful	n.s.	0.65	
h) active	n.s.	0.61	
i) intelligent	n.s.	0.68	
j) informed	n.s.	0.60	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.52	
b) interaction	n.s.	0.51	
c) value	n.s.	0.68	
d) rate students:			
i) committed	n.s.	0.52	
ii) dedicated	significant	0.01**	$\bar{x}_6 > \bar{x}_1 > \bar{x}_3 = \bar{x}_5$
iii) motivated	n.s.	0.52	
iv) attitude	n.s.	0.68	
v) intelligent	n.s.	0.68	
vi) supportive	n.s.	0.45	
vii) identify	n.s.	0.30	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.41	
b) evaluate professors:			
i) accessible	n.s.	0.30	
ii) helpful	n.s.	0.28	
iii) interested	n.s.	0.62	
iv) critical	n.s.	0.56	
v) accepting	n.s.	0.63	
vi) respectful	n.s.	0.63	
vii) competent	n.s.	0.54	
viii) aware	n.s.	0.52	
ix) interested	n.s.	0.47	
x) personable	n.s.	0.68	
xi) professional	n.s.	0.59	
xii) intelligent	n.s.	0.64	
xiii) informed	n.s.	0.68	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.39	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.52	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.61	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.47	
b) value	n.s.	0.55	
c) distribution	n.s.	0.27	

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Experience in Education

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	approaching significance	0.08	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
b) academic standards	approaching significance	0.10	$\bar{x}_5 > \bar{x}_4 > \bar{x}_3 > \bar{x}_1 > \bar{x}_2$
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	approaching significance	0.07	$\bar{x}_2 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
b) department	n.s.	0.16	
c) course selection	n.s.	0.18	
d) formal requirements	n.s.	0.46	
e) thesis route	n.s.	0.64	
f) financial aid	significant	0.01**	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_1 > \bar{x}_5$
g) goals	significant	0.01**	$\bar{x}_2 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.35	
b) usefulness	approaching significance	0.08	$\bar{x}_3 > \bar{x}_1 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.27	
b) freedom	n.s.	0.59	
c) instruction	n.s.	0.41	
d) current issues	n.s.	0.49	
e) usefulness	significant	0.006**	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5$
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.25	
b) freedom	significant	0.001**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
c) facilities	n.s.	0.13	
d) information	significant	0.01**	$\bar{x}_2 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
e) library	significant	0.007**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
<u>6. Comprehensive Exam</u>			
a) information	significant	0.01**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
<u>7. Grading System</u>			
a) grades	approaching significance	0.07	$\bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_1 > \bar{x}_5$
b) conference	n.s.	0.59	
c) professor's comments	n.s.	0.53	
d) peer evaluation	approaching significance	0.06	$x_5 > x_4 > x_3 > x_1 > x_2$
e) committee evaluation	n.s.	0.18	
f) self-evaluation	significant	0.007**	$\bar{x}_5 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_1$
g) other	n.s.	0.60	
h) criteria	n.s.	0.47	

*.05 level of significance

**.01 level of significance

 \bar{x}_1 = Mean (three years or less) \bar{x}_2 = Mean (4-6 years) \bar{x}_3 = Mean (7-10 years) \bar{x}_4 = Mean (11-15 years) \bar{x}_5 = Mean (16 years or more)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.11	
b) humour	n.s.	0.12	
c) sensitive	approaching significance	0.08	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5 > \bar{x}_2$
d) direct	n.s.	0.13	
e) personable	significant	0.009**	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5 > \bar{x}_2$
f) professional	n.s.	0.21	
g) helpful	n.s.	0.36	
h) active	n.s.	0.20	
i) intelligent	n.s.	0.12	
j) informed	n.s.	0.34	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.61	
b) interaction	n.s.	0.14	
c) value	n.s.	0.11	
d) rate students:			
i) committed	n.s.	0.15	
ii) dedicated	significant	0.03*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5$
iii) motivated	n.s.	0.37	
iv) attitude	n.s.	0.12	
v) intelligent	significant	0.03*	$\bar{x}_1 > \bar{x}_2 = \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
vi) supportive	significant	0.05*	$\bar{x}_3 > \bar{x}_4 > \bar{x}_1 > \bar{x}_2 > \bar{x}_5$
vii) identify	significant	0.002**	$\bar{x}_3 > \bar{x}_4 > \bar{x}_1 > \bar{x}_5 > \bar{x}_2$
2. Student-Staff Relations			
a) status	significant	0.01**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
b) evaluate professors:			
i) accessible	n.s.	0.13	
ii) helpful	n.s.	0.65	
iii) interested	n.s.	0.23	
iv) critical	n.s.	0.59	
v) accepting	n.s.	0.68	
vi) respectful	n.s.	0.46	
vii) competent	n.s.	0.19	
viii) aware	n.s.	0.51	
ix) interested	n.s.	0.67	
x) personable	n.s.	0.22	
xi) professional	significant	0.05*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
xii) intelligent	n.s.	0.11	
xiii) informed	n.s.	0.47	
3. Student-Administration Relations			
a) attitude	significant	0.001**	$\bar{x}_2 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.36	
5. External Groups			
a) meaningful	n.s.	0.47	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.61	
b) value	n.s.	0.67	
c) distribution	n.s.	0.52	

career, those indicating significant differences ranged from thirty-one in Admin. to four in Math. and Nat. Sci. (see Tables 72-76). The pattern of perception in the subscale means suggested that respondents with less years of experience had a more negative attitude.

The null sub-hypothesis was accepted for students' perception by department as less than fifty per cent of the comparisons were significant.

Route to M.Ed. degree. The graduate students in various routes to the M.Ed. degree did not perceive aspects of the M.Ed. program differently. Only one of the seventeen comparisons (see Table 77) indicated a significant difference. The students in the minor thesis route viewed orientation to financial aid more negatively than did other respondents. The following sub-hypothesis was therefore accepted: There are no significant differences among graduate students in diverse routes to the M.Ed. degree.

In general, the students in the five departments did not perceive aspects of the M.Ed. degree program differently when route to the degree was considered as a variable. The direction of the differences in perception was similar in most comparisons in that the students doing a minor thesis had a more negative attitude than those writing a major one (see Tables 78-82).

Based on the fact that less than fifty per cent of the comparisons by department were significant, the null sub-hypothesis was accepted.

Table 72

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Experience in Education

305

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.11	
b) academic standards	approaching significance	0.07	$\bar{x}_1 > \bar{x}_5 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2$
2. Orientation to M.Ed. Program			
a) faculty	significant	0.008**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
b) department	n.s.	0.17	
c) course selection	significant	0.02*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 > \bar{x}_3 > \bar{x}_5$
d) formal requirements	approaching significance	0.08	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 > \bar{x}_5 > \bar{x}_3$
e) thesis route	n.s.	0.64	
f) financial aid	approaching significance	0.07	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5 > \bar{x}_3$
g) goals	significant	0.002**	$\bar{x}_2 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
3. Sources of Information			
a) adequacy	n.s.	0.66	
b) usefulness	n.s.	0.14	
4. Course Work			
a) appropriate-ness	significant	0.04*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
b) freedom	n.s.	0.55	
c) instruction	significant	0.05*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5 > \bar{x}_2$
d) current issues	approaching significance	0.09	$\bar{x}_3 > \bar{x}_4 > \bar{x}_1 = \bar{x}_5 > \bar{x}_2$
e) usefulness	n.s.	0.38	
5. Thesis/Research Paper			
a) value	n.s.	0.41	
b) freedom	significant	0.000**	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5$
c) facilities	significant	0.05*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5$
d) information	significant	0.02*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5$
e) library	significant	0.008*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
6. Comprehensive Exam			
a) information	n.s.	0.22	
7. Grading System			
a) grades	n.s.	0.25	
b) conference	n.s.	0.64	
c) professor's comments	n.s.	0.42	

* .05 level of significance ** .01 level of significance

 \bar{x}_1 = Mean (three years or less) \bar{x}_2 = Mean (4-6 years) \bar{x}_3 = Mean (7-10 years) \bar{x}_4 = Mean (11-15 years) \bar{x}_5 = Mean (16 years or more)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
7. (Continued)			
d) peer evaluation	n.s.	0.67	
e) committee evaluation	n.s.	0.44	
f) self-evaluation	n.s.	0.51	
g) other	not enough cases		
h) criteria	n.s.	0.18	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.62	
b) humour	n.s.	0.26	
c) sensitive	significant	0.02*	$\bar{x}_3 > \bar{x}_2 > \bar{x}_4 >$ \bar{x}_5
d) direct	significant	0.01**	$\bar{x}_3 > \bar{x}_2 > \bar{x}_4 >$ \bar{x}_5
e) personable	significant	0.03*	$\bar{x}_3 > \bar{x}_4 > \bar{x}_2 >$ \bar{x}_5
f) professional	n.s.	0.23	
g) helpful	n.s.	0.66	
h) active	approaching significance	0.08	$\bar{x}_3 > \bar{x}_4 > \bar{x}_5 >$ \bar{x}_2
i) intelligent	n.s.	0.49	
j) informed	n.s.	0.51	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.21	
b) interaction	significant	0.04*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 >$ $\bar{x}_4 > \bar{x}_5$
c) value	n.s.	0.20	
d) rate students:			
i) committed	n.s.	0.43	
ii) dedicated	n.s.	0.39	
iii) motivated	n.s.	0.26	
iv) attitude	n.s.	0.66	
v) intelligent	approaching significance	0.06	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 >$ $\bar{x}_3 > \bar{x}_5$
vi) supportive	significant	0.01*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 >$ $\bar{x}_2 > \bar{x}_5$
vii) identify	significant	0.04*	$\bar{x}_3 > \bar{x}_1 > \bar{x}_4 >$ $\bar{x}_5 > \bar{x}_2$
2. <u>Student-Staff Relations</u>			
a) status	significant	0.000**	$\bar{x}_1 = \bar{x}_2 > \bar{x}_3 >$ $\bar{x}_4 > \bar{x}_5$
b) evaluate professors:			
i) accessible	significant	0.02*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 >$ $\bar{x}_2 > \bar{x}_5$
ii) helpful	n.s.	0.12	
iii) interested	n.s.	0.11	
iv) critical	n.s.	0.39	
v) accepting	n.s.	0.45	
vi) respectful	n.s.	0.52	
vii) competent	significant	0.01**	$\bar{x}_1 > \bar{x}_4 > \bar{x}_2 =$ $\bar{x}_3 > \bar{x}_5$
viii) aware	approaching significance	0.09	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 >$ $\bar{x}_4 > \bar{x}_5$
ix) interested	significant	0.01**	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 >$ $\bar{x}_5 > \bar{x}_2$
x) personable	significant	0.05*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_4 >$ $\bar{x}_2 = \bar{x}_5$
xi) professional	significant	0.04*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 >$ $\bar{x}_2 > \bar{x}_5$
xii) intelligent	significant	0.05*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 >$ $\bar{x}_2 > \bar{x}_5$
xiii) informed	n.s.	0.29	

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
3. <u>Student-Administration Relations</u>			
a) attitude	significant	0.002**	$\bar{x}_3 > \bar{x}_1 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	approaching significance	0.08	$\bar{x}_5 > \bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2$
5. <u>External Groups</u>			
a) meaningful	n.s.	0.24	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.53	
b) value	n.s.	0.45	
c) distribution	n.s.	0.44	

Table 73

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Experience in Education

308

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	significant	0.03*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_5 > \bar{x}_2 > \bar{x}_4$
b) academic standards	approaching significance	0.10	$\bar{x}_5 > \bar{x}_2 > \bar{x}_4 > \bar{x}_3 > \bar{x}_1$
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.14	
b) department	n.s.	0.12	
c) course selection	n.s.	0.34	
d) formal requirements	n.s.	0.37	
e) thesis route	n.s.	0.19	
f) financial aid	significant	0.000**	$\bar{x}_3 > \bar{x}_2 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1$
g) goals	significant	0.05*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1$
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.27	
b) usefulness	significant	0.03*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5$
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.36	
b) freedom	n.s.	0.38	
c) instruction	n.s.	0.20	
d) current issues	n.s.	0.17	
e) usefulness	approaching significance	0.08	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_4 > \bar{x}_5$
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.14	
b) freedom	n.s.	0.52	
c) facilities	n.s.	0.38	
d) information	n.s.	0.29	
e) library	n.s.	0.64	
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.51	
<u>7. Grading System</u>			
a) grades	n.s.	0.31	
b) conference	n.s.	0.62	
c) professor's comments	n.s.	0.68	
d) peer evaluation	n.s.	0.62	
c) committee evaluation	n.s.	0.43	
f) self-evaluation	significant	0.004**	$\bar{x}_5 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_1$
g) other	not enough cases		
h) criteria	n.s.	0.59	

*.05 level of significance

**.01 level of significance

 \bar{x}_1 = Mean (three years or less) \bar{x}_2 = Mean (4-6 years) \bar{x}_3 = Mean (7-10 years) \bar{x}_4 = Mean (11-15 years) \bar{x}_5 = Mean (16 years or more)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.54	
b) humour	n.s.	0.60	
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.40	
e) personable	n.s.	0.68	
f) professional	n.s.	0.16	
g) helpful	n.s.	0.59	
h) active	n.s.	0.68	
i) intelligent	n.s.	0.66	
j) informed	n.s.	0.34	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.51	
b) interaction	n.s.	0.42	
c) value	n.s.	0.35	
d) rate students:			
i) committed	n.s.	0.37	
ii) dedicated	n.s.	0.11	
iii) motivated	n.s.	0.59	
iv) attitude	approaching significance	0.09	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5$
v) intelligent	n.s.	0.21	
vi) supportive	n.s.	0.55	
vii) identify	n.s.	0.68	
2. Student-Staff Relations			
a) status	significant	0.03*	$\bar{x}_1 > \bar{x}_4 > \bar{x}_5 > \bar{x}_2 > \bar{x}_3$
b) evaluate professors:			
i) accessible	n.s.	0.14	
ii) helpful	n.s.	0.14	
iii) interested	n.s.	0.56	
iv) critical	n.s.	0.67	
v) accepting	approaching significance	0.07	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_1 > \bar{x}_5$
vi) respectful	n.s.	0.45	
vii) competent	n.s.	0.64	
viii) aware	n.s.	0.66	
ix) interested	n.s.	0.50	
x) personable	n.s.	0.67	
xi) professional	n.s.	0.23	
xii) intelligent	n.s.	0.28	
xiii) informed	n.s.	0.63	
3. Student-Administration Relations			
a) attitude	n.s.	0.33	
4. Interdepartmental Contacts			
a) Meaningful	n.s.	0.50	
5. External Groups			
a) meaningful	n.s.	0.63	
6. Teaching/Research Assistantship			
a) relevance	significant	0.03*	$\bar{x}_5 > \bar{x}_4 > \bar{x}_2 > \bar{x}_3 > \bar{x}_1$
b) value	significant	0.04*	$\bar{x}_5 > \bar{x}_4 > \bar{x}_2 > \bar{x}_3 > \bar{x}_1$
c) distribution	n.s.	0.27	

Table 74

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of Experience in Education

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	n.s.	0.40	
b) academic standards	n.s.	0.25	
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.28	
b) department	n.s.	0.36	
c) course selection	n.s.	0.66	
d) formal requirements	n.s.	0.15	
e) thesis route	n.s.	0.54	
f) financial aid	significant	0.02*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5 > \bar{x}_4$
g) goals	n.s.	0.58	
<u>3. Sources of Information</u>			
a) adequacy	significant	0.02*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_2 > \bar{x}_4 > \bar{x}_5$
b) usefulness	significant	0.03*	$\bar{x}_3 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5 > \bar{x}_2$
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.61	
b) freedom	n.s.	0.68	
c) instruction	n.s.	0.53	
d) current issues	n.s.	0.67	
e) usefulness	significant	0.006**	$\bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_1 > \bar{x}_5$
<u>5. Thesis/Research Paper</u>			
a) value	significant	0.02*	$\bar{x}_1 > \bar{x}_3 > \bar{x}_5 > \bar{x}_4 > \bar{x}_2$
b) freedom	n.s.	0.67	
c) facilities	n.s.	0.63	
d) information	n.s.	0.23	
e) library	n.s.	0.65	
<u>6. Comprehensive Exam</u>			
a) information	approaching significance	0.07	$\bar{x}_4 > \bar{x}_2 > \bar{x}_3 > \bar{x}_1 > \bar{x}_5$
<u>7. Grading System</u>			
a) grades	approaching significance	0.06	$\bar{x}_3 > \bar{x}_1 > \bar{x}_5 > \bar{x}_4 > \bar{x}_2$
b) conference	n.s.	0.37	
c) professor's comments	n.s.	0.45	
d) peer evaluation	n.s.	0.66	
e) committee evaluation	n.s.	0.66	
f) self-evaluation	n.s.	0.19	
g) other	not enough cases		
h) criteria	n.s.	0.55	

*0.05 level of significance

**0.01 level of significance

 \bar{x}_1 = Mean (three years or less) \bar{x}_4 = Mean (11-15 years) \bar{x}_2 = Mean (4-6 years) \bar{x}_5 = Mean (16 years or more) \bar{x}_3 = Mean (7-10 years)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction	
B) Student-Advisor Relations				
1. Rating Advisor				
a) accessible	n.s.	0.16	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5 > \bar{x}_2$	
b) humour	n.s.	0.49		
c) sensitive	n.s.	0.45		
d) direct	n.s.	0.47		
e) personable	approaching significance	0.06		
f) professional	n.s.	0.62		
g) helpful	n.s.	0.68		
h) active	n.s.	0.19		
i) intelligent	n.s.	0.56		
j) informed	n.s.	0.65		
C) Other Concerns				
1. Peer Relations				
a) rate self	n.s.	0.38	$\bar{x}_3 > \bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_5$	
b) interaction	n.s.	0.24		
c) value	n.s.	0.23		
d) rate students:				
i) committed	n.s.	0.44		
ii) dedicated	significant	0.04*		
iii) motivated	n.s.	0.40		
iv) attitude	n.s.	0.57		
v) intelligent	n.s.	0.50		
vi) supportive	n.s.	0.58		
vii) identify	n.s.	0.36		
2. Student-Staff Relations				
a) status	n.s.	0.68		
b) evaluate professors:				
i) accessible	n.s.	0.40		
ii) helpful	n.s.	0.65		
iii) interested	n.s.	0.42		
iv) critical	n.s.	0.53		
v) accepting	n.s.	0.18		
vi) respectful	n.s.	0.51		
vii) competent	n.s.	0.66		
viii) aware	n.s.	0.57		
ix) interested	n.s.	0.59		
x) personable	n.s.	0.31		
xi) professional	n.s.	0.68		
xii) intelligent	n.s.	0.29		
xiii) informed	n.s.	0.66		
3. Student-Administration Relations				
a) attitude	n.s.	0.16		
4. Interdepartmental Contacts				
a) meaningful	n.s.	0.41		
5. External Groups				
a) meaningful	n.s.	0.47		
6. Teaching/Research Assistantship				
a) relevance	n.s.	0.37		
b) value	n.s.	0.42		
c) distribution	n.s.	0.47		

Table 75

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of Experience in Education

312

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	n.s.	0.30	
b) academic standards	n.s.	0.60	
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.48	
b) department	n.s.	0.23	
c) course selection	n.s.	0.68	
d) formal requirements	n.s.	0.48	
e) thesis route	n.s.	0.31	
f) financial aid	n.s.	0.22	
g) goals	n.s.	0.68	
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.37	
b) usefulness	n.s.	0.43	
<u>4. Course Work</u>			
a) appropriateness	significant	0.003**	$\bar{x}_4 > \bar{x}_1 = \bar{x}_2 = \bar{x}_5 > \bar{x}_3$
b) freedom	n.s.	0.47	
c) instruction	n.s.	0.61	
d) current issues	n.s.	0.61	
e) usefulness	n.s.	0.68	
<u>5. Thesis/Research Paper</u>			
a) value	approaching significance	0.07	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 > \bar{x}_5 > \bar{x}_3$
b) freedom	n.s.	0.29	
c) facilities	n.s.	0.48	
d) information	n.s.	0.28	
e) library	n.s.	0.67	
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.15	
<u>7. Grading System</u>			
a) grades	n.s.	0.51	
b) conference	n.s.	0.14	
c) professor's comments	n.s.	0.65	
d) peer evaluation	n.s.	0.17	
e) committee evaluation	n.s.	0.19	
f) self-evaluation	n.s.	0.17	
g) other	not enough cases		
h) criteria	n.s.	0.43	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.64	
b) humour	n.s.	0.22	
c) sensitive	n.s.	0.31	
d) direct	n.s.	0.68	
e) personable	n.s.	0.21	
f) professional	n.s.	0.29	

*.05 level of significance **.01 level of significance

\bar{x}_1 = Mean (three years or less)

\bar{x}_2 = Mean (4-6 years)

\bar{x}_3 = Mean (7-10 years)

\bar{x}_4 = Mean (11-15 years)

\bar{x}_5 = Mean (16 years or more)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
g) helpful	n.s.	0.67	
h) active	n.s.	0.53	
i) intelligent	n.s.	0.58	
j) informed	n.s.	0.15	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.59	
b) interaction	n.s.	0.12	
c) value	significant	0.008**	$\bar{x}_2 > \bar{x}_4 > \bar{x}_3 > \bar{x}_1 > \bar{x}_5$
d) rate students:			
i) committed	n.s.	0.19	
ii) dedicated	n.s.	0.68	
iii) motivated	n.s.	0.42	
iv) attitude	n.s.	0.24	
v) intelligent	approaching significance	0.08	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_5$
vi) supportive	n.s.	0.20	
vii) identify	n.s.	0.23	
2. Student-Staff Relations			
a) status	n.s.	0.19	
b) evaluate professors:			
i) accessible	n.s.	0.59	
ii) helpful	significant	0.04*	$\bar{x}_1 > \bar{x}_5 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2$
iii) interested	n.s.	0.28	
iv) critical	n.s.	0.40	
v) accepting	n.s.	0.62	
vi) respectful	n.s.	0.48	
vii) competent	n.s.	0.63	
viii) aware	n.s.	0.21	
ix) interested	n.s.	0.53	
x) personable	n.s.	0.67	
xi) professional	n.s.	0.49	
xii) intelligent	approaching significance	0.07	$\bar{x}_5 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2$
xiii) informed	n.s.	0.16	
3. Student-Administration Relations			
a) attitude	significant	0.04*	$\bar{x}_2 > \bar{x}_4 > \bar{x}_1 > \bar{x}_3 > \bar{x}_5$
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.68	
5. External Groups			
a) meaningful	n.s.	0.38	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.68	
b) value	n.s.	0.68	
c) distribution	n.s.	0.25	

Table 76

Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Experience in Education

314

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
<u>1. Admission Policies</u>			
a) admission regulations	significant	0.01*	$\bar{x}_4 > \bar{x}_3 > \bar{x}_1 = \bar{x}_2 = \bar{x}_5$
<u>2. Orientation to M.Ed. Program</u>			
a) faculty	n.s.	0.43	
b) department	n.s.	0.27	
c) course selection	approaching significance	0.10	$\bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_2 > \bar{x}_5$
d) formal requirements	n.s.	0.68	
e) thesis route	n.s.	0.60	
f) financial aid	significant	0.02*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_4 > \bar{x}_5 > \bar{x}_1$
g) goals	n.s.	0.64	
<u>3. Sources of Information</u>			
a) adequacy	n.s.	0.46	
b) usefulness	n.s.	0.50	
<u>4. Course Work</u>			
a) appropriateness	n.s.	0.68	
b) freedom	n.s.	0.56	
c) instruction	n.s.	0.12	
d) current issues	n.s.	0.18	
e) usefulness	n.s.	0.64	
<u>5. Thesis/Research Paper</u>			
a) value	n.s.	0.50	
b) freedom	n.s.	0.40	
c) facilities	n.s.	0.68	
d) information	n.s.	0.35	
e) library	n.s.	0.32	
<u>6. Comprehensive Exam</u>			
a) information	n.s.	0.67	
<u>7. Grading System</u>			
a) grades	n.s.	0.37	
b) conference	n.s.	0.43	
c) professor's comments	n.s.	0.66	
d) peer evaluation	n.s.	0.21	
e) committee evaluation	n.s.	0.20	
f) self-evaluation	n.s.	0.68	
g) other	not enough cases		
h) criteria	n.s.	0.59	
<u>B) Student-Advisor Relations</u>			
<u>1. Rating Advisor</u>			
a) accessible	n.s.	0.34	
b) humour	n.s.	0.39	
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.44	

*0.05 level of significance **0.01 level of significance

 \bar{x}_1 = Mean (three years or less) \bar{x}_2 = Mean (4-6 years) \bar{x}_3 = Mean (7-10 years) \bar{x}_4 = Mean (11-15 years) \bar{x}_5 = Mean (16 years or more)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
1. (Continued)			
e) personable	n.s.	0.63	
f) professional	n.s.	0.68	
g) helpful	n.s.	0.61	
h) active	n.s.	0.58	
i) intelligent	n.s.	0.60	
j) informed	n.s.	0.28	
<u>c) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.22	
b) interaction	n.s.	0.26	
c) value	significant	0.02*	$\bar{x}_1 > \bar{x}_5 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2$
d) rate students:			
i) committed	n.s.	0.63	
ii) dedicated	n.s.	0.67	
iii) motivated	n.s.	0.45	
iv) attitude	n.s.	0.27	
v) intelligent	n.s.	0.47	
vi) supportive	n.s.	0.43	
vii) identify	n.s.	0.19	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.46	
b) evaluate professors:			
i) accessible	n.s.	0.17	
ii) helpful	n.s.	0.55	
iii) interested	n.s.	0.35	
iv) critical	n.s.	0.67	
v) accepting	n.s.	0.23	
vi) respectful	n.s.	0.55	
vii) competent	n.s.	0.44	
viii) aware	n.s.	0.29	
ix) interested	n.s.	0.29	
x) personable	n.s.	0.56	
xi) professional	n.s.	0.58	
xii) intelligent	n.s.	0.62	
xiii) informed	n.s.	0.68	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.20	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.19	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.13	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.59	
b) value	n.s.	0.57	
c) distribution	n.s.	0.46	

Table 77

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Route to M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Orientation to M.Ed. Program			
a) faculty	n.s.	0.48	
b) department	n.s.	0.38	
c) course selection	n.s.	0.68	
d) formal requirements	n.s.	0.40	
e) thesis route	n.s.	0.36	
f) financial aid	significant	0.05*	$\bar{x}_2 > \bar{x}_1$ $\bar{x}_4 > \bar{x}_3$
g) goals	n.s.	0.68	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.61	
b) humour	n.s.	0.68	
c) sensitive	n.s.	0.43	
d) direct	n.s.	0.36	
e) personable	n.s.	0.63	
f) professional	n.s.	0.68	
g) helpful	n.s.	0.35	
h) active	n.s.	0.48	
i) intelligent	n.s.	0.68	
j) informed	n.s.	0.46	

*.05 level of significance

\bar{x}_1 - Mean (major thesis)
 \bar{x}_2 - Mean (minor thesis)
 \bar{x}_3 - Mean (no thesis or research paper)
 \bar{x}_4 - Mean (undecided)

Table 78

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Route to M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Orientation to M.Ed. Program			
a) faculty	n.s.	0.25	
b) department	significant	0.03*	$\bar{x}_4 > \bar{x}_2 = \bar{x}_1$
c) course selection	n.s.	0.68	
d) formal requirements	n.s.	0.13	
e) thesis route	n.s.	0.30	
f) financial aid	approaching significance	0.06	$\bar{x}_2 > \bar{x}_1 > \bar{x}_4$
g) goals	n.s.	0.57	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.45	
b) humour	n.s.	0.52	
c) sensitive	n.s.	0.57	
d) direct	n.s.	0.45	
e) personable	n.s.	0.66	
f) professional	n.s.	0.12	
g) helpful	n.s.	0.51	
h) active	significant	0.05*	$\bar{x}_2 = \bar{x}_1 > \bar{x}_4$
i) intelligent	significant	0.03*	$\bar{x}_4 > \bar{x}_2 > \bar{x}_1$
j) informed	n.s.	0.40	

*.05 level of significance
 \bar{x}_1 - Mean (major thesis)
 \bar{x}_2 - Mean (minor thesis)
 \bar{x}_3 - Mean (no thesis or research paper)
 \bar{x}_4 - Mean (undecided)

Table 79
Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Route to M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Orientation to M.Ed. Program			
a) faculty	n.s.	0.64	
b) department	n.s.	0.65	
c) course selection	significant	0.05*	$\bar{x}_4 > \bar{x}_2 > \bar{x}_1$
d) formal requirements	n.s.	0.65	
e) thesis route	n.s.	0.43	
f) financial aid	n.s.	0.55	
g) goals	n.s.	0.31	
B) Student-Advisor			
1. Rating Advisor			
a) accessible	approaching significance	0.06	$\bar{x}_4 > \bar{x}_2 > \bar{x}_1$
b) humour	n.s.	0.12	
c) sensitive	n.s.	0.45	
d) direct	n.s.	0.14	
e) personable	n.s.	0.18	
f) professional	n.s.	0.62	
g) helpful	approaching significance	0.10	$\bar{x}_4 > \bar{x}_1 > \bar{x}_2$
h) active	n.s.	0.18	
i) intelligent	significant	0.02*	$\bar{x}_4 > \bar{x}_1 > \bar{x}_2$
j) informed	n.s.	0.12	

*.05 level of significance

\bar{x}_1 -Mean (major thesis)

\bar{x}_2 -Mean (minor thesis)

\bar{x}_3 -Mean (no thesis or research paper)

\bar{x}_4 -Mean (undecided)

Table 80
Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Route to M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Orientation to M.Ed. Program			
a) faculty	n.s.	0.58	
b) department	n.s.	0.13	
c) course selection	n.s.	0.17	
d) formal requirements	n.s.	0.21	
e) thesis route	n.s.	0.66	
f) financial aid	n.s.	0.21	
g) goals	n.s.	0.57	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.66	
b) humour	n.s.	0.40	
c) sensitive	n.s.	0.21	
d) direct	significant	0.01**	$\bar{x}_2 = \bar{x}_3 = \bar{x}_4 > \bar{x}_1$
e) personable	significant	0.002**	$\bar{x}_1 = \bar{x}_2 = \bar{x}_3 = \bar{x}_4$
f) professional	n.s.	0.54	
g) helpful	n.s.	0.23	
h) active	n.s.	0.12	
i) intelligent	n.s.	0.59	
j) informed	n.s.	0.60	

**0.01 level of significance

\bar{x}_1 -Mean (major thesis)

\bar{x}_2 -Mean (minor thesis)

\bar{x}_3 -Mean (no thesis or research paper)

\bar{x}_4 -Mean (undecided)

Table 81
 Summary Table of Analysis of Variance
 for Department of Educational Foundations
 Classified on the Basis of Route to M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Orientation to M.Ed. Program			
a) faculty	n.s.	0.17	
b) department	n.s.	0.15	
c) course selection	n.s.	0.50	
d) formal requirements	n.s.	0.60	
e) thesis route	n.s.	0.67	
f) financial aid	significant	0.05*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_3 = \bar{x}_4$
g) goals	n.s.	0.47	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.47	
b) humour	n.s.	0.29	
c) sensitive	n.s.	0.17	
d) direct	n.s.	0.39	
e) personable	n.s.	0.62	
f) professional	n.s.	0.55	
g) helpful	n.s.	0.15	
h) active	n.s.	0.64	
i) intelligent	n.s.	0.33	
j) informed	n.s.	0.15	

*.05 level of significance

\bar{x}_1 - Mean (major thesis)

\bar{x}_2 - Mean (minor thesis)

\bar{x}_3 - Mean (no thesis or research paper)

\bar{x}_4 - Mean (undecided)

Table 82
 Summary Table of Analysis of Variance
 for Department of Educational Psychology
 Classified on the Basis of Route to M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Orientation to M.Ed. Program			
a) faculty	n.s.	0.64	
b) department	n.s.	0.43	
c) course selection	n.s.	0.21	
d) formal requirements	n.s.	0.39	
e) thesis route	n.s.	0.66	
f) financial aid	n.s.	0.36	
g) goals	n.s.	0.57	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.68	
b) humour	n.s.	0.30	
c) sensitive	n.s.	0.66	
d) direct	n.s.	0.68	
e) personable	n.s.	0.22	
f) professional	n.s.	0.28	
g) helpful	n.s.	0.64	
h) active	significant	0.05*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1 > \bar{x}_4$
i) intelligent	n.s.	0.50	
j) informed	n.s.	0.46	

*.05 level of significance

\bar{x}_1 - Mean (major thesis)

\bar{x}_2 - Mean (minor thesis)

\bar{x}_3 - Mean (no thesis or research paper)

\bar{x}_4 - Mean (undecided)

Stage in program. The students' stage in program was examined in light of their stage in course work and in thesis proposal. These two variables are discussed separately.

There were some differences in perception between graduate students who had completed course work and those who had not. Of the fifty-nine comparisons, twenty-five indicated a significant difference (see Table 83). As indicated by the subscale means, the students who had not completed course work perceived all aspects but departmental interaction more negatively than those who had finished.

Because the number of comparisons indicating significance was less than fifty per cent, the following sub-hypothesis was accepted: There are no significant differences in perception among graduate students who have completed course work and those who have not.

Comparisons of students' attitudes using stage in course work as a variable indicated several significant differences in perception within each department. Students in Psych. who had not completed their course requirements had a more negative view of twenty-one aspects (see Table 84). Admin. students who had completed course work perceived self-evaluation as an evaluative method more negatively than their peers. Those who had not finished course requirements, however, viewed eighteen aspects more negatively as presented in Table 85. As indicated in Table 86, students in Found. who had completed course work perceived four aspects more negatively than students who were still taking courses.

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Stage in Course Work

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriate-ness	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
b) freedom	n.s.	0.45	
c) instruction	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
d) current issues	n.s.	0.24	
e) usefulness	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
2. Thesis/Research Paper			
a) value	n.s.	0.11	
b) freedom	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
b) conference	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
c) professor's comments	n.s.	0.45	
d) peer evaluation	n.s.	0.61	
e) committee evaluation	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	n.s.	0.68	
g) other	n.s.	0.19	
h) criteria	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
b) humour	n.s.	0.62	
c) sensitive	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
d) direct	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
e) personable	n.s.	0.47	
f) professional	n.s.	0.19	
g) helpful	n.s.	0.68	
h) active	n.s.	0.68	
i) intelligent	n.s.	0.11	
j) informed	n.s.	0.41	
C) Other Concerns			
1. Peer Relations			
a) rate self	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
b) interaction	approaching significance	0.07	$\bar{x}_1 > \bar{x}_2$
c) value	n.s.	0.57	
d) rate students:			
i) committed	n.s.	0.42	
ii) dedicated	n.s.	0.42	
iii) motivated	n.s.	0.33	
iv) attitude	n.s.	0.19	
v) intelligent	n.s.	0.15	
vi) supportive	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
vii) identify	n.s.	0.65	
2. Student-Staff Relations			
a) status	significant	0.001**	$x_1 < x_2$

*.05 level of significance
**.01 level of significance

\bar{x}_1 = Mean (course work completed)
 \bar{x}_2 = Mean (course work not completed)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
b) evaluate professors:			
i) accessible	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
ii) helpful	n.s.	0.17	
iii) interested	n.s.	0.67	
iv) critical	n.s.	0.66	
v) accepting	n.s.	0.35	
vi) respectful	n.s.	0.40	
vii) competent	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
viii) aware	n.s.	0.14	
ix) interested	n.s.	0.60	
x) personable	n.s.	0.26	
xi) professional	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
xii) intelligent	n.s.	0.34	
xiii) informed	n.s.	0.66	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.30	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.37	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.68	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
c) distribution	significant	0.03*	$\bar{x}_1 < \bar{x}_2$

Table 84

Summary Table of Analysis of Variance for
Department of Educational Psychology
Classified on the Basis of
Stage in Course Work

322

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. <u>Course Work</u>			
a) appropriateness	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
b) freedom	n.s.	0.68	
c) instruction	significant	0.004**	$\bar{x}_1 < \bar{x}_2$
d) current issues	n.s.	0.37	
e) usefulness	n.s.	0.30	
2. <u>Thesis/Research Paper</u>			
a) value	n.s.	0.56	
b) freedom	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) facilities	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
3. <u>Comprehensive Exam</u>			
a) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
4. <u>Grading System</u>			
a) grades	n.s.	0.56	
b) conference	significant	0.005*	$\bar{x}_1 < \bar{x}_2$
c) professor's comments	n.s.	0.12	
d) peer evaluation	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
e) committee evaluation	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	n.s.	0.60	
g) other	not enough cases		
h) criteria	n.s.	0.11	
B) Student-Advisor Relations			
1. <u>Rating advisor</u>			
a) accessible	n.s.	0.68	
b) humour	n.s.	0.48	
c) sensitive	n.s.	0.24	
d) direct	n.s.	0.23	
e) personable	n.s.	0.41	
f) professional	n.s.	0.32	
g) helpful	n.s.	0.57	
h) active	n.s.	0.57	
i) intelligent	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
j) informed	n.s.	0.33	
C) Other Concerns			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.20	
b) interaction	n.s.	0.40	
c) value	n.s.	0.41	
d) rate students:			
i) committed	n.s.	0.13	
ii) dedicated	n.s.	0.53	
iii) motivated	n.s.	0.28	
iv) attitude	n.s.	0.34	
v) intelligent	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
vi) supportive	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
vii) identify	n.s.	0.66	
2. <u>Student-Staff Relations</u>			
a) status	significant	0.03*	$\bar{x}_1 < \bar{x}_2$

*.05 level of significance
**.01 level of significance

\bar{x}_1 = Mean (course work completed)
 \bar{x}_2 = Mean (course work not completed)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
b) evaluate professors:			
i) accessible	n.s.	0.38	
ii) helpful	n.s.	0.25	
iii) interested	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
iv) critical	n.s.	0.15	
v) accepting	n.s.	0.39	
vi) respectful	n.s.	0.24	
vii) competent	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
viii) aware	significant	0.006**	$\bar{x}_1 < \bar{x}_2$
ix) interested	n.s.	0.12	
x) personable	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
xi) professional	significant	0.008**	$\bar{x}_1 < \bar{x}_2$
xii) intelligent	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
xiii) informed	n.s.	0.15	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.32	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.68	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.60	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
b) value	n.s.	0.13	
c) distribution	n.s.	0.19	

Table 85

Summary Table of Analysis of Variance for
Department of Educational Administration
Classified on the Basis of
Stage in Course Work

324

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course work			
a) appropriateness	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
b) freedom	n.s.	0.65	
c) instruction	n.s.	0.11	
d) current issues	n.s.	0.58	
e) usefulness	n.s.	0.20	
2. Thesis/ Research Paper			
a) value	n.s.	0.50	
b) freedom	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
c) facilities	n.s.	0.50	
d) information	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
e) library	n.s.	0.14	
3. Comprehensive Exam			
a) information	n.s.	0.28	
4. Grading System			
a) grades	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
b) conference	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
c) professor's comments	n.s.	0.68	
d) peer evaluation	n.s.	0.27	
e) committee evaluation	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	approaching significance	0.10	$\bar{x}_1 > \bar{x}_2$
g) other	not enough cases		
h) criteria	n.s.	0.46	
B) Student-Advisor Relations			
1. Rating advisor			
a) accessible	n.s.	0.65	
b) humour	n.s.	0.66	
c) sensitive	n.s.	0.46	
d) direct	n.s.	0.40	
e) personable	n.s.	0.48	
f) professional	n.s.	0.51	
g) helpful	n.s.	0.61	
h) active	n.s.	0.58	
i) intelligent	n.s.	0.38	
j) informed	n.s.	0.36	
C) Other Concerns			
1. Peer Relations			
a) rate self	significant	0.007**	$\bar{x}_1 < \bar{x}_2$
b) interaction	n.s.	0.59	
c) value	n.s.	0.25	
d) rate students:			
i) committed	n.s.	0.68	
ii) dedicated	n.s.	0.67	
iii) motivated	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
iv) attitude	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
v) intelligent	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
vi) supportive	significant	0.007**	$\bar{x}_1 < \bar{x}_2$
vii) identify	n.s.	0.67	
2. Student-Staff Relations			
a) status	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
b) evaluate professors:			
i) accessible	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
ii) helpful	n.s.	0.41	
iii) interested	n.s.	0.63	
iv) critical	n.s.	0.50	
v) accepting	n.s.	0.56	
vi) respectful	n.s.	0.66	
vii) competent	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
viii) aware	n.s.	0.11	
ix) interested	n.s.	0.39	
* .05 level of significance \bar{x}_1 = Mean (course work completed)			
** .01 level of significance \bar{x}_2 = Mean (course work not completed)			

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
x) personable	n.s.	0.27	
xi) professional	n.s.	0.31	
xii) intelligent	n.s.	0.44	
xiii) informed	n.s.	0.36	
3. <u>Student-Administration Relations</u>			
a) attitude	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.48	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.57	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
c) distribution	n.s.	0.42	

Table 86

Summary Table of Analysis of Variance for
Department of Educational Foundations
Classified on the Basis of
Stage in Course Work

326

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Program</u>			
1. <u>Course Work</u>			
a) appropriateness	significant	0.04*	$\bar{x}_1 > \bar{x}_2$
b) freedom	n.s.	0.18	
c) instruction	significant	0.04*	$\bar{x}_1 > \bar{x}_2$
d) current issues	n.s.	0.43	
e) usefulness	n.s.	0.17	
2. <u>Thesis/ Research Paper</u>			
a) value	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
b) freedom	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
c) facilities	n.s.	0.26	
d) information	n.s.	0.52	
e) library	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
3. <u>Comprehensive Exam</u>			
a) information	n.s.	0.42	
4. <u>Grading System</u>			
a) grades	n.s.	0.28	
b) conference	n.s.	0.35	
c) professor's comments	n.s.	0.67	
d) peer evaluation	n.s.	0.65	
e) committee evaluation	n.s.	0.62	
f) self-evaluation	n.s.	0.67	
g) other	not enough cases		
h) criteria	n.s.	0.22	
<u>B) Student-Advisor Relations</u>			
1. <u>Rating advisor</u>			
a) accessible	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
b) humour	n.s.	0.30	
c) sensitive	n.s.	0.11	
d) direct	n.s.	0.47	
e) personable	n.s.	0.27	
f) professional	n.s.	0.16	
g) helpful	n.s.	0.65	
h) active	n.s.	0.29	
i) intelligent	n.s.	0.33	
j) informed	n.s.	0.21	
<u>C) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.14	
b) interaction	n.s.	0.68	
c) value	n.s.	0.45	
d) rate students:			
i) committed	n.s.	0.39	
ii) dedicated	n.s.	0.58	
iii) motivated	significant	0.05*	$\bar{x}_1 > \bar{x}_2$
iv) attitude	n.s.	0.68	
v) intelligent	n.s.	0.68	
vi) supportive	n.s.	0.30	
vii) identify	n.s.	0.47	
2. <u>Student-Staff Relations</u>			
a) status	n.s.	0.28	
b) evaluate professors:			
i) accessible	n.s.	0.26	
ii) helpful	n.s.	0.30	
iii) interested	n.s.	0.31	
iv) critical	n.s.	0.41	
v) accepting	n.s.	0.66	
vi) respectful	n.s.	0.46	
vii) competent	n.s.	0.55	
viii) aware	n.s.	0.68	
ix) interested	n.s.	0.62	

*.05 level of significance \bar{x}_1 =Mean(course work completed)
 *.01 level of significance \bar{x}_1 =Mean(course work not completed)
 \bar{x}_2 =Mean(course work completed)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
x) personable	n.s.	0.64	
xi) professional	n.s.	0.67	
xii) intelligent	approaching significance	0.10	$\bar{x}_1 > \bar{x}_2$
xiii) informed	n.s.	0.16	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.52	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.15	
5. <u>External Groups</u>			
a) meaningful	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.005**	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.004**	$\bar{x}_1 < \bar{x}_2$
c) distribution	n.s.	0.14	

The latter, however, had a more negative perception of seven aspects. Hum. and Soc. Sci. students who had not completed their course work had a more negative attitude toward eight aspects than their peers. The students who had completed thought more negatively of peer evaluation as an evaluative method and student attitude toward Faculty (see Table 87). Finally, respondents in Math. and Nat. Sci. (see Table 88) who were still doing course work had a more negative perception of seven aspects than did their peers.

Despite the many comparisons indicating significant differences by department, they numbered less than fifty per cent; thus the null sub-hypothesis was accepted.

As summarized in Table 89, the general pattern of perception between students who had their thesis proposal accepted was significantly different from those who did not. Of the fifty-nine comparisons, forty-one were significant. As the subscale means of the significant comparisons indicated, all aspects were viewed more negatively by graduate students who did not have their thesis proposal accepted.

The number of comparisons indicating significance were substantial. Therefore the following sub-hypothesis was substantially rejected: There are no significant differences in perception among graduate students whose thesis proposal has been accepted and those whose proposal has not.

Stage in thesis proposal also yielded the greatest number of comparisons with significant differences (58) in the five departments. In Psych., for example, students

Table 87
 Summary Table of Analysis of Variance for
 Department of Curriculum, Humanities and Social Sciences
 Classified on the Basis of
 Stage in Course Work

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	n.s.	0.68	
b) freedom	n.s.	0.50	
c) instruction	n.s.	0.40	
d) current issues	n.s.	0.68	
e) usefulness	n.s.	0.33	
2. Thesis/ Research Paper			
a) value	n.s.	0.24	
b) freedom	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
d) information	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.006**	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	n.s.	0.16	
b) conference	n.s.	0.59	
c) professor's comments	n.s.	0.38	
d) peer evaluation	significant	0.04*	$\bar{x}_1 > \bar{x}_2$
e) committee evaluation	n.s.	0.63	
f) self-evaluation	n.s.	0.22	
g) other	not enough cases		
h) criteria	n.s.	0.54	
B) Student-Advisor Relations			
1. Rating advisor			
a) accessible	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
b) humour	n.s.	0.68	
c) sensitive	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
d) direct	n.s.	0.13	
e) personable	n.s.	0.68	
f) professional	n.s.	0.68	
g) helpful	n.s.	0.51	
h) active	n.s.	0.66	
i) intelligent	n.s.	0.33	
j) informed	n.s.	0.59	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.56	
b) interaction	n.s.	0.22	
c) value	n.s.	0.22	
d) rate students:			
i) committed	n.s.	0.21	
ii) dedicated	n.s.	0.40	
iii) motivated	n.s.	0.48	
iv) attitude	n.s.	0.53	
v) intelligent	n.s.	0.39	
vi) supportive	n.s.	0.48	
vii) identify	n.s.	0.54	
2. Student-Staff Relations			
a) status	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
b) evaluate professors:			
i) accessible	n.s.	0.54	
ii) helpful	n.s.	0.63	
iii) interested	n.s.	0.66	
iv) critical	n.s.	0.44	
v) accepting	n.s.	0.56	
vi) respectful	n.s.	0.59	
vii) competent	n.s.	0.66	
viii) aware	n.s.	0.68	
ix) interested	n.s.	0.46	

*.05 level of significance \bar{x}_1 = Mean(course work completed)
 **.01 level of significance \bar{x}_2 = Mean(course work not completed)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
x) personable	n.s.	0.65	
xi) professional	n.s.	0.62	
xii) intelligent	n.s.	0.63	
xiii) informed	n.s.	0.65	
3. <u>Student-Administration Relations</u>			
a) attitude	significant	0.004**	$\bar{x}_1 > \bar{x}_2$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.22	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.42	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.47	
b) value	n.s.	0.38	
c) distribution	n.s.	0.47	

Table 88

Summary Table of Analysis of Variance for
 Department of Curriculum: Mathematics and Natural Sciences
 Classified on the Basis of
 Stage in Course Work

331

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	n.s.	0.13	
b) freedom	n.s.	0.12	
c) instruction	n.s.	0.55	
d) current issues	n.s.	0.26	
e) usefulness	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
2. Thesis/ Research Paper			
a) value	n.s.	0.65	
b) freedom	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.006**	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.03**	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	n.s.	0.31	
4. Grading System			
a) grades	n.s.	0.64	
b) conference	n.s.	0.35	
c) professor's comments	n.s.	0.68	
d) peer evaluation	n.s.	0.51	
e) committee evaluation	n.s.	0.66	
f) self-evaluation	n.s.	0.60	
g) other	not enough cases		
h) criteria	n.s.	0.48	
B) Student-Advisor Relations			
1. Rating advisor			
a) accessible	n.s.	0.17	
b) humour	n.s.	0.68	
c) sensitive	n.s.	0.28	
d) direct	n.s.	0.67	
e) personable	n.s.	0.17	
f) professional	n.s.	0.65	
g) helpful	n.s.	0.42	
h) active	n.s.	0.67	
i) intelligent	n.s.	0.59	
j) informed	n.s.	0.64	
C) Other Concerns			
1. Peer Relations			
a) rate self	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
b) interaction	n.s.	0.27	
c) value	n.s.	0.37	
d) rate students:			
i) committed	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
ii) dedicated	n.s.	0.63	
iii) motivated	n.s.	0.68	
iv) attitude	n.s.	0.54	
v) intelligent	n.s.	0.68	
vi) supportive	n.s.	0.64	
vii) identify	n.s.	0.66	
2. Student-Staff Relations			
a) status	n.s.	0.23	
b) evaluate professors:			
i) accessible	n.s.	0.44	
ii) helpful	n.s.	0.62	
iii) interested	n.s.	0.25	
iv) critical	n.s.	0.22	
v) accepting	n.s.	0.66	
vi) respectful	n.s.	0.68	
vii) competent	n.s.	0.67	
viii) aware	n.s.	0.45	
ix) interested	n.s.	0.23	

*.05 level of significance $\bar{x}_1 = \text{Mean}(\text{course work completed})$
 **.01 level of significance $\bar{x}_2 = \text{Mean}(\text{course work not completed})$

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
x) personable	n.s.	0.28	
xi) professional	n.s.	0.48	
xii) intelligent	n.s.	0.68	
xiii) informed	n.s.	0.15	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.42	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.27	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.15	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.53	
b) value	n.s.	0.59	
c) distribution	n.s.	0.68	

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Stage in Thesis Proposal

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriate-ness	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
b) freedom	n.s.	0.68	
c) instruction	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
d) current issues	n.s.	0.30	
e) usefulness	n.s.	0.28	
2. Thesis/Research Paper			
a) value	significant	0.006**	$\bar{x}_1 < \bar{x}_2$
b) freedom	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	n.s.	0.25	
b) conference	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) professor's comments	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
d) peer evaluation	n.s.	0.62	
e) committee evaluation	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	n.s.	0.55	
g) other	n.s.	0.21	
h) criteria	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
b) humour	n.s.	0.11	
c) sensitive	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
d) direct	significant	0.005**	$\bar{x}_1 < \bar{x}_2$
e) personable	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
f) professional	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
g) helpful	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
h) active	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
i) intelligent	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
j) informed	n.s.	0.24	
C) Other Concerns			
1. Peer Relations			
a) rate self	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
b) interaction	n.s.	0.53	
c) value	n.s.	0.41	
d) rate students:			
i) committed	n.s.	0.45	
ii) dedicated	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
iii) motivated	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
iv) attitude	significant	0.007**	$\bar{x}_1 < \bar{x}_2$
v) intelligent	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
vi) supportive	n.s.	0.20	
vii) identify	n.s.	0.35	
2. Student-Staff Relations			
a) status	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
b) evaluate professors:			
i) accessible	significant	0.003**	$\bar{x}_1 < \bar{x}_2$
ii) helpful	significant	0.004**	$\bar{x}_1 < \bar{x}_2$
iii) interested	significant	0.05*	$\bar{x}_1 < \bar{x}_2$

*.05 level of significance
**.01 level of significance

\bar{x}_1 = Mean (proposal accepted)
 \bar{x}_2 = Mean (proposal not accepted)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
iv) critical	n.s.	0.19	
v) accepting	n.s.	0.24	
vi) respectful	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
vii) competent	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
viii) aware	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
ix) interested	n.s.	0.15	
x) personable	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
xi) professional	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
xii) intelligent	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
xiii) informed	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
3. <u>Student-Administration Relations</u>			
a) Attitude	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	significant	0.005**	$\bar{x}_1 < \bar{x}_2$
5. <u>External Groups</u>			
a) meaningful	n.s.	0.17	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) distribution	significant	0.002**	$\bar{x}_1 < \bar{x}_2$

whose thesis proposal was not yet accepted had a more negative perception of twenty three aspects. The Psych. students whose proposal had been accepted, however, had a more negative attitude toward the distribution of teaching/research assistantship. See Table 90 for details. Students in Math. and Nat. Sci. whose thesis proposal had not yet been accepted had a more negative attitude toward eighteen aspects of their M.Ed. program than those who had a proposal accepted (refer to Table 91). As outlined in Table 92, Admin. students who had their proposal accepted had a more negative attitude toward self evaluation as an evaluative method than those who had no proposal accepted. The latter, however, perceived eighteen other aspects more negatively. Finally, students in Found. (see Table 93) whose thesis proposal had not yet been accepted had a more negative perception of eleven aspects than did their peers; students at the same stage in Hum. and Soc. Sci. viewed nine aspects more negatively. The students in Hum. and Soc. Sci. who had a proposal accepted perceived the value of departmental interaction more negatively than their peers did.

The number of comparisons indicating significance by department was less than fifty per cent. Therefore the null sub-hypothesis was accepted.

Distance travelled. Graduate students who travelled various distances to attend classes did not perceive aspects of the M.Ed. degree program differently. Of the forty comparisons summarized in Table 95, only five indicated a

Table 90

Summary Table of Analysis of Variance for
Department of Educational Psychology
Classified on the Basis of
Stage in Thesis Proposal

336

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
b) freedom	n.s.	0.31	
c) instruction	significant	0.003**	$\bar{x}_1 < \bar{x}_2$
d) current issues	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
e) usefulness	n.s.	0.65	
2. Thesis/Research Paper			
a) value	n.s.	0.13	
b) freedom	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) facilities	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	n.s.	0.51	
b) conference	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
c) professor's comments	n.s.	0.24	
d) peer evaluation	n.s.	0.19	
e) committee evaluation	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	n.s.	0.22	
g) other	n.s.	0.63	
h) criteria	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.58	
b) humour	n.s.	0.35	
c) sensitive	n.s.	0.22	
d) direct	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
e) personable	n.s.	0.18	
f) professional	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
g) helpful	n.s.	0.14	
h) active	n.s.	0.11	
i) intelligent	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
j) informed	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
C) Other Concerns			
1. Peer Relations			
a) rate self	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
b) interation	n.s.	0.55	
c) value	n.s.	0.66	
d) rate students:			
i) committed	n.s.	0.44	
ii) dedicated	n.s.	0.67	
iii) motivated	n.s.	0.36	
iv) attitude	n.s.	0.68	
v) intelligent	n.s.	0.20	
vi) supportive	n.s.	0.29	
vii) identify	n.s.	0.53	
2. Student-Staff Relations			
a) status	n.s.	0.11	
b) evaluate professors			
i) accessible	n.s.	0.56	
ii) helpful	n.s.	0.29	
iii) interested	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$

*.05 level of significance \bar{x}_1 = Mean (proposal accepted)
 **.01 level of significance \bar{x}_2 = Mean (proposal not accepted)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
iv) critical	n.s.	0.27	
v) accepting	n.s.	0.60	
vi) respectful	n.s.	0.25	
vii) competent	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
viii) aware	significant	0.003**	$\bar{x}_1 < \bar{x}_2$
ix) interested	n.s.	0.49	
x) personable	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
xi) professional	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
xii) intelligent	n.s.	0.17	
xiii) informed	n.s.	0.21	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.15	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.66	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.40	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.004**	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.001**	$\bar{x}_1 < \bar{x}_2$
c) distribution	approaching significance	0.06	$\bar{x}_1 > \bar{x}_2$

Table 91
 Summary Table of Analysis of Variance for
 Department of Curriculum, Mathematics and Natural Sciences
 Classified on the Basis of
 Stage in Thesis Proposal

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
b) freedom	n.s.	0.40	
c) instruction	n.s.	0.21	
d) current issues	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
e) usefulness	n.s.	0.20	
2. Thesis/Research Paper			
a) value	n.s.	0.26	
b) freedom	significant	0.006**	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.005**	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	significant	0.004**	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	n.s.	0.68	
b) conference	n.s.	0.67	
c) professor's comments	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
d) peer evaluation	n.s.	0.66	
e) committee evaluation	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	n.s.	0.67	
g) other criteria	not enough cases		
h) criteria	n.s.	0.66	
B) Student-Advisor Relations			
1. Rating advisor			
a) accessible	n.s.	0.26	
b) humour	n.s.	0.22	
c) sensitive	n.s.	0.16	
d) direct	n.s.	0.32	
e) personable	n.s.	0.16	
f) professional	n.s.	0.45	
g) helpful	n.s.	0.22	
h) active	n.s.	0.19	
i) intelligent	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
j) informed	n.s.	0.17	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.14	
b) interaction	n.s.	0.65	
c) value	n.s.	0.50	
d) rate students:			
i) committed	n.s.	0.24	
ii) dedicated	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
iii) motivated	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
iv) attitude	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
v) intelligent	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
vi) supportive	n.s.	0.13	
vii) identify	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
2. Student-Staff Relations			
a) status	n.s.	0.42	
b) evaluate professors:			
i) accessible	n.s.	0.27	
ii) helpful	n.s.	0.15	
iii) interested	n.s.	0.68	
iv) critical	n.s.	0.68	
v) accepting	n.s.	0.18	
vi) respectful	approaching significance	0.07	$\bar{x}_1 < \bar{x}_2$
vii) competent	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
viii) aware	n.s.	0.27	

*.05 level of significance \bar{x}_1 = Mean (proposal accepted)
 **.01 level of significance \bar{x}_2 = Mean (proposal not accepted)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
ix) interested	n.s.	0.65	
x) personable	n.s.	0.11	
xi) professional	n.s.	0.25	
xii) intelligent	n.s.	0.22	
xiii) informed	n.s.	0.58	
3. <u>Student- Administration Relations</u>			
a) attitude	significant	0.002**	$\bar{x}_1 < \bar{x}_2$
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.58	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.67	
6. <u>Teaching/ Research Assistantship</u>			
a) relevance	n.s.	0.56	
b) value	n.s.	0.38	
c) distribution	n.s.	0.32	

Table 92

Summary Table of Analysis of Variance for
Department of Educational Administration
Classified on the Basis of
Stage in Thesis Proposal

340

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	n.s.	0.67	
b) freedom	n.s.	0.15	
c) instruction	n.s.	0.60	
d) current issues	n.s.	0.68	
e) usefulness	n.s.	0.61	
2. Thesis/Research Paper			
a) value	n.s.	0.56	
b) freedom	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
e) library	n.s.	0.17	
3. Comprehensive Exam			
a) information	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	n.s.	0.20	
b) conference	n.s.	0.14	
c) professor's comments	n.s.	0.56	
d) peer evaluation	n.s.	0.36	
e) committee evaluation	n.s.	0.13	
f) self-evaluation	significant	0.05*	$\bar{x}_1 > \bar{x}_2$
g) other	not enough cases		
h) criteria	n.s.	0.61	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.20	
b) humour	n.s.	0.40	
c) sensitive	n.s.	0.50	
d) direct	n.s.	0.21	
e) personable	n.s.	0.56	
f) professional	n.s.	0.27	
g) helpful	n.s.	0.19	
h) active	n.s.	0.34	
i) intelligent	n.s.	0.29	
j) informed	n.s.	0.67	
C) Other Concerns			
1. Peer Relations			
a) rate self	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
b) interaction	n.s.	0.67	
c) value	n.s.	0.14	
d) rate students:			
i) committed	n.s.	0.66	
ii) dedicated	n.s.	0.61	
iii) motivated	n.s.	0.19	
iv) attitude	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
v) intelligent	n.s.	0.40	
vi) supportive	n.s.	0.16	
vii) identify	n.s.	0.55	
2. Student-Staff Relations			
a) status	n.s.	0.43	
b) evaluate professors			
i) accessible	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
ii) helpful	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
iii) interested	n.s.	0.11	
iv) critical	n.s.	0.36	
v) accepting	n.s.	0.39	
vi) respectful	n.s.	0.35	
vii) competent	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
viii) aware	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
*.05 level of significance \bar{x}_1 -Mean (proposal accepted)			
**.01 level of significance \bar{x}_2 -Mean (proposal not accepted)			

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. Continued			
ix) interested	n.s.	0.28	
x) personable	n.s.	0.40	
xi) professional	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
xii) intelligent	n.s.	0.14	
xiii) informed	n.s.	0.68	
3. <u>Student- Administration Relations</u>			
a) attitude	n.s.	0.18	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	significant	0.005**	$\bar{x}_1 < \bar{x}_2$
5. <u>External Groups</u>			
a) meaningful	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
6. <u>Teaching/ Research Assistantship</u>			
a) relevance	significant	0.008**	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.003**	$\bar{x}_1 < \bar{x}_2$
c) distribution	significant	0.01**	$\bar{x}_1 < \bar{x}_2$

Table 93

Summary Table of Analysis of Variance for
 Department of Educational Foundations
 Classified on the Basis of
 Stage in Thesis Proposal

342

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	n.s.	0.60	
b) freedom	n.s.	0.43	
c) instruction	n.s.	0.62	
d) current issues	n.s.	0.68	
e) usefulness	n.s.	0.68	
2. Thesis/Research Paper			
a) value	n.s.	0.19	
b) freedom	significant	0.004**	$\bar{x}_1 < \bar{x}_2$
c) facilities	n.s.	0.22	
d) information	n.s.	0.25	
e) library	n.s.	0.38	
3. Comprehensive Exam			
a) information	n.s.	0.31	
4. Grading System			
a) grades	n.s.	0.39	
b) conference	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
c) professor's comments	n.s.	0.68	
d) peer evaluation	n.s.	0.47	
e) committee evaluation	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
f) self-evaluation	n.s.	0.23	
g) other	not enough cases		
h) criteria	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	significant	0.006**	$\bar{x}_1 < \bar{x}_2$
b) humour	n.s.	0.17	
c) sensitive	n.s.	0.13	
d) direct	n.s.	0.19	
e) personalbe	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
f) professional	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
g) helpful	n.s.	0.30	
h) active	n.s.	0.26	
i) intelligent	n.s.	0.42	
j) informed	n.s.	0.38	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.18	
b) interaction	n.s.	0.56	
c) value	n.s.	0.45	
d) rate students:			
i) committed	n.s.	0.24	
ii) dedicated	n.s.	0.32	
iii) motivated	n.s.	0.62	
iv) attitude	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
v) intelligent	n.s.	0.35	
vi) supportive	n.s.	0.45	
vii) identify	n.s.	0.67	
2. Student-Staff Relations			
a) status	n.s.	0.49	
b) evaluate professors			
i) accessible	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
ii) helpful	n.s.	0.28	
iii) interested	n.s.	0.60	
iv) critical	n.s.	0.44	
v) accepting	n.s.	0.44	
vi) respectful	n.s.	0.27	
vii) competent	n.s.	0.63	
viii) aware	n.s.	0.21	
ix) interested	n.s.	0.54	

*.05 level of significance \bar{x}_1 = Mean (proposal accepted)
 **.01 level of significance \bar{x}_2 = Mean (proposal not accepted)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
x) personable	n.s.	0.61	
xi) professional	n.s.	0.30	
xii) intelligent	n.s.	0.66	
xiii) informed	n.s.	0.39	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.29	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.36	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.20	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	significant	0.04*	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
c) distribution	n.s.	0.58	

Table 94

Summary Table of Analysis of Variance for
Department of Curriculum, Humanities and Social Sciences
Classified on the Basis of
Stage in Thesis Proposal

344

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Course Work			
a) appropriateness	n.s.	0.36	
b) freedom	n.s.	0.68	
c) instruction	n.s.	0.62	
d) current issues	n.s.	0.39	
e) usefulness	n.s.	0.20	
2. Thesis/Research Paper			
a) value	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
b) freedom	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
c) facilities	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
3. Comprehensive Exam			
a) information	significant	0.007**	$\bar{x}_1 < \bar{x}_2$
4. Grading System			
a) grades	n.s.	.68	
b) conference	n.s.	.29	
c) professor's comments	n.s.	.33	
d) peer evaluation	n.s.	.18	
e) committee evaluation	n.s.	0.24	
f) self-evaluation	n.s.	0.54	
g) other	not enough cases		
h) criteria	n.s.	0.58	
B) Student-Advisor Relations			
1. Rating advisor			
a) accessible	n.s.	0.66	
b) humour	n.s.	0.53	
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.53	
e) personable	n.s.	0.56	
f) professional	n.s.	0.52	
g) helpful	n.s.	0.63	
h) active	n.s.	0.64	
i) intelligent	n.s.	0.60	
j) informed	n.s.	0.41	
C) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.52	
b) interaction	n.s.	0.11	
c) value	approaching significance	0.09	$\bar{x}_1 > \bar{x}_2$
d) rate students:			
i) committed	n.s.	0.61	
ii) dedicated	n.s.	0.18	
iii) motivated	n.s.	0.66	
iv) attitude	n.s.	0.65	
v) intelligent	n.s.	0.58	
vi) supportive	n.s.	0.21	
vii) identify	n.s.	0.35	
2. Student-Staff Relations			
a) status	n.s.	0.13	
b) evaluate professors			
i) accessible	n.s.	0.58	
ii) helpful	n.s.	0.58	
iii) interested	n.s.	0.56	
iv) critical	n.s.	0.48	
v) accepting	n.s.	0.67	
vi) respectful	n.s.	0.65	
vii) competent	n.s.	0.44	
viii) aware	n.s.	0.68	

*0.05 level of significance \bar{x}_1 = Mean (proposal accepted)**0.01 level of significance \bar{x}_2 = Mean (proposal not accepted)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
2. (Continued)			
ix) interested	n.s.	0.52	
x) personable	n.s.	0.67	
xi) professional	n.s.	0.35	
xii) intelligent	n.s.	0.47	
xiii) informed	n.s.	0.19	
3. <u>Student- Administration Relations</u>			
a) attitude	n.s.	0.42	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
5. <u>External Groups</u>			
a) meaningful	n.s.	0.17	
6. <u>Teaching/ Research Assistantship</u>			
a) relevance	approaching significance	0.10	$\bar{x}_1 < \bar{x}_2$
b) value	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
c) distribution	n.s.	0.31	

Table 95
Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Distance Travelled

Aspect of M.Ed.	Significance of P-Ratio	Probability Level	Direction
A) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	significant	0.02*	$\bar{x}_6 = \bar{x}_9 > \bar{x}_2 >$ $\bar{x}_3 > \bar{x}_4 > \bar{x}_9 >$ $\bar{x}_4 > \bar{x}_5 > \bar{x}_1$
b) humour	n.s.	0.32	
c) sensitive	n.s.	0.60	
d) direct	n.s.	0.55	
e) personable	n.s.	0.67	
f) professional	n.s.	0.16	
g) helpful	significant	0.01**	$\bar{x}_6 > \bar{x}_8 > \bar{x}_9 >$ $\bar{x}_3 > \bar{x}_2 > \bar{x}_4 >$ $\bar{x}_1 > \bar{x}_5 > \bar{x}_7 >$
h) active	n.s.	0.23	
i) intelligent	n.s.	0.30	
j) informed	n.s.	0.54	
B) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.25	
b) interaction	n.s.	0.25	
c) value	n.s.	0.65	
d) rate students:			
i) committed	n.s.	0.68	
ii) dedicated	n.s.	0.57	
iii) motivated	n.s.	0.21	
iv) attitude	n.s.	0.21	
v) intelligent	approaching significance	0.10	$\bar{x}_5 > \bar{x}_7 > \bar{x}_4 =$ $\bar{x}_9 > \bar{x}_2 = \bar{x}_8 >$ $\bar{x}_1 > \bar{x}_3 > \bar{x}_6$
vi) supportive	n.s.	0.16	
vii) identify	n.s.	0.15	
2. Student-Staff Relations			
a) status	n.s.	0.68	
b) evaluate professors:			
i) accessible	n.s.	0.14	
ii) helpful	n.s.	0.18	
iii) interested	n.s.	0.20	
iv) critical	n.s.	0.46	
v) accepting	n.s.	0.57	
vi) respectful	n.s.	0.39	
vii) competent	approaching significance	0.08	$\bar{x}_6 > \bar{x}_8 > \bar{x}_3 >$ $\bar{x}_2 > \bar{x}_4 > \bar{x}_1 >$ $\bar{x}_5 > \bar{x}_7 > \bar{x}_9$
viii) aware	approaching significance	0.09	$\bar{x}_6 > \bar{x}_8 > \bar{x}_3 >$ $\bar{x}_1 = \bar{x}_4 > \bar{x}_9 >$ $\bar{x}_2 > \bar{x}_7 > \bar{x}_5$
ix) interested	n.s.	0.53	
x) personable	n.s.	0.12	
xi) professional	n.s.	0.55	
xii) intelligent	n.s.	0.50	
xiii) informed	n.s.	0.33	
3. Student-Administration Relations			
a) attitude	n.s.	0.13	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.18	
5. External Groups			
a) meaningful	n.s.	0.43	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.25	
b) value	n.s.	0.25	
c) distribution	n.s.	0.64	

*0.05 level of significance

**0.01 level of significance

 \bar{x}_1 - Mean (10 miles or less) \bar{x}_6 - Mean (51-60 miles) \bar{x}_2 - Mean (11-20 miles) \bar{x}_7 - Mean (61-70 miles) \bar{x}_3 - Mean (21-30 miles) \bar{x}_8 - Mean (71-80 miles) \bar{x}_4 - Mean (31-40 miles) \bar{x}_9 - Mean (81 miles or more) \bar{x}_5 - Mean (41-50 miles)

significant difference. The general direction in these differences as indicated by the subscale means was that students who travelled more than fifty miles (one-way) had a more negative attitude than their peers.

Based on the fact that there were less than fifty per cent comparisons indicating significance, the following sub-hypothesis was accepted: There are no significant differences among graduate students who travel varied distances to the Faculty.

Of the forty comparisons made in each department, the number indicating a significant difference in perception among students who travelled varying distances to classes ranged from two to sixteen. These are outlined in Tables 96-100. The general direction of the Found. subscale means was that students within a thirty mile radius of the Faculty had a more positive attitude toward those aspects than did their peers travelling a greater distance (see Table 96). The general pattern of the differences in Math. and Nat. Sci. was that students living more than thirty miles, particularly those travelling 31-40 miles and 81 miles or more, had a more negative attitude than did their peers (see Table 97). In the other three departments, the general pattern of differences was similar.

The null sub-hypothesis was accepted for comparisons by department because there were less than fifty per cent significant.

Major reason for taking M.Ed. degree. In general,

Table 96

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of Distance Travelled

348

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.16	
b) humorous	significant	0.03*	$\bar{x}_3 - \bar{x}_4 - \bar{x}_5 >$ $\bar{x}_1 > \bar{x}_2 > \bar{x}_5$
c) sensitive	n.s.	0.62	
d) direct	n.s.	0.62	
e) personable	n.s.	0.20	
f) professional	n.s.	0.60	
g) helpful	n.s.	0.54	
h) active	significant	0.02*	$\bar{x}_7 > \bar{x}_4 > \bar{x}_9 >$ $\bar{x}_5 > \bar{x}_2 > \bar{x}_1 >$ \bar{x}_3
i) intelligent	n.s.	0.63	
j) informed	significant	0.007**	$\bar{x}_9 > \bar{x}_1 > \bar{x}_2 >$ $\bar{x}_3 - \bar{x}_4 - \bar{x}_5$
B) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.50	
b) interaction	n.s.	0.28	
c) value	approaching significance	0.07	$\bar{x}_4 - \bar{x}_5 > \bar{x}_1 >$ $\bar{x}_2 - \bar{x}_7 > \bar{x}_9 >$ \bar{x}_3
d) rate students:			
i) committed	approaching significance	0.10	$\bar{x}_3 - \bar{x}_4 > \bar{x}_2 >$ $\bar{x}_1 > \bar{x}_9 > \bar{x}_5$
ii) dedicated	n.s.	0.33	
iii) motivated	n.s.	0.41	
iv) attitude	n.s.	0.58	
v) intelligent	n.s.	0.27	
vi) supportive	n.s.	0.54	
vii) identify	n.s.	0.35	
2. Student-Staff Relations			
a) status	n.s.	0.68	
b) evaluate professors:			
i) accessible	n.s.	0.52	
ii) helpful	approaching significance	0.07	$\bar{x}_4 > \bar{x}_2 - \bar{x}_9 >$ $\bar{x}_5 > \bar{x}_1 > \bar{x}_3$
iii) interested	n.s.	0.18	
iv) critical	significant	0.02*	$\bar{x}_9 > \bar{x}_4 - \bar{x}_2 >$ $\bar{x}_2 > \bar{x}_1 > \bar{x}_3$
v) accepting	significant	0.03**	$\bar{x}_3 > \bar{x}_2 > \bar{x}_4 >$ $\bar{x}_5 > \bar{x}_9 > \bar{x}_1$
vi) respectful	significant	0.01**	$\bar{x}_3 > \bar{x}_2 > \bar{x}_4 >$ $\bar{x}_1 > \bar{x}_9 > \bar{x}_5$
vii) competent	significant	0.007**	$\bar{x}_3 - \bar{x}_4 > \bar{x}_2 >$ $\bar{x}_1 > \bar{x}_5 > \bar{x}_9$
viii) aware	significant	0.01**	$\bar{x}_3 > \bar{x}_9 > \bar{x}_1 >$ $\bar{x}_2 > \bar{x}_4 - \bar{x}_5$
ix) interested	n.s.	0.33	
x) personable	approaching significance	0.09	$\bar{x}_4 > \bar{x}_5 > \bar{x}_9 >$ $\bar{x}_2 > \bar{x}_1 > \bar{x}_3$
xi) professional	significant	0.004**	$\bar{x}_4 - \bar{x}_2 > \bar{x}_9 >$ $\bar{x}_2 > \bar{x}_1 > \bar{x}_3$
xii) intelligent	n.s.	0.17	
xiii) informed	significant	0.05*	$\bar{x}_4 > \bar{x}_9 > \bar{x}_3 =$ $\bar{x}_5 - \bar{x}_1 > \bar{x}_2$
3. Student-Administration Relations			
a) attitude	approaching significance	0.07	$\bar{x}_3 - \bar{x}_4 - \bar{x}_7 =$ $\bar{x}_2 > \bar{x}_5 > \bar{x}_1 >$ \bar{x}_9
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.19	
5. External Groups			
a) meaningful	n.s.	0.66	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.38	
b) value	n.s.	0.46	
c) distribution	significant	0.009**	$\bar{x}_7 - \bar{x}_2 - \bar{x}_3 >$ $\bar{x}_2 > \bar{x}_1$

*0.05 level of significance

**0.01 level of significance

 \bar{x}_1 -Mean (10 miles or less) \bar{x}_6 -Mean (51-60 miles) \bar{x}_2 -Mean (11-20 miles) \bar{x}_7 -Mean (61-70 miles) \bar{x}_3 -Mean (21-30 miles) \bar{x}_8 -Mean (71-80 miles) \bar{x}_4 -Mean (31-40 miles) \bar{x}_9 -Mean (81-90 miles) \bar{x}_5 -Mean (41-50 miles)

Table 97

Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Distance Travelled

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.67	
b) humour	n.s.	0.68	
c) sensitive	significant	0.04*	$\bar{x}_9 > \bar{x}_2 > \bar{x}_3$ $\bar{x}_4 = \bar{x}_5 > \bar{x}_1$
d) direct	n.s.	0.35	
e) personable	n.s.	0.59	
f) professional	approaching significance	0.08	$\bar{x}_9 > \bar{x}_4 = \bar{x}_5$ $\bar{x}_3 = \bar{x}_1 = \bar{x}_2$
g) helpful	n.s.	0.64	
h) active	n.s.	0.56	
i) intelligent	n.s.	0.29	
j) informed	significant	0.05*	$\bar{x}_9 > \bar{x}_4 > \bar{x}_5$ $\bar{x}_1 > \bar{x}_3 > \bar{x}_2$
B) Other Concerns			
1. Peer Relations			
a) rate self	significant	0.02*	$\bar{x}_4 > \bar{x}_9 > \bar{x}_2$ $\bar{x}_1 > \bar{x}_3 > \bar{x}_5$
b) interaction	n.s.	0.56	
c) value	significant	0.02*	$\bar{x}_9 = \bar{x}_4 > \bar{x}_2$ $\bar{x}_1 > \bar{x}_4 = \bar{x}_5$
d) rate students:			
i) committed	n.s.	0.36	
ii) dedicated	significant	0.02*	$\bar{x}_4 > \bar{x}_2 > \bar{x}_1$ $\bar{x}_3 = \bar{x}_5 = \bar{x}_9$
iii) motivated	n.s.	0.68	
iv) attitude	n.s.	0.55	
v) intelligent	n.s.	0.60	
vi) supportive	significant	0.01**	$\bar{x}_4 = \bar{x}_9 > \bar{x}_3$ $\bar{x}_1 > \bar{x}_2 > \bar{x}_5$
vii) identify	n.s.	0.67	
2. Student-Staff Relations			
a) status	n.s.	0.43	
b) evaluate professors:			
i) accessible	n.s.	0.57	
ii) helpful	n.s.	0.68	
iii) interested	n.s.	0.67	
iv) critical	n.s.	0.36	
v) accepting	n.s.	0.24	
vi) respectful	n.s.	0.63	
vii) competent	significant	0.02*	$\bar{x}_4 = \bar{x}_9 > \bar{x}_3$ $\bar{x}_1 > \bar{x}_2 > \bar{x}_5$ $\bar{x}_4 = \bar{x}_9 > \bar{x}_3$ $\bar{x}_1 > \bar{x}_2 > \bar{x}_5$ $\bar{x}_4 > \bar{x}_2 > \bar{x}_5$ $\bar{x}_1 > \bar{x}_3 = \bar{x}_5$
viii) aware	approaching significance	0.06	
ix) interested	n.s.	0.21	
x) personable	n.s.	0.44	
xi) professional	n.s.	0.33	
xii) intelligent	n.s.	0.33	
xiii) informed	n.s.	0.57	
3. Student-Administration Relations			
a) attitude	n.s.	0.54	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.58	
5. External Groups			
a) meaningful	n.s.	0.67	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.23	
b) value	n.s.	0.24	
c) distribution	approaching significance	0.08	$\bar{x}_3 = \bar{x}_4 = \bar{x}_5$ $\bar{x}_9 > \bar{x}_2 > \bar{x}_1$

*0.05 level of significance

**0.01 level of significance

 \bar{x}_1 -Mean (10 miles or less) \bar{x}_2 -Mean (11-20 miles) \bar{x}_3 -Mean (21-30 miles) \bar{x}_4 -Mean (31-40 miles) \bar{x}_5 -Mean (41-50 miles) \bar{x}_6 -Mean (51-60 miles) \bar{x}_7 -Mean (61-70 miles) \bar{x}_8 -Mean (71-80 miles) \bar{x}_9 -Mean (81 miles or more)

Table 98

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Distance Travelled

Aspect of M.Ed.	Significance of P-Ratio	Probability Level	Direction
A) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.24	
b) humorous	n.s.	0.50	
c) sensitive	approaching significance	0.08	$\bar{x}_7 > \bar{x}_3 > \bar{x}_9 >$ $\bar{x}_2 > \bar{x}_1 > \bar{x}_4 =$ $\bar{x}_5 - \bar{x}_8$
d) direct	n.s.	0.65	
e) personable	n.s.	0.17	
f) professional	n.s.	0.42	
g) helpful	n.s.	0.21	
h) active	n.s.	0.21	
i) intelligent	significant	0.03*	$\bar{x}_5 > \bar{x}_9 > \bar{x}_3 =$ $\bar{x}_7 > \bar{x}_1 > \bar{x}_2$ $\bar{x}_4 = \bar{x}_8$
j) informed	significant	0.04*	$\bar{x}_5 > \bar{x}_8 > \bar{x}_9 >$ $\bar{x}_3 > \bar{x}_7 > \bar{x}_2 >$ $\bar{x}_1 > \bar{x}_4$
B) Other Concerns			
1. Peer Relations			
a) rate self	approaching significance	0.06	$\bar{x}_4 > \bar{x}_9 > \bar{x}_2 >$ $\bar{x}_3 > \bar{x}_8 > \bar{x}_1 >$ $\bar{x}_5 = \bar{x}_7$
b) interaction	n.s.	0.67	
c) value	n.s.	0.24	
d) rate students:			
i) committed	n.s.	0.37	
ii) dedicated	n.s.	0.30	
iii) motivated	n.s.	0.40	
iv) attitude	approaching significance	0.10	$\bar{x}_5 > \bar{x}_7 = \bar{x}_9 >$ $\bar{x}_3 > \bar{x}_2 > \bar{x}_1 >$ $\bar{x}_9 > \bar{x}_4$
v) intelligent	n.s.	0.32	
vi) supportive	n.s.	0.11	
vii) identify	n.s.	0.16	
2. Student-Staff Relations			
a) status	n.s.	0.68	
b) evaluate professors:			
i) accessible	n.s.	0.65	
ii) helpful	n.s.	0.41	
iii) interested	n.s.	0.56	
iv) critical	n.s.	0.52	
v) accepting	n.s.	0.52	
vi) respectful	n.s.	0.20	
vii) competent	n.s.	0.59	
viii) aware	n.s.	0.64	
ix) interested	n.s.	0.62	
x) personable	n.s.	0.58	
xi) professional	n.s.	0.68	
xii) intelligent	n.s.	0.68	
xiii) informed	n.s.	0.24	
3. Student-Administration Relations			
a) attitude	n.s.	0.23	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.68	
5. External Groups			
a) meaningful	n.s.	0.39	
6. Teaching/Research Assistantship			
a) relevance	approaching significance	0.07	$\bar{x}_3 = \bar{x}_4 = \bar{x}_5 = \bar{x}_8 =$ $\bar{x}_9 > \bar{x}_2 > \bar{x}_1$
b) value	approaching significance	0.09	$\bar{x}_3 = \bar{x}_4 = \bar{x}_5 = \bar{x}_8 =$ $\bar{x}_9 > \bar{x}_2 > \bar{x}_1$
c) distribution	n.s.	0.12	

*.05 level of significance

\bar{x}_1 -Mean (10 miles or less)	\bar{x}_6 -Mean (51-60 miles)
\bar{x}_2 -Mean (11-20 miles)	\bar{x}_7 -Mean (61-70 miles)
\bar{x}_3 -Mean (21-30 miles)	\bar{x}_8 -Mean (71-80 miles)
\bar{x}_4 -Mean (31-40 miles)	\bar{x}_9 -Mean (81 miles or more)
\bar{x}_5 -Mean (41-50 miles)	

Table 99

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of Distance Travelled

351

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A) Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.53	
b) humour	n.s.	0.62	
c) sensitive	n.s.	0.49	
d) direct	n.s.	0.68	
e) personable	n.s.	0.45	
f) professional	n.s.	0.12	
g) helpful	n.s.	0.54	
h) active	n.s.	0.60	
i) intelligent	n.s.	0.38	
j) informed	n.s.	0.43	
<u>B) Other Concerns</u>			
1. <u>Peer Relations</u>			
a) rate self	n.s.	0.47	
b) interaction	n.s.	0.56	
c) value	n.s.	0.52	
d) rate students:			
i) committed	n.s.	0.29	
ii) dedicated	n.s.	0.39	
iii) motivated	approaching significance	0.10	$\bar{x}_3 > \bar{x}_2 > \bar{x}_9$ $\bar{x}_1 > \bar{x}_5 > \bar{x}_4$
iv) attitude	n.s.	0.12	$\bar{x}_6 = \bar{x}_7$
v) intelligent	n.s.	0.65	
vi) supportive	n.s.	0.17	
vii) identify	n.s.	0.44	
2. <u>Student-Staff Relations</u>			
a) status	significant	0.05*	$\bar{x}_6 > \bar{x}_1 > \bar{x}_2$ $\bar{x}_5 = \bar{x}_7 = \bar{x}_9 > \bar{x}_4$ \bar{x}_3
b) evaluate professors:			
i) accessible	n.s.	0.62	
ii) helpful	n.s.	0.62	
iii) interested	n.s.	0.34	
iv) critical	n.s.	0.61	
v) accepting	significant	0.02*	$\bar{x}_3 = \bar{x}_5 > \bar{x}_2$ $\bar{x}_1 = \bar{x}_4 > \bar{x}_7$ \bar{x}_9
vi) respectful	n.s.	0.24	
vii) competent	n.s.	0.55	
viii) aware	n.s.	0.63	
ix) interested	approaching significance	0.07	$\bar{x}_2 > \bar{x}_5 = \bar{x}_9 =$ $\bar{x}_3 > \bar{x}_1 > \bar{x}_4$ \bar{x}_7
x) personable	n.s.	0.39	
xi) professional	n.s.	0.49	
xii) intelligent	approaching significance	0.08	$\bar{x}_3 > \bar{x}_4 > \bar{x}_2$ $\bar{x}_1 > \bar{x}_5 > \bar{x}_7 =$ \bar{x}_9
xiii) informed	n.s.	0.65	
3. <u>Student-Administration Relations</u>			
a) attitude	n.s.	0.14	
4. <u>Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.51	
5. <u>External Groups</u>			
a) meaningful	n.s.	0.40	
6. <u>Teaching/Research Assistantship</u>			
a) relevance	n.s.	0.62	
b) value	n.s.	0.51	
c) distribution	n.s.	0.68	

*.05 level of significance

\bar{x}_1 -Mean (10 miles or less)	\bar{x}_4 -Mean (31-40 miles)	\bar{x}_7 -Mean (61-70 miles)
\bar{x}_2 -Mean (11-20 miles)	\bar{x}_5 -Mean (41-50 miles)	\bar{x}_8 -Mean (71-80 miles)
\bar{x}_3 -Mean (21-30 miles)	\bar{x}_6 -Mean (51-60 miles)	\bar{x}_9 -Mean (81 miles or more)

Table 100

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Distance Travelled

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.26	
b) humour	n.s.	0.61	
c) sensitive	n.s.	0.43	
d) direct	n.s.	0.64	
e) personable	n.s.	0.28	
f) professional	n.s.	0.68	
g) helpful	n.s.	0.52	
h) active	n.s.	0.55	
i) intelligent	n.s.	0.29	
j) informed	n.s.	0.35	
B) Other Concerns			
1. Peer Relations			
a) rate self	n.s.	0.58	
b) interaction	n.s.	0.46	
c) value	significant	0.04*	$\bar{x}_6 > \bar{x}_9 > \bar{x}_2 > \bar{x}_1 > \bar{x}_4 > \bar{x}_3 > \bar{x}_7$
d) rate students:			
i) committed	n.s.	0.53	
ii) dedicated	n.s.	0.33	
iii) motivated	n.s.	0.67	
iv) attitude	n.s.	0.34	
v) intelligent	n.s.	0.66	
vi) supportive	n.s.	0.53	
vii) identify	n.s.	0.37	
2. Student-Staff Relations			
a) status	n.s.	0.62	
b) evaluate professors:			
i) accessible	n.s.	0.68	
ii) helpful	significant	0.05*	$\bar{x}_6 > \bar{x}_2 > \bar{x}_9 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 = \bar{x}_7$
iii) interested	n.s.	0.20	
iv) critical	n.s.	0.25	
v) accepting	n.s.	0.58	
vi) respectful	n.s.	0.30	
vii) competent	n.s.	0.35	
viii) aware	n.s.	0.17	
ix) interested	n.s.	0.53	
x) personable	n.s.	0.35	
xi) professional	n.s.	0.41	
xii) intelligent	n.s.	0.67	
xiii) informed	n.s.	0.55	
3. Student-Administration Relations			
a) attitude	n.s.	0.66	
4. Interdepartmental Contacts			
a) meaningful	n.s.	0.58	
5. External Groups			
a) meaningful	n.s.	0.49	
6. Teaching/Research Assistantship			
a) relevance	n.s.	0.15	
b) value	n.s.	0.11	
c) distribution	n.s.	0.32	

*0.05 level of significance

\bar{x}_1 = Mean (10 miles or less) \bar{x}_6 = Mean (51-60 miles)
 \bar{x}_2 = Mean (11-20 miles) \bar{x}_7 = Mean (61-70 miles)
 \bar{x}_3 = Mean (21-30 miles) \bar{x}_8 = Mean (71-80 miles)
 \bar{x}_4 = Mean (31-40 miles) \bar{x}_9 = Mean (81 miles or more)
 \bar{x}_5 = Mean (41-50 miles)

students who took the M.Ed. degree for diverse reasons did not perceive aspects of the M.Ed. program differently (see Table 101). Those who gave the reasons "to increase earning power" and "to satisfy job requirements" did perceive their advisor's involvement (active) and degree of being informed more negatively than other students as indicated by the subscale means. Based on the results, the following sub-hypothesis was accepted: There are no significant differences in perception among graduate students with varied reasons for taking an M.Ed. degree.

In general, students with diverse reasons for taking an M.Ed. degree did not have different perceptions of their advisor. There were exceptions in each department as outlined in Tables 102-106. The general direction in subscale means was that students taking the degree because they were preparing for an academic career had a more negative attitude than their peers.

The null sub-hypothesis was also accepted for results by department as significant comparisons were less than fifty per cent.

Major reason for studying at Faculty. The trend among students who indicated differing reasons for studying at the Faculty of Education was to perceive certain aspects differently. As summarized in Table 107, six of the ten comparisons revealed a significant difference.

Because sixty per cent of the comparisons were significant, the following sub-hypothesis was partially rejected:

Table 101

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Major Reason for Taking
M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
4. Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.56	
b) humour	n.s.	0.21	
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.58	
e) personable	n.s.	0.62	
f) professional	n.s.	0.40	
g) helpful	n.s.	0.59	
h) active	significant	0.03*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_7 >$ $\bar{x}_3 > \bar{x}_6 > \bar{x}_4 >$ \bar{x}_5
i) intelligent	n.s.	0.13	
j) informed	significant	0.05*	$\bar{x}_1 > \bar{x}_2 > \bar{x}_7 >$ $\bar{x}_4 > \bar{x}_3 > \bar{x}_6 >$ \bar{x}_5

*.05 level of significance

\bar{x}_1 - Mean (increase earning power)
 \bar{x}_2 - Mean (satisfy job requirements)
 \bar{x}_3 - Mean (prepare for academic career)
 \bar{x}_4 - Mean (continue intellectual growth)
 \bar{x}_5 - Mean (job promotion)
 \bar{x}_6 - Mean (see whether like area)
 \bar{x}_7 - Mean (other reasons)

Table 102

Summary Table of Analysis of Variance for
Department of Educational Administration
Classified on the Basis of
Major Reason for Taking M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
Student-Advisor Relations			
1. Rating advisor			
a) accessible	significant	0.04*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1 >$ $\bar{x}_4 > \bar{x}_5$
b) humour	n.s.	0.13	
c) sensitive	n.s.	0.53	
d) direct	n.s.	0.37	
e) personable	n.s.	0.65	
f) professional	significant	0.02*	$\bar{x}_2 > \bar{x}_3 > \bar{x}_1 >$ $\bar{x}_5 > \bar{x}_4$
g) helpful	significant	0.008**	$\bar{x}_3 > \bar{x}_2 > \bar{x}_5 >$ $\bar{x}_1 > \bar{x}_4$
h) active	n.s.	0.55	
i) intelligent	n.s.	0.67	
j) informed	n.s.	0.21	

*.05 level of significance
 **.01 level of significance

\bar{x}_1 - Mean (increase earning power)
 \bar{x}_2 - Mean (satisfy job requirements)
 \bar{x}_3 - Mean (prepare for academic career)
 \bar{x}_4 - Mean (continue intellectual growth)
 \bar{x}_5 - Mean (job promotion)
 \bar{x}_6 - Mean (see whether like area)
 \bar{x}_7 - Mean (other reason)

Table 103

Summary Table of Analysis of Variance for
Department of Educational Psychology
Classified on the Basis of
Major Reason for Taking M.Ed. Degree

Aspect of M. Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. <u>Rating advisor</u>			
a) accessible	n.s.	0.67	
b) humour	n.s.	0.68	
c) sensitive	n.s.	0.64	
d) direct	n.s.	0.53	
e) personable	n.s.	0.68	
f) professional	significant	0.02*	$\bar{x}_1 = \bar{x}_3 = \bar{x}_5 = \bar{x}_6 >$ $\bar{x}_4 > \bar{x}_7 > \bar{x}_2$
g) helpful	significant	0.009**	$\bar{x}_3 > \bar{x}_4 > \bar{x}_5 >$ $\bar{x}_6 > \bar{x}_4 > \bar{x}_2$
h) active	n.s.	0.45	
i) intelligent	n.s.	0.68	
j) informed	n.s.	0.65	

*.05 level of significance

**.01 level of significance

 \bar{x}_1 = Mean (increase earning power) \bar{x}_2 = Mean (satisfy job requirements) \bar{x}_3 = Mean (prepare for academic career) \bar{x}_4 = Mean (continue intellectual growth) \bar{x}_5 = Mean (job promotion) \bar{x}_6 = Mean (see whether like area) \bar{x}_7 = Mean (other reason)

Table 104

Summary Table of Analysis of Variance for
Department of Curriculum, Mathematics and Natural Sciences
Classified on the Basis of
Major Reason for Taking M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. <u>Rating advisor</u>			
a) accessible	n.s.	0.68	
b) humour	n.s.	0.53	
c) sensitive	n.s.	0.16	
d) direct	n.s.	0.48	
e) personable	n.s.	0.61	
f) professional	n.s.	0.61	
g) helpful	n.s.	0.23	
h) active	significant	0.01**	$\bar{x}_6 > \bar{x}_1 > \bar{x}_4 >$ $\bar{x}_3 > \bar{x}_2 = \bar{x}_5 = \bar{x}_7$
i) intelligent	n.s.	0.29	
j) informed	n.s.	0.13	

**.01 level of significance

 \bar{x}_1 = Mean (increase earning power) \bar{x}_2 = Mean (satisfy job requirements) \bar{x}_3 = Mean (prepare for academic career) \bar{x}_4 = Mean (continue intellectual growth) \bar{x}_5 = Mean (job promotion) \bar{x}_6 = Mean (see whether like area) \bar{x}_7 = Mean (other reason)

Table 105

Summary Table of Analysis of Variance for
Department of Curriculum, Humanities and Social Sciences
Classified on the Basis of
Major Reason for Taking M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. <u>Rating advisor</u>			
a) accessible	n.s.	0.69	
b) humour	n.s.	0.43	
c) sensitive	n.s.	0.65	
d) direct	n.s.	0.19	
e) personable	n.s.	0.66	
f) professional	n.s.	0.38	
g) helpful	n.s.	0.11	
h) active	n.s.	0.22	
i) intelligent	n.s.	0.11	
j) informed	approaching significance	0.07	$\bar{x}_1 > \bar{x}_2 = \bar{x}_3 > \bar{x}_4 > \bar{x}_7 > \bar{x}_5 > \bar{x}_6$
\bar{x}_1 = Mean (increase earning power)			
\bar{x}_2 = Mean (satisfy job requirements)			
\bar{x}_3 = Mean (prepare for academic career)			
\bar{x}_4 = Mean (continue intellectual growth)			
\bar{x}_5 = Mean (job promotion)			
\bar{x}_6 = Mean (see whether like area)			
\bar{x}_7 = Mean (other reason)			

Table 106

Summary Table of Analysis of Variance for
Department of Educational Foundations
Classified on the Basis of
Major Reason for Taking M.Ed. Degree

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. <u>Rating advisor</u>			
a) accessible	n.s.	0.45	
b) humour	n.s.	0.40	
c) sensitive	n.s.	0.66	
d) direct	n.s.	0.54	
e) personable	n.s.	0.57	
f) professional	n.s.	0.58	
g) helpful	approaching significance	0.08	$\bar{x}_7 > \bar{x}_1 > \bar{x}_3 > \bar{x}_4 > \bar{x}_2 > \bar{x}_5$
h) active	n.s.	0.57	
i) intelligent	n.s.	0.65	
j) informed	n.s.	0.46	
\bar{x}_1 = Mean (increase earning power)			
\bar{x}_2 = Mean (satisfy job requirements)			
\bar{x}_3 = Mean (prepare for academic career)			
\bar{x}_4 = Mean (continue intellectual growth)			
\bar{x}_5 = Mean (job promotion)			
\bar{x}_6 = Mean (see whether like area)			
\bar{x}_7 = Mean (other reason)			

Table 107

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Major Reason for Studying at Faculty

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A. Student-Advisor Relations			
1. Rating Advisor			
a) accessible	significant	0.03*	$\bar{x}_4 > \bar{x}_2 > \bar{x}_7 >$ $\bar{x}_1 > \bar{x}_6 > \bar{x}_5 >$ $\bar{x}_8 > \bar{x}_3$
b) humour	approaching significance	0.07	$\bar{x}_2 > \bar{x}_7 > \bar{x}_1 >$ $\bar{x}_6 > \bar{x}_8 > \bar{x}_5 >$ $\bar{x}_4 > \bar{x}_3$
c) sensitive	n.s.	0.40	
d) direct	significant	0.02*	$\bar{x}_4 > \bar{x}_8 > \bar{x}_2 >$ $\bar{x}_7 > \bar{x}_1 > \bar{x}_6 >$ $\bar{x}_5 > \bar{x}_3$
e) personable	approaching significance	0.06	$\bar{x}_7 > \bar{x}_2 > \bar{x}_5 =$ $\bar{x}_6 > \bar{x}_1 > \bar{x}_8 >$ $\bar{x}_4 > \bar{x}_3$
f) professional	approaching significance	0.09	$\bar{x}_2 > \bar{x}_7 > \bar{x}_6 >$ $\bar{x}_1 > \bar{x}_5 > \bar{x}_4 >$ $\bar{x}_8 > \bar{x}_3$
g) helpful	n.s.	0.19	
h) active	approaching significance	0.06	$\bar{x}_7 > \bar{x}_2 > \bar{x}_1 >$ $\bar{x}_4 = \bar{x}_8 > \bar{x}_6 >$ $\bar{x}_5 > \bar{x}_3$
i) intelligent	n.s.	0.19	
j) informed	n.s.	0.37	

*.05 level of significance

- \bar{x}_1 = Mean (proximity to home and job)
 \bar{x}_2 = Mean (financial burden to study elsewhere)
 \bar{x}_3 = Mean (reputation of Faculty)
 \bar{x}_4 = Mean (reputation of department)
 \bar{x}_5 = Mean (reputation of professor)
 \bar{x}_6 = Mean (course offerings)
 \bar{x}_7 = Mean (recommendation by other person)
 \bar{x}_8 = Mean (other reasons)

There are no significant differences in perception among graduate students who had diverse reasons for studying at the Faculty.

The students in each department did not perceive aspects of the M.Ed. degree program differently in most comparisons. The exceptions are presented in Tables 108-112. Found. and Psych. who were studying at the Faculty because of a professor's reputation or due to another person's recommendation had a more negative view of aspects of their advisor than their peers who were there for other reasons. Hum. and Admin. students who found it a financial burden to study elsewhere had a more negative perception than other students in their individual departments.

The comparisons by department indicating significance were less than fifty per cent; the null sub-hypothesis was therefore accepted.

Aspirations. As summarized in Table 113, students with diverse aspirations did not perceive aspects of the M.Ed. degree program differently. Only those who aspired to full-time research had a more negative view of their advisor than students with other ambitions. Therefore, the following sub-hypothesis was accepted: There are no significant differences in perception among graduate students who have differing aspirations.

Of the ten comparisons made within each department, Admin. had the greatest number indicating significant differences. As outlined in Tables 114-118, the direction of

Table 108

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of
Reason for Studying at Faculty

359

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.13	
b) humour	n.s.	0.49	
c) sensitive	n.s.	0.29	
d) direct	n.s.	0.56	
e) personable	approaching significance	0.04*	$\bar{x}_7 > \bar{x}_5 > \bar{x}_2 >$ $\bar{x}_6 = \bar{x}_3 > \bar{x}_1$
f) professional	n.s.	0.65	
g) helpful	n.s.	0.68	
h) active	n.s.	0.61	
i) intelligent	n.s.	0.62	
j) informed	n.s.	0.52	

*.05 level of significance

- \bar{x}_1 = Mean (proximity to home and job)
 \bar{x}_2 = Mean (financial burden to study elsewhere)
 \bar{x}_3 = Mean (reputation of Faculty)
 \bar{x}_4 = Mean (reputation of department)
 \bar{x}_5 = Mean (reputation of professor)
 \bar{x}_6 = Mean (course offerings)
 \bar{x}_7 = Mean (recommendation by other person)
 \bar{x}_8 = Mean (other reason)

Table 109

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of
Reason for Studying at Faculty

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.28	
b) humour	n.s.	0.21	
c) sensitive	n.s.	0.60	
d) direct	n.s.	0.22	
e) personable	approaching significance	0.06	$\bar{x}_7 > \bar{x}_5 > \bar{x}_2 >$ $\bar{x}_6 > \bar{x}_1 > \bar{x}_3 =$ \bar{x}_8
f) professional	n.s.	0.36	
g) helpful	n.s.	0.52	
h) active	n.s.	0.17	
i) intelligent	approaching significance	0.06	$\bar{x}_7 > \bar{x}_5 > \bar{x}_2 >$ $\bar{x}_6 > \bar{x}_8 > \bar{x}_1 >$ \bar{x}_3
j) informed	n.s.	0.51	

- \bar{x}_1 = Mean (proximity to home and job)
 \bar{x}_2 = Mean (financial burden to study elsewhere)
 \bar{x}_3 = Mean (reputation of Faculty)
 \bar{x}_4 = Mean (reputation of department)
 \bar{x}_5 = Mean (reputation of professor)
 \bar{x}_6 = Mean (course offerings)
 \bar{x}_7 = Mean (recommendation by other person)
 \bar{x}_8 = Mean (other reason)

Table 110

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Major Reason for Studying at Faculty

360

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.11	$\bar{x}_1 > \bar{x}_2 > \bar{x}_6 > \bar{x}_7 > \bar{x}_3 = \bar{x}_5 = \bar{x}_8$
b) humour	approaching significance	0.09	
c) sensitive	n.s.	0.33	
d) direct	n.s.	0.25	
e) personable	n.s.	0.55	
f) professional	n.s.	0.47	
g) helpful	n.s.	0.14	
h) active	n.s.	0.12	
i) intelligent	n.s.	0.22	
j) informed	n.s.	0.23	

\bar{x}_1 = Mean (proximity to home and job)
 \bar{x}_2 = Mean (financial burden to study elsewhere)
 \bar{x}_3 = Mean (reputation of Faculty)
 \bar{x}_4 = Mean (reputation of department)
 \bar{x}_5 = Mean (reputation of professor)
 \bar{x}_6 = Mean (course offerings)
 \bar{x}_7 = Mean (recommendation by other person)
 \bar{x}_8 = Mean (other reason)

Table 111

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of
Reason for Studying at Faculty

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.25	$\bar{x}_2 > \bar{x}_8 = \bar{x}_6 > \bar{x}_1 > \bar{x}_3 = \bar{x}_4$
b) humour	n.s.	0.13	
c) sensitive	n.s.	0.67	
d) direct	n.s.	0.65	
e) personable	approaching significance	0.08	
f) professional	n.s.	0.33	
g) helpful	n.s.	0.49	
h) active	n.s.	0.47	
i) intelligent	n.s.	0.28	
j) informed	n.s.	0.29	

\bar{x}_1 = Mean (proximity to home and job)
 \bar{x}_2 = Mean (financial burden to study elsewhere)
 \bar{x}_3 = Mean (reputation of Faculty)
 \bar{x}_4 = Mean (reputation of department)
 \bar{x}_5 = Mean (reputation of professor)
 \bar{x}_6 = Mean (course offerings)
 \bar{x}_7 = Mean (recommendation by other person)
 \bar{x}_8 = Mean (other reason)

Table 112

Summary Table of Analysis of Variance
for Department of Curriculum, Mathematics
and Natural Sciences Classified on the
Basis of Reason for Studying at Faculty

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.68	
b) humour	n.s.	0.51	
c) sensitive	n.s.	0.24	
d) direct	n.s.	0.57	
e) personable	n.s.	0.17	
f) professional	n.s.	0.33	
g) helpful	n.s.	0.35	
h) active	n.s.	0.59	
i) intelligent	n.s.	0.44	
j) informed	n.s.	0.46	

\bar{x}_1 = Mean (proximity to home and job)
 \bar{x}_2 = Mean (financial burden to study elsewhere)
 \bar{x}_3 = Mean (reputation of Faculty)
 \bar{x}_4 = Mean (reputation of department)
 \bar{x}_5 = Mean (reputation of professor)
 \bar{x}_6 = Mean (course offerings)
 \bar{x}_7 = Mean (recommendation by other person)
 \bar{x}_8 = Mean (other reason)

Table 113

Summary Table of Analysis of Variance
for Total Population Classified on the
Basis of Aspirations

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>A. Student-Advisor Relations</u>			
1. <u>Rating Advisor</u>			
a) accessible	n.s.	0.40	
b) humour	n.s.	0.47	
c) sensitive	n.s.	0.66	
d) direct	n.s.	0.34	
e) personable	n.s.	0.68	
f) professional	n.s.	0.16	
g) helpful	n.s.	0.47	
h) active	n.s.	0.17	
i) intelligent	significant	0.04*	$\bar{x}_4 > \bar{x}_5 > \bar{x}_1 >$ $\bar{x}_2 > \bar{x}_3$
j) informed	n.s.	0.36	

*.05 level of significance

\bar{x}_1 = Mean (continue in former job)
 \bar{x}_2 = Mean (promotion)
 \bar{x}_3 = Mean (doctoral program)
 \bar{x}_4 = Mean (full-time research)
 \bar{x}_5 = Mean (other aspirations)

Table 114

Summary Table of Analysis of Variance
for Department of Educational Administration
Classified on the Basis of Aspirations

362

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.13	
b) humour	approaching significance	0.10	$\bar{x}_5 > \bar{x}_1 > \bar{x}_2 > \bar{x}_3$
c) sensitive	significant	0.01**	$\bar{x}_5 > \bar{x}_1 > \bar{x}_3 > \bar{x}_2$
d) direct	n.s.	0.22	
e) personable	n.s.	0.18	
f) professional	n.s.	0.33	
g) helpful	significant	0.05*	$\bar{x}_5 > \bar{x}_1 > \bar{x}_3 > \bar{x}_2$
h) active	n.s.	0.33	
i) intelligent	significant	0.01**	$\bar{x}_5 > \bar{x}_1 > \bar{x}_2 > \bar{x}_3$
j) informed	significant	0.03*	$\bar{x}_5 > \bar{x}_1 > \bar{x}_2 > \bar{x}_3$

*.05 level of significance
**.01 level of significance

\bar{x}_1 = Mean (continue in former job)
 \bar{x}_2 = Mean (promotion)
 \bar{x}_3 = Mean (doctoral program)
 \bar{x}_4 = Mean (full-time research)
 \bar{x}_5 = Mean (other)

Table 115

Summary Table of Analysis of Variance
for Department of Curriculum: Mathematics
and Natural Sciences Classified on the
Basis of Aspirations

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.68	
b) humour	significant	0.004**	$\bar{x}_5 > \bar{x}_1 = \bar{x}_3 > \bar{x}_2$
c) sensitive	n.s.	0.68	
d) direct	n.s.	0.55	
e) personable	approaching significance	0.06	$\bar{x}_2 > \bar{x}_1 > \bar{x}_5 > \bar{x}_3$
f) professional	n.s.	0.68	
g) helpful	n.s.	0.50	
h) active	n.s.	0.60	
i) intelligent	n.s.	0.28	
j) informed	n.s.	0.67	

** .01 level of significance

\bar{x}_1 = Mean (continue in former job)
 \bar{x}_2 = Mean (promotion)
 \bar{x}_3 = Mean (doctoral program)
 \bar{x}_4 = Mean (full-time research)
 \bar{x}_5 = Mean (other)

Table 116

Summary Table of Analysis of Variance
for Department of Curriculum, Humanities
and Social Sciences Classified on the
Basis of Aspirations

363

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.57	
b) humour	n.s.	0.55	
c) sensitive	n.s.	0.61	
d) direct	n.s.	0.52	
e) personable	n.s.	0.68	
f) professional	significant	0.03*	$\bar{x}_3 > \bar{x}_5 > \bar{x}_1 > \bar{x}_2 > \bar{x}_4$
g) helpful	n.s.	0.14	
h) active	significant	0.04*	
i) intelligent	n.s.	0.65	$\bar{x}_4 > \bar{x}_5 > \bar{x}_2 > \bar{x}_1 > \bar{x}_3$
j) informed	n.s.	0.62	

*0.05 level of significance

\bar{x}_1 -Mean (continue in former job)
 \bar{x}_2 -Mean (promotion)
 \bar{x}_3 -Mean (doctoral program)
 \bar{x}_4 -Mean (full-time research)
 \bar{x}_5 -Mean (other)

Table 117

Summary Table of Analysis of Variance
for Department of Educational Foundations
Classified on the Basis of Aspirations

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.67	
b) humour	n.s.	0.20	
c) sensitive	n.s.	0.65	
d) direct	n.s.	0.52	
e) personable	n.s.	0.22	
f) professional	n.s.	0.18	
g) helpful	n.s.	0.27	
h) active	n.s.	0.31	
i) intelligent	significant	0.03*	$\bar{x}_4 > \bar{x}_1 > \bar{x}_3 > \bar{x}_2 = \bar{x}_5$
j) informed	n.s.	0.67	

*0.05 level of significance

\bar{x}_1 -Mean (continue in former job)
 \bar{x}_2 -Mean (promotion)
 \bar{x}_3 -Mean (doctoral program)
 \bar{x}_4 -Mean (full-time research)
 \bar{x}_5 -Mean (other)

Table 118

Summary Table of Analysis of Variance
for Department of Educational Psychology
Classified on the Basis of Aspirations

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>Student-Advisor Relations</u>			
1. Rating Advisor			
a) accessible	n.s.	0.68	
b) humour	n.s.	0.63	
c) sensitive	n.s.	0.27	
d) direct	n.s.	0.60	
e) personable	n.s.	0.55	
f) professional	n.s.	0.63	
g) helpful	n.s.	0.68	
h) active	n.s.	0.67	
i) intelligent	n.s.	0.65	
j) informed	n.s.	0.59	

\bar{x}_1 -Mean (continue in former job)
 \bar{x}_2 -Mean (promotion)
 \bar{x}_3 -Mean (doctoral program)
 \bar{x}_4 -Mean (full-time research)
 \bar{x}_5 -Mean (other)

the subscale means indicated that students who intended to continue in their former job had a more negative attitude than those who aspired to promotion or a doctoral program.

Based on the overall analysis of variance results by department, the null sub-hypothesis was accepted. It was partially rejected, however, for Admin. students.

Student status. In general, there were no differences in perception between full-time and part-time students. Of the seventy comparisons, however, seventeen indicated a significant difference at the .05 level and four approached significance (see Table 119). In all comparisons, the part-time students had a more negative attitude toward these aspects than did the full-time students.

The results by student status indicated that less than fifty per cent of the comparisons were significant; the null sub-hypothesis was thus accepted.

Conclusion. The results of one-way analysis of variance have been discussed by examining the comparisons for each variable by total population and department. Another approach was to examine the results for each aspect of the M.Ed. degree program by total population and department as outlined in Table 120 and Table 121. A perusal of the comparisons for total population in this manner revealed that fourteen aspects had fifty per cent or more of comparisons indicating significance. These were: academic standards for admission; orientation to financial aid and goals; usefulness of advice during graduate work; usefulness

Table 119

Summary Table of Analysis of Variance
for Full-time and Part-time Students
Classified on the Basis of Student Status

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
A) Program			
1. Admission Policies			
a) admission regulations	n.s.	0.67	
b) academic standards	n.s.	0.57	
2. Orientation to M.Ed. Program			
a) faculty	n.s.	0.60	
b) department	n.s.	0.22	
c) course selection	n.s.	0.46	
d) formal requirements	n.s.	0.64	
e) thesis route	n.s.	0.59	
f) financial aid	significant	0.003**	$\bar{x}_1 < \bar{x}_2$
g) goals	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
3. Sources of Information			
a) adequacy	n.s.	0.56	
b) usefulness	n.s.	0.17	
4. Course Work			
a) appropriate-ness	n.s.	0.67	
b) freedom	n.s.	0.12	
c) instruction	n.s.	0.46	
d) current issues	n.s.	0.53	
e) usefulness	n.s.	0.59	
5. Thesis/Research Paper			
a) value	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
b) freedom	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
c) facilities	approaching significance	0.06	$\bar{x}_1 < \bar{x}_2$
d) information	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
e) library	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
6. Comprehensive Exam			
a) information	n.s.	0.64	
7. Grading System			
a) grades	n.s.	0.66	
b) conference	n.s.	0.31	
c) professor's comments	n.s.	0.62	
d) peer evaluation	n.s.	0.68	
e) committee evaluation	n.s.	0.25	
f) self-evaluation	n.s.	0.61	
g) other	n.s.	0.30	
h) criteria	n.s.	0.29	
B) Student-Advisor Relations			
1. Rating Advisor			
a) accessible	n.s.	0.66	
b) humour	n.s.	0.67	
c) sensitive	n.s.	0.40	
d) direct	n.s.	0.50	
e) personable	n.s.	0.28	
f) professional	n.s.	0.66	
g) Helpful	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
h) active	n.s.	0.57	
i) intelligent	n.s.	0.31	
j) informed	n.s.	0.68	

*.05 Level of Significance **.01 Level of Significance

\bar{x}_1 = Mean (full-time student)

\bar{x}_2 = Mean (part-time student)

Aspect of M.Ed.	Significance of F-Ratio	Probability Level	Direction
<u>C) Other Concerns</u>			
<u>1. Peer Relations</u>			
a) rate self	n.s.	0.61	
b) interaction	n.s.	0.55	
c) value	n.s.	0.24	
d) rate students:			
i) committed	n.s.	0.45	
ii) dedicated	n.s.	0.19	
iii) motivated	n.s.	0.34	
iv) attitude	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
v) intelligent	significant	0.02*	$\bar{x}_1 < \bar{x}_2$
vi) supportive	n.s.	0.26	
vii) identify	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
<u>2. Student-Staff Relations</u>			
a) status	n.s.	0.57	
b) evaluate professors:			
i) accessible	significant	0.01**	$\bar{x}_1 < \bar{x}_2$
ii) helpful	n.s.	0.19	
iii) interested	n.s.	0.29	
iv) critical	n.s.	0.20	
v) accepting	n.s.	0.34	
vi) respectful	n.s.	0.59	
vii) competent	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
viii) aware	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
ix) interested	n.s.	0.26	
x) personable	n.s.	0.30	
xi) professional	approaching significance	0.08	$\bar{x}_1 < \bar{x}_2$
xii) intelligent	significant	0.05*	$\bar{x}_1 < \bar{x}_2$
xiii) informed	approaching significance	0.09	$\bar{x}_1 < \bar{x}_2$
<u>3. Student-Administration Relations</u>			
a) attitude	n.s.	0.59	
<u>4. Interdepartmental Contacts</u>			
a) meaningful	n.s.	0.49	
<u>5. External Groups</u>			
a) meaningful	significant	0.03*	$\bar{x}_1 < \bar{x}_2$
<u>6. Teaching/Research Assistantship</u>			
a) relevance	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
b) value	significant	0.000**	$\bar{x}_1 < \bar{x}_2$
c) distribution	significant	0.008**	$\bar{x}_1 < \bar{x}_2$

Table 120

Summary of Analysis of Variance Results for
Selected Variables by Aspect of M.Ed.
Degree Program and Total Population

Aspect	Sig.*	Appro. Sig.**	Not Sig.***	Total	Direction
	n=140	n=49	n=436		
<u>A) Program</u>					
<u>1. Admission Policies</u>					
a) regulations	1	1	4	6	sig. < n.s.
b) standards	2	1	3	6	sig. = n.s.
<u>2. Orientation to</u>					
a) Faculty	1	2	4	7	sig. < n.s.
b) department	0	0	7	7	sig. < n.s.
c) course selection	0	1	6	7	sig. < n.s.
d) formal requirements	1	1	5	7	sig. < n.s.
e) thesis route	0	0	7	7	sig. < n.s.
f) financial aid	5	0	2	7	sig. > n.s.
g) goals	4	0	3	7	sig. > n.s.
<u>3. Sources of Information</u>					
a) adequacy	2	0	4	6	sig. < n.s.
b) usefulness	1	2	3	6	sig. = n.s.
<u>4. Course Work</u>					
a) appropriateness	2	0	6	8	sig. < n.s.
b) freedom	1	0	7	8	sig. < n.s.
c) instruction	1	1	6	8	sig. < n.s.
d) current issues	0	0	8	8	sig. < n.s.
e) usefulness	1	5	2	8	sig. > n.s.
<u>5. Thesis/Research Paper</u>					
a) value	2	0	6	8	sig. < n.s.
b) freedom	5	1	2	8	sig. > n.s.
c) facilities	3	1	4	8	sig. = n.s.
d) information	6	2	0	8	sig. > n.s.
e) library	6	1	1	8	sig. > n.s.
<u>6. Comprehensive Exam</u>					
a) information	4	0	4	8	sig. = n.s.
<u>7. Grading System</u>					
a) grades	1	1	6	8	sig. < n.s.
b) conference	2	0	6	8	sig. < n.s.
c) professor's comments	2	1	5	8	sig. < n.s.
d) peer evaluation	2	1	5	8	sig. < n.s.
e) committee evaluation	3	0	5	8	sig. < n.s.
f) self-evaluation	1	0	7	8	sig. < n.s.
g) other	1	1	6	8	sig. < n.s.
h) criteria	1	1	6	8	sig. < n.s.
<u>B) Student-Advisor Relations</u>					
<u>1. Rating advisor</u>					
a) accessible	4	0	9	13	sig. < n.s.
b) humour	0	1	12	13	sig. < n.s.
c) sensitive	1	3	9	13	sig. < n.s.
d) direct	4	0	9	13	sig. < n.s.
e) personable	2	1	10	13	sig. < n.s.
f) professional	1	1	11	13	sig. < n.s.
g) helpful	2	1	10	13	sig. < n.s.
h) active	2	1	10	13	sig. < n.s.
i) intelligent	2	0	11	13	sig. < n.s.
j) informed	1	0	12	13	sig. < n.s.

*Significant **Approaching Significance
***Not Significant

Aspect	Sig.	Appro. Sig.	Not Sig.	Total	Direction
C) Other Concerns					
1. Peer Relations					
a)rate self	2	2	5	9	sig.<n.s.
b)interaction	0	1	8	9	sig.<n.s.
c)value	1	0	8	9	sig.<n.s.
d)rate students:					
i)committed	0	1	8	9	sig.<n.s.
ii)dedicated	3	0	6	9	sig.<n.s.
iii)motivated	1	1	7	9	sig.<n.s.
iv)attitude	3	0	6	9	sig.<n.s.
v)intelligent	4	2	3	9	sig.>n.s.
vi)supportive	3	1	5	9	sig.<n.s.
vii)identify	3	0	6	9	sig.<n.s.
2. Student-Staff Relations					
a)status	5	1	3	9	sig.>n.s.
b)evaluate professors:					
i)accessible	3	0	6	9	sig.<n.s.
ii)helpful	1	0	8	9	sig.<n.s.
iii)interested	1	0	8	9	sig.<n.s.
iv)critical	0	0	9	9	sig.<n.s.
v)accepting	0	0	9	9	sig.<n.s.
vi)respectful	1	0	8	9	sig.<n.s.
vii)competent	3	1	5	9	sig.<n.s.
viii)aware	2	1	6	9	sig.<n.s.
ix)interested	0	0	9	9	sig.<n.s.
x)personable	1	0	8	9	sig.<n.s.
xi)professional	2	2	5	9	sig.<n.s.
xii)intelligent	2	0	7	9	sig.<n.s.
xiii)informed	0	2	7	9	sig.<n.s.
3. Student-Administration Relations					
a)attitude	3	0	6	9	sig.<n.s.
4. Interdepartmental Contacts					
a)meaningful	1	1	7	9	sig.<n.s.
5. External Groups					
a)meaningful	2	0	7	9	sig.<n.s.
6. Teaching/Research Assistantship					
a)relevance	4	0	5	9	sig.<n.s.
b)value	4	1	4	9	sig.>n.s.
c)distribution	5	0	4	9	sig.>n.s.

Table 121
 Summary of Analysis of Variance Results
 for Selected Variables by Aspect of
 M.Ed. Degree Program and Department

Aspect	Curri. & Soc. Sci. n=555					Hum. & Nat. Sci. n=555					Educ. Found. n=555					Psych. n=555					Total Comparisons n=2775	Direction
	S.	D.	3	S.	D.	S.	D.	3	S.	D.	S.	D.	3	S.	D.	S.	D.	3	Total n=2775			
A) Program																						
1. Admission Policies																						
a) regulations	1	1	3	1	0	4	1	1	3	1	0	4	0	1	4	0	1	4	4	3	18	
b) standards	0	1	4	0	1	4	1	1	3	1	0	4	0	0	5	0	0	5	2	3	20	
2. Orientation to																						
a) Faculty	2	0	4	0	0	6	1	0	5	0	0	6	0	1	5	0	1	5	3	1	26	
b) department	0	1	5	0	0	6	0	0	6	0	1	5	0	0	6	0	0	6	0	2	28	
c) course selection	0	0	6	2	1	3	1	0	5	1	0	5	0	0	6	0	0	6	4	1	25	
d) formal requirements	0	0	6	0	0	6	0	2	4	1	0	5	0	1	5	0	1	5	1	3	26	
e) thesis route	0	1	5	0	0	6	0	0	6	0	0	6	0	1	5	0	2	8	0	2	28	
f) financial aid	2	1	3	1	0	5	0	1	5	1	1	4	2	0	4	2	0	4	6	3	21	
g) goals	1	0	3	0	2	4	3	1	2	1	0	5	0	0	6	0	0	6	5	3	22	
3. Sources of information																						
a) adequacy	0	0	5	1	0	4	0	0	5	0	0	5	1	0	4	3	0	2	4	1	20	
b) usefulness	1	0	4	0	0	5	1	0	4	0	0	5	1	0	4	3	0	2	3	0	22	
4. Course work																						
a) appropriateness	1	0	6	1	0	6	2	0	5	2	0	5	0	2	5	0	2	5	6	2	27	
b) freedom	1	0	6	1	0	6	0	1	6	1	0	6	0	0	7	0	0	7	3	1	31	
c) instruction	0	0	7	0	0	7	1	0	6	1	0	6	2	0	5	2	0	5	4	0	21	
d) current issues	0	1	6	0	1	5	1	1	5	1	1	5	1	0	6	1	0	6	3	3	29	
e) usefulness	0	1	6	0	1	6	0	1	6	0	0	7	1	0	6	1	0	6	1	3	31	
5. Thesis/Research Paper																						
a) value	1	1	5	0	1	6	0	0	7	0	2	5	1	1	5	1	1	5	2	5	28	
b) freedom	2	0	5	3	0	5	5	0	5	2	1	4	2	0	5	13	1	2	1	2	21	
c) facilities	2	1	4	3	0	4	2	0	4	0	0	7	1	2	4	8	2	5	10	1	25	
d) information	2	1	4	3	0	4	3	0	4	0	0	7	2	0	5	10	1	2	4	1	24	
e) library	2	0	5	2	1	4	1	1	5	0	1	6	3	0	4	8	3	0	4	3	24	

1 significant
 2 approaching significance
 3 not significant

Table 121 - Continued

Aspect	Curri. Hum. and Soc. Sci. n=555		Curri.: Math. and Nat. Sci. n=555		Educ. Admin. n=555		Educ. Found. n=555		Educ. Psych. n=555		Total Comparisons n=2775	Direction							
	S. a. n.	S. a. n.	S. a. n.	S. a. n.	S. a. n.	S. a. n.	S. a. n.	S. a. n.	S. a. n.	S. a. n.									
6. Comprehensive Exam																			
a) information	2	0	5	2	0	5	0	1	6	0	7	2	1	4	6	2	27	35	sig. < n.s.
7. Grading System																			
a) grades	0	0	7	0	1	6	1	0	6	0	7	0	1	6	1	2	32	35	sig. < n.s.
b) conference	1	0	6	0	1	6	0	1	6	1	6	2	0	5	4	2	29	35	sig. < n.s.
c) professor's comments	1	0	6	0	2	5	0	0	7	0	7	0	0	7	1	2	32	35	sig. < n.s.
d) peer evaluation	1	0	6	0	0	7	1	0	7	0	7	1	0	6	3	0	32	35	sig. < n.s.
e) committee evaluation	0	0	7	1	1	5	2	0	5	0	5	2	0	5	5	2	28	35	sig. < n.s.
f) self-evaluation	1	2	4	0	0	7	1	1	5	1	6	0	0	7	3	3	29	35	sig. < n.s.
g) other	0	0	7	0	0	7	0	0	7	0	7	0	0	7	0	0	35	35	sig. < n.s.
h) criteria	0	0	7	0	0	7	0	0	7	1	5	1	0	6	2	1	32	35	sig. < n.s.
B) Student-Advisor Relations																			
1. Rating advisor																			
a) accessible	2	0	10	0	1	11	1	0	11	1	10	0	0	12	4	2	54	60	sig. < n.s.
b) humour	1	1	10	2	2	9	2	1	9	1	10	1	0	11	5	5	50	60	sig. < n.s.
c) sensitive	1	1	10	0	1	9	2	1	9	0	11	0	0	12	6	3	51	60	sig. < n.s.
d) direct	0	0	11	0	0	12	2	1	9	0	12	1	0	11	4	1	55	60	sig. < n.s.
e) personable	0	0	11	0	1	11	2	1	9	2	1	9	2	0	4	5	51	60	sig. < n.s.
f) professional	1	0	11	0	0	1	1	0	11	3	0	9	2	0	7	1	52	60	sig. < n.s.
g) helpful	0	1	11	1	1	10	2	0	10	0	1	11	1	0	4	3	53	60	sig. < n.s.
h) active	2	0	9	1	0	11	2	0	10	2	1	9	1	0	9	1	50	60	sig. < n.s.
i) intelligent	2	0	10	2	0	10	2	0	10	2	0	10	0	3	8	3	49	60	sig. < n.s.
j) informed	1	1	10	1	0	11	2	0	10	2	0	10	0	1	6	2	52	60	sig. < n.s.
C) Other Concerns																			
1. Peer Relations																			
a) rate self	1	0	7	2	2	8	1	2	5	0	6	2	1	5	6	5	39	40	sig. < n.s.
b) interaction	0	0	8	0	0	5	1	0	7	0	1	6	0	0	2	3	37	40	sig. < n.s.
c) value	1	2	5	3	0	5	0	0	8	0	1	7	0	0	4	3	33	40	sig. < n.s.
d) rate students:	0	0	8	1	1	6	1	0	7	0	1	7	0	1	2	2	35	40	sig. < n.s.
i) committed	1	1	6	2	0	6	0	1	6	2	0	6	2	0	6	2	32	40	sig. < n.s.
ii) dedicated	0	1	8	2	0	6	1	1	6	1	0	7	0	0	4	2	32	40	sig. < n.s.
iii) motivated	0	1	7	1	1	6	1	2	5	1	0	6	0	0	3	5	34	40	sig. < n.s.
iv) attitude	0	0	8	1	0	7	1	2	5	1	0	7	0	1	3	5	32	40	sig. < n.s.
v) intelligent	0	0	8	2	0	7	1	2	5	1	0	7	0	1	3	2	34	40	sig. < n.s.
vi) supportive	0	0	8	2	0	6	3	0	7	1	0	7	0	2	6	2	32	40	sig. < n.s.
vii) identify	0	0	8	2	0	6	1	0	7	1	0	7	0	0	3	1	36	40	sig. < n.s.

Table 121 - Continued

Aspect	Curri. & Soc. Sci. n=555		Hum. & Nat. Sci. n=555		Math. & Admin. n=555		Educ. Found. n=555		Psych. n=555		Total Comparisons n=2775	Direction									
	S. S.	A. N.	S. S.	A. N.	S. S.	A. N.	S. S.	A. N.	S. S.	A. N.											
2. Student-Staff Concerns																					
a) status	1	2	5	0	0	8	2	1	5	0	1	7	2	0	6	5	4	31	40	sig. < n.s.	
b) evaluate professors:																					
i) accessible	0	0	8	0	0	8	4	0	4	1	0	7	1	0	8	6	0	34	40	sig. < n.s.	
ii) helpful	1	0	7	0	1	7	2	0	8	1	1	6	1	0	8	4	1	35	40	sig. < n.s.	
iii) interested	0	0	8	0	1	7	1	0	7	1	0	8	1	0	8	2	1	36	40	sig. < n.s.	
iv) critical	0	0	8	0	1	7	1	0	7	1	0	7	1	0	8	2	1	37	40	sig. < n.s.	
v) accepting	0	1	7	0	0	8	1	1	7	1	1	6	1	0	7	2	2	34	40	sig. < n.s.	
vi) respectful	0	0	8	0	1	7	0	1	7	1	0	7	1	0	7	2	2	36	40	sig. < n.s.	
vii) competent	0	0	8	2	0	6	3	0	5	3	0	5	3	0	5	9	2	31	40	sig. < n.s.	
viii) aware	0	1	7	0	2	6	1	0	7	3	0	5	4	3	1	4	2	35	40	sig. < n.s.	
ix) interested	0	0	8	1	0	7	1	1	6	1	1	6	1	3	4	4	5	31	40	sig. < n.s.	
x) personable	0	0	8	0	0	8	1	1	6	1	0	7	2	0	6	4	4	1	35	40	sig. < n.s.
xi) professional	0	0	8	0	0	8	1	1	6	1	0	7	2	0	6	3	3	34	40	sig. < n.s.	
xii) intelligent	1	0	7	0	0	8	1	0	7	1	0	7	1	1	6	1	1	37	40	sig. < n.s.	
xiii) informed	0	0	8	0	0	8	0	1	7	1	0	7	0	1	7	1	2	37	40	sig. < n.s.	
3. Student-Administration Relations																					
a) attitude	1	1	6	1	0	7	2	0	6	2	1	5	0	0	8	6	2	32	40	sig. < n.s.	
4. Interdepartmental Contacts																					
a) meaningful	1	0	7	0	0	8	1	1	6	0	0	8	1	0	7	3	1	36	40	sig. < n.s.	
5. External Groups																					
a) meaningful	0	0	8	1	0	7	0	1	7	0	2	6	0	0	8	1	3	36	40	sig. < n.s.	
6. Teaching/Research Assistantship																					
a) relevance	2	1	5	1	0	7	1	4	3	3	0	5	2	1	5	9	6	25	40	sig. < n.s.	
b) value	2	1	5	1	0	7	2	1	5	2	0	5	2	0	6	10	4	28	40	sig. < n.s.	
c) distribution	3	0	5	0	2	6	4	0	4	2	0	6	1	2	5	10	4	26	40	sig. < n.s.	
Total	51	26	478	54	31	470	81	40	434	56	29	470	59	34	462	301	160	2314	2775		

of statistics course requirement; degree of freedom in thesis/research paper, availability of computing facilities and information regarding compilation, adequacy of library; adequacy of information for comprehensive exam; students' intelligence; student status; and value and distribution of teaching/research assistantship. The total results by department, however, did not reveal any aspects that had fifty per cent or more comparisons indicating significance.

Some aspects within individual departments had fifty per cent or more comparisons indicating significance. These were: orientation to financial aid (Hum. and Soc. Sci.); orientation to course selection, and self-rating (Math. and Nat. Sci.); orientation to goals, degree of freedom in thesis/research paper, professors' accessibility, and relevance and distribution of teaching/research assistantship (Admin.); and adequacy of information at beginning of graduate work and professors' personability (Psych.).

The conclusion that was drawn from this approach to the results of analysis of variance was that, regardless of the selected variable being considered, the aspects listed above were perceived differently by the total population or by students within a department.

The responses in Section II of the questionnaire were examined in relation to selected variables in Section I by means of analysis of variance to test the following hypothesis: There are no significant differences in perception among graduate students in the M.Ed. degree program when

selected variables are considered. Each variable was treated for interpretation as a sub-hypothesis by total population and by department for determining the acceptance of the stated hypothesis.

Table 122 summarizes the comparisons by total population including the number of comparisons indicating significant differences for each variable. Of the 625 comparisons, 140 were significant at the .05 level and 49 comparisons approached significance at the .10 level. Based on the results of analysis of variance by total population, all but two of the sub-hypothesis were accepted. There were enough comparisons indicating significant differences of perception among graduate students whose thesis proposal was accepted and those whose proposal was not, and among students who were studying at the Faculty of Education for varied reasons, to warrant the null-hypothesis to be substantially rejected in the former case (stage in thesis proposal) and partially rejected in the latter (major reason for studying at the Faculty).

As summarized in Table 123, all sub-hypotheses by department were accepted with one exception. Students in Admin. with varying aspirations perceived aspects of the M.Ed. program differently.

Based on the analysis of variance results by total population and by department, therefore, the main hypothesis was accepted.

There were some distinct patterns in the comparisons

Table 122

Summary of Analysis of Variance Results for Selected Variables by Total Population

Variable	Total significant	Total approaching significance	Total not significant	Total comparisons	Hypothesis acceptance
	n=140	n=49	n=436	n=625	
1. <u>Sex</u>	12	4	54	70	accepted
2. <u>Age</u>	11	8	51	70	accepted
3. <u>Occupation</u>	14	4	52	70	accepted
4. <u>Education</u>	6	5	59	70	accepted
5. <u>Experience</u>	16	7	47	70	accepted
6. <u>Route to M.Ed.</u>	1	0	16	17	accepted
7. <u>Stage in</u>					
a) course work	18	7	34	59	accepted
b) thesis proposal	38	3	18	59	substantially rejected
8. <u>Distance travelled</u>	2	3	35	40	accepted
9. <u>Reason for</u>					
a) taking M.Ed.	2	0	8	10	accepted
b) Faculty	2	4	4	10	partially rejected
10. <u>Aspirations</u>	1	0	9	10	accepted
11. <u>Student status</u>	17	4	49	70	accepted

Table 123
 Summary of Analysis of Variance Results
 for Selected Variables by Department

Variable	Curri. & Hum. and Soc. Sci. n=355			Curri. & Math. and Nat. Sci. n=555			Educ. Admin. n=555			Educ. Found. n=555			Educ. Psych. n=555			Total Comparisons n=2775	Hypothesis Acceptance		
	S. A. 2	S. A. 3	n	S. A. 1	S. A. 2	S. A. 3	S. A. 1	S. A. 2	S. A. 3	S. A. 1	S. A. 2	S. A. 3	S. A. 1	S. A. 2	S. A. 3				
1. Sex	6	3	61	7	9	54	1	2	67	0	3	57	6	3	61	20	20	310	accepted
2. Age	3	2	65	0	3	67	7	2	61	6	4	60	4	4	62	20	15	315	accepted
3. Occupation	12	5	53	4	2	64	6	6	58	10	2	58	3	3	64	35	18	297	accepted
4. Education	2	1	67	10	4	56	7	6	57	9	2	59	5	1	64	33	14	303	accepted
5. Experience	8	4	58	3	1	66	23	8	39	4	3	63	6	3	61	44	19	287	accepted
6. Route to M.Ed.	3	1	13	2	2	13	2	0	15	1	0	16	1	0	16	9	3	73	accepted
7. Stage in a) course work	7	3	49	4	3	52	14	4	41	6	5	48	14	7	38	45	22	228	accepted
b) thesis proposal	6	4	49	15	3	41	11	6	42	9	2	48	17	7	35	58	22	215	accepted
8. Distance travelled	2	0	38	7	3	30	2	5	33	11	5	24	2	3	35	24	16	160	accepted
9. Reason for taking M.Ed.	0	1	9	1	0	9	3	0	7	0	1	9	2	0	8	6	2	42	accepted
10. Reason for studying at Faculty	0	1	9	0	0	10	0	1	9	1	0	9	0	2	8	1	4	45	accepted
11. Aspirations	0	2	8	1	1	8	4	1	5	1	0	9	0	0	10	6	4	40	accepted*
Total	49	27	477	54	31	468	80	41	432	58	27	468	60	33	460	301	59	2315	accepted

1 significant
 2 approaching significance
 3 not significant
 *Sub-hypotheses was partially rejected for Admin.

by total population indicating significance and those approaching significance that should be noted here even though the null hypothesis was accepted. These were:

1. Women graduate students had a more negative attitude toward aspects of orientation, information available, a statistics requirement, computing facilities, adequacy of library, and their student status

2. Men students had a more negative attitude toward degree of freedom in classroom procedures, professor's comments and peer evaluation, advisor's sensitivity, value of departmental interaction, students' intelligence and degree of support, and part-time students' identification with peers

3. In general, younger students perceived aspects of the M.Ed. degree program more negatively than older ones. These aspects included admission policies, orientation, sources of information, statistics course requirement, thesis/research paper, rating of peers, their student status, and attitude toward the Faculty

4. Graduate students who were teachers, particularly at the grade K-3 and 7-9 levels, tended to have a more negative attitude than did administrators or full-time students toward certain aspects of the degree program. These were: admission standards, orientation, statistics course requirement, thesis/research paper, professor's comments and peer evaluation, themselves and their student status, peers' intelligence and support, external group contacts, and

teaching/research assistantship

5. Respondents with a bachelor's degree tended to have a neutral view of aspects; those with a master's degree were more negative. The aspects were: sources of information, statistics course requirement, availability of information regarding compilation, information for comprehensive exam, research committee evaluation, advisor's directness, themselves, interdepartmental contacts, and teaching/research assistantship

6. Graduate students with less experience in education had a more negative perception of various aspects of the M.Ed. degree program. These included: admission policies, orientation, sources of information, statistics course requirement, thesis/research paper, evaluative methods, advisor's sensitivity and personability, their peers, their student status, professors' professionalism, and their attitude toward the Faculty

7. Students in the minor thesis route viewed orientation to financial aid more negatively than did other respondents

8. Students who had not completed course work perceived many aspects of the degree program more negatively than those who had finished. These included: course work, thesis/research paper, information for comprehensive exam, evaluative methods, advisor, themselves, departmental interaction, their peers, their student status, professors, and teaching/research assistantship

9. Respondents whose thesis proposal was not accepted had a more negative attitude toward a majority of aspects of the M.Ed. degree program than those who had completed the proposal. The aspects are noted in the previous discussion

10. Graduate students who travelled more than fifty miles to the Faculty (one-way) had a more negative attitude toward the following aspects: advisor's accessibility and helpfulness, students' intelligence; and professors' competence and awareness

11. Students who were taking graduate work because they wanted to increase their earning power or because they wanted to satisfy job requirements perceived their advisor's involvement (active) and degree of being informed more negatively than other students

12. Students who were studying at the Faculty either because it was a financial burden to study elsewhere or because another person recommended it perceived their advisor more negatively than did their peers

13. Respondents who aspired to full-time research had a more negative view of their advisor than students with other aspirations

14. Part-time students had a more negative perception of certain aspects of the M.Ed. degree program than did full-time students. These were: Orientation, thesis/research paper, advisor/s helpfulness, their peers, professors, external group contacts, and teaching/research

assistantship

15. Fourteen aspects of the M.Ed. degree program had fifty per cent or more comparisons indicating significance for the total population. These were: academic standards for admission; orientation to financial aid and goals; usefulness of advice during graduate work; usefulness of statistics course requirement; degree of freedom in thesis/research paper, availability of computing facilities and information re: compilation, adequacy of library; adequacy of information for comprehensive exam; students' intelligence; student status; and value and distribution of teaching/research assistantship.

It should be stressed that most of the aspects mentioned in the above summary are condensed; the detailed items are outlined in the discussion. Also, there were patterns similar to those presented here in each of the departments; for purposes of brevity, they have not been repeated in this summary.

Chi-Square Analysis

Chi-square analysis¹ was used in this study to determine differences in perception among graduate students toward five aspects of the M.Ed. degree program. These were: research or course work as a primary orientation, confidence in advisor, relationship with advisor, availability of professor for advice, and professor's interest

¹N. Nie, D. H. Bent and C. H. Hull, Statistical Package for the Social Sciences, New York: McGraw-Hill, 1970, p.116.

in student.

The specific hypothesis tested was: There are no differences in perception among graduate students when selected variables are considered. The following selected variables were treated for interpretation as sub-hypotheses for determining the acceptance of the hypothesis: sex, age, occupation, educational background, experience in education, route to M.Ed. degree, and stage in program (course work, thesis proposal).

Sex. Female and male graduate students in the total population did not perceive any of the five aspects differently (see Table 124). The pattern was similar in each department and by student status as outlined in Tables 125-131. Only women and men in Found. perceived the availability of professor for advice differently.

The main hypothesis and the sub-hypothesis were therefore accepted.

Age. Students of varied age groups in the total population did not perceive any of the aspects differently (see Table 124). Neither did the students in Hum. and Soc. Sci. (Table 125), Math. and Nat. Sci. (Table 126), Found. (Table 128), and Psych. (Table 129). Admin. students perceived availability of professor for advice, and professor interest in student differently, depending on their age (see Table 127). Full-time students of various ages had a different perception of research or course work as a primary orientation (see Table 130); part-time students thought

Table 124
Summary Results of Chi Square Tests for Total Population

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	n.s.	n.s.	n.s.	n.s.	n.s.
3. Occupation	significant 0.003**	n.s.	n.s.	significant 0.04*	significant 0.008**
4. Educational background	n.s.	n.s.	n.s.	n.s.	n.s.
5. Experience in education	n.s.	n.s.	approaching significance 0.09	approaching significance 0.08	significant 0.01**
6. Route to M.Ed.	significant 0.000**	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	significant 0.05	n.s.	n.s.	significant 0.05	significant 0.000**
b) stage in the- sis proposal	significant 0.004**	significant 0.05	n.s.	significant 0.003**	significant 0.000**

*.05 level of significance **.01 level of significance

Table 125
Summary Results of Chi Square Tests
for Department of Curriculum, Humanities and Social Sciences

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	n.s.	n.s.	n.s.	n.s.	n.s.
3. Occupation	significant 0.04*	n.s.	approaching significance 0.06	n.s.	n.s.
4. Educational background	n.s.	n.s.	approaching significance 0.08	n.s.	n.s.
5. Experience in education	n.s.	n.s.	n.s.	n.s.	n.s.
6. Route to M.Ed.	significant 0.000**	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	n.s.	n.s.
b) stage in the- sis proposal	significant 0.01**	n.s.	n.s.	n.s.	n.s.

Table 126
Summary Results of Chi Square Tests
for Department of Curriculum, Mathematics and Natural Sciences

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	n.s.	n.s.	n.s.	n.s.	n.s.
3. Occupation	n.s.	n.s.	n.s.	n.s.	n.s.
4. Educational background	n.s.	significant 0.000**	significant 0.000*	n.s.	n.s.
5. Experience in education	approaching significance 0.09	n.s.	n.s.	n.s.	n.s.
6. Route to M.Ed.	significant 0.04*	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	n.s.	n.s.
b) stage in the- sis proposal	n.s.	n.s.	n.s.	n.s.	n.s.

Table 127
Summary Results of Chi Square Tests
for Department of Educational Administration

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	n.s.	n.s.	n.s.	approaching significance 0.06	significant 0.006**
3. Occupation	n.s.	n.s.	n.s.	approaching significance 0.06	significant 0.03*
4. Educational background	n.s.	n.s.	n.s.	n.s.	approaching significance 0.08
5. Experience in education	n.s.	significant 0.02*	approaching significance 0.06	significant 0.01**	significant 0.000**
6. Route to M.Ed.	significant 0.000**	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	n.s.	n.s.
b) stage in the- sis proposal	n.s.	n.s.	n.s.	n.s.	n.s.

Table 128
Summary Results of Chi Square Tests
for Department of Educational Foundations

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	approaching significance 0.09	n.s.
2. Age	n.s.	n.s.	n.s.	n.s.	n.s.
3. Occupation	n.s.	n.s.	approaching significance 0.08	n.s.	n.s.
4. Educational background	n.s.	n.s.	n.s.	n.s.	n.s.
5. Experience in education	significant 0.04*	n.s.	significant 0.02*	n.s.	n.s.
6. Route to M.Ed.	significant 0.02*	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	n.s.	n.s.
b) stage in the- sis proposal	n.s.	n.s.	n.s.	n.s.	significant 0.02

Table 129
Summary Results of Chi Square Tests
for Department of Educational Psychology

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	n.s.	n.s.	n.s.	n.s.	n.s.
3. Occupation	n.s.	n.s.	n.s.	n.s.	n.s.
4. Educational background	n.s.	n.s.	n.s.	n.s.	n.s.
5. Experience in education	n.s.	n.s.	n.s.	n.s.	n.s.
6. Route to M.Ed.	significant 0.02*	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	approaching significance 0.08	significant 0.02*
b) stage in the- sis proposal	n.s.	n.s.	n.s.	n.s.	significant 0.03*

Table 130
Summary Results of Chi Square Tests
For Full-time Students

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	significant 0.05*	n.s.	n.s.	n.s.	n.s.
3. Occupation	n.s.	n.s.	n.s.	n.s.	n.s.
4. Educational background	n.s.	n.s.	n.s.	n.s.	n.s.
5. Experience in education	significant 0.04*	n.s.	n.s.	n.s.	n.s.
6. Route to M.Ed.	approaching significance 0.10	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	n.s.	n.s.
b) stage in the- sis program	n.s.	n.s.	n.s.	approaching significance 0.09	n.s.

Table 131
Summary Results of Chi Square Tests
For Part-time Students

Classification Category	Program Aspects				
	Research/ Course Orientation	Advisor Confidence	Advisor Relationship	Personal/ Academic Advice	Instructor Interest
1. Sex	n.s.	n.s.	n.s.	n.s.	n.s.
2. Age	n.s.	n.s.	n.s.	n.s.	approaching significance 0.08
3. Occupation	significant 0.01**	n.s.	approaching significance 0.10	significant 0.01**	significant 0.004**
4. Educational background	approaching significance 0.08	n.s.	n.s.	n.s.	n.s.
5. Experience in education	n.s.	n.s.	significant 0.01**	significant 0.05*	significant 0.008**
6. Route to M.Ed.	significant 0.000**	n.s.	n.s.	n.s.	n.s.
7. Stage in program					
a) stage in course work	n.s.	n.s.	n.s.	significant 0.04*	significant 0.001**
b) stage in the- sis program	significant 0.03*	significant 0.01*	significant 0.05*	significant 0.02*	significant 0.003**

differently of professor's interest in student (Table 131).

The fact that less than fifty per cent of the comparisons were significant resulted in the acceptance of the hypothesis and the sub-hypothesis.

Occupation. As illustrated in Table 124, students in diverse educational occupations in the total population perceived three of the five aspects differently. The hypothesis was thus partially rejected.

Students of varied occupations in Math. and Nat. Sci. (Table 126), in Psych. (Table 129), and full-time students (Table 130) did not perceive any of the five aspects differently. Respondents in the other departments and part-time students, however, who worked in various jobs, did perceive some aspects differently as presented in Tables 125, 127, 128 and 131.

Because the number of comparisons indicating significance was less than fifty per cent, the sub-hypothesis was accepted for all departments and full-time students. It was rejected for part-time students.

Educational background. Graduate students in the total population with diverse educational backgrounds did not perceive any of the aspects differently (see Table 124). Neither did students in Found. (Table 128), in Psych. (Table 129), and full-time students (Table 130). Students with varied degrees in the other groups had different perceptions of some aspects (see Tables 125, 126, 127 and 131).

The main hypothesis and sub-hypothesis were accepted;

the number of comparisons indicating significance were less than fifty per cent.

Experience in education. Students in the total population with varied years of experience perceived three aspects differently as presented in Table 124. Because these comparisons totalled more than fifty per cent, the hypothesis was partially rejected.

Students in Hum. and Soc. Sci. (Table 125) and in Psych. (Table 129) at various stages in their careers did not perceive any aspects differently. The other students by department and student status had different perceptions of various aspects as outlined in Tables 126, 127, 128, 130 and 131.

Because the number of comparisons indicating significance was less than fifty per cent, the sub-hypothesis was accepted for Hum. and Soc. Sci., Math. and Nat. Sci., Found., Psych., and full-time students. It was partially accepted for part-time students and rejected for Admin.

Route to M.Ed. degree. The hypothesis was accepted for the total population. As summarized in Table 124, only research or course work as a primary orientation was viewed differently by students in the various degree routes. The sub-hypothesis was also accepted for students by department and student status. It should be noted, however, that in each department and by student status, students in the differing routes to their degree perceived research or course work as a primary orientation differently.

Stage in program. Students' attitudes were compared on the basis of stage in course work and stage in thesis proposal. Each is discussed as a separate variable of the total population (see Table 124). Students who had completed course work viewed the following aspects differently than those who had not: research or course work as a primary orientation, availability of professor for advice, professor interest in student. The main hypothesis was partially accepted.

Students at various stages in course work in Hum. and Soc. Sci. (Table 125), Math. and Nat. Sci. (Table 126), Admin. (Table 127), Found. (Table 128), and full-time students (Table 130) did not perceive any aspects differently. Psych. students (Table 129) and part-time students (Table 131) at various stages, however, did have different perceptions of availability of professor for advice and professor interest in student. The sub-hypothesis was accepted for all groups because the number of comparisons indicating significance was less than fifty per cent.

As summarized in Table 124, students in the total population who had a thesis proposal accepted had a different perception of four aspects of the M.Ed. program than those who had no proposal accepted. The hypothesis was rejected.

Students in varied stages of a thesis proposal in Math. and Nat. Sci. (Table 126) and in Admin. (Table 127) did not have different perceptions of the five aspects.

Other student groups perceived various aspects differently as presented in Tables 125-131.

The sub-hypothesis was accepted for all student groups but the part-time students; it was rejected for the latter.

Conclusion. Results of chi-square analysis have been presented by examining the comparisons by total population, department, and student status. Another approach was to examine the results for each of the five aspects of the M.Ed. degree program. A review of the summary tables revealed that three aspects had fifty per cent comparisons indicating significance for the total population. These were: research or course work as a primary orientation, availability of advisor for advice, and professor's interest in student.

The results by department and student status showed that the following aspects had fifty per cent or more comparisons indicating significance. These were: professor's interest in student (Admin.); and research or course work as a primary orientation, availability of professor for advice, and professor's interest in student (part-time students).

Table 132 summarizes chi-square results by total population, including the number of comparisons indicating significant differences for each variable. Of the forty comparisons, twelve were significant at the .05 level and two were approaching significance at the .10 level. Based on these results, the hypothesis that there were no significant differences among graduate students could be accepted. Four of the variables, however, had fifty per cent or more comparisons indicating significance. These were: occupation (sub-hypothesis partially rejected); experience in education (sub-hypothesis partially rejected); stage in course work (sub-hypothesis partially rejected); and stage in thesis proposal (sub-hypothesis rejected).

As summarized in Table 133, all sub-hypotheses by department but one were accepted. Admin. students of varying years experience in education perceived aspects differently. Table 134 presents results by student status. Although less than fifty per cent of the total comparisons were not significant, the sub-hypothesis was rejected for two variables (occupation, stage in thesis proposal) and partially rejected for another (experience in education) involving comparisons for part-time students.

Based on the overall results of chi-square analysis, the null hypothesis was accepted.

There were some patterns evident in the comparisons indicating significance as summarized here.

Table 132

Summary of Chi-Square Analysis Results for Selected Variables by Total Population

Variable	Total Population		Total Comparisons		Direction	Hypothesis Acceptance
	sig.*	a.s.**	n.s.***	n=40		
1. Sex	0	0	5	5	sig.< n.s.	accepted
2. Age	0	0	5	5	sig.< n.s.	accepted
3. Occupation	3	0	2	5	sig.> n.s.	partially rejected
4. Educational background	0	0	5	5	sig.< n.s.	accepted
5. Experience in education	1	2	2	5	sig.> n.s.	partially rejected
6. Route to M.Ed.	1	0	4	5	sig.< n.s.	accepted
7. Stage in						
a) course work	3	0	2	5	sig.> n.s.	partially accepted
b) thesis proposal	4	0	1	5	sig.> n.s.	rejected
Total	12	2	26	40	sig.< n.s.	accepted

*significant **approaching significance ***not significant

Table 133
 Summary of Chi-Square Analysis Results
 for Selected Variables by Department

Variable	Curri. Hum. and Soc. Sci. n=40			Curri. Math. and Nat. Sci. n=40			Educ. Found. n=40			Educ. Psych. n=40			Total Comparisons n=200	Direction	Hypothesis Acceptance			
	S. 1	S. 2	S. 3	S. 1	S. 2	S. 3	S. 1	S. 2	S. 3	S. 1	S. 2	S. 3						
1. Sex	0	0	5	0	0	5	0	1	4	0	0	5	0	1	24	25	sig. < n.s.	accepted
2. Age	0	0	5	0	0	5	1	1	3	0	0	5	0	1	23	25	sig. < n.s.	accepted
3. Occupation	1	1	3	0	0	5	1	1	3	0	1	4	0	0	20	25	sig. < n.s.	accepted
4. Educational Background	0	1	4	2	0	3	0	1	4	0	0	5	0	0	21	25	sig. < n.s.	accepted
5. Experience in education	0	0	5	0	1	4	3	1	1	2	0	3	0	0	18	25	sig. < n.s.	accepted*
6. Route to M.Ed.	1	0	4	1	0	4	1	0	4	1	0	4	1	0	20	25	sig. < n.s.	accepted
7. Stage in																		
a) course work	0	0	5	0	0	5	0	0	5	0	0	5	1	1	23	25	sig. < n.s.	accepted
b) thesis proposal	1	0	4	0	0	5	0	0	5	1	0	4	1	0	22	25	sig. < n.s.	accepted
Total	3	2	35	3	1	36	6	4	30	4	2	34	3	1	36	200	sig. < n.s.	accepted

1 significant
 2 approaching significance
 3 not significant
 *Sub-hypothesis was rejected by Educ. Admin.

Table 134

Summary of Chi-Square Analysis Results for Selected Variables by Student Status

Variable	Full-time Students n=40	Part-time Students n=40	Total n=80	Total Comparisons n=80	Direction	Hypothesis Acceptance						
1. Sex	0	5	0	10	sig. <	n.s. accepted						
2. Age	1	0	4	1	8	sig. <	n.s. accepted					
3. Occupation	0	5	3	1	6	sig. <	n.s. accepted*					
4. Education	0	5	0	1	9	sig. <	n.s. accepted					
5. Experience	1	0	4	0	6	sig. <	n.s. accepted**					
6. Route to M.Ed.	0	4	1	1	8	sig. <	n.s. accepted					
7. Stage in												
a) course work	0	5	2	0	8	sig. <	n.s. accepted					
b) thesis proposal	0	4	5	0	5	sig. >	n.s. rejected***					
Total	2	2	36	14	3	23	16	5	59	80	sig. <	n.s. accepted

*Sub-hypothesis was rejected for part-time students

**Sub-hypothesis was partially rejected for part-time students

***Sub-hypothesis was accepted for full-time students

1. Female and male graduate students did not perceive any of the five aspects differently

2. Students of varied age groups did not perceive the aspects differently

3. Students in diverse educational occupations perceived research or course work as a primary orientation, availability of professor for advice, and professor interest in a graduate student differently.

4. Respondents with diverse educational backgrounds did not perceive any of the aspects differently

5. Students with varied years of experience perceived the following aspects differently: relationship with advisor, availability of professor for advice, and professor interest in a student

6. Research or course work as a primary orientation was viewed differently by students in the various degree routes.

7. Graduate students who had completed course work viewed research or course work as a primary orientation, availability of professor for advice, and professor interest in a student differently than students who had not

8. Respondents who had a thesis proposal accepted had a different perception of four aspects. These were: research or course work as a primary orientation, confidence in advisor, availability of professor for advice, and professor interest in a student

9. Three aspects were viewed differently by the

total population, regardless of the variable. These were: research or course work as a primary orientation, availability of advisor for advice, and professor's interest in a student. Admin. students had a different perception of professor's interest in a student regardless of the variable. Part-time students perceived the following differently: research or course work as a primary orientation, availability of professor for advice, and professor's interest in a student.

Summary

The third research problem was the identification of differences in perception toward the Master of Education degree program among graduate students. Based upon an analysis of student responses to Section II of the questionnaire by means of analysis of variance and chi-square analysis, the hypothesis tested was accepted:

There are no significant differences in attitude among the graduate students of the Master of Education degree program when selected variables are considered.

Although there were some comparisons indicating significant differences among various sub-groups of students, the majority of the comparisons supported the acceptance of the hypothesis. The exceptions were noted in Tables 122 and 132.

In the final section of this chapter, the fourth research problem is discussed.

III. INTERPRETATION OF RESULTS

The fourth research problem in this study involved the collection of information for the evaluation, revision, and improvement of the Master of Education program. Responses to all three sections of the questionnaire provided information to answer the following related research question: "What data could be obtained that would provide the Faculty of Education with information for the evaluation, revision, and improvement of the Master of Education degree program?" The identification of demographic characteristics of the studied graduate student population, the determination of graduate students' attitudes, and student differences in perception, as discussed in the two previous sections of this chapter, all contributed a basis for program assessment and improvement from a graduate student point of view. The purpose of this section, therefore, was to synthesize the results of this study which could be used for future evaluation, revision, and improvement of the Master of Education degree program.

As mentioned in Chapter I of this study, one approach to evaluation of the M.Ed. degree program was to solicit information from those individuals directly involved and affected, namely, the graduate students. Their demographic characteristics and attitudes toward specific aspects of the degree program would provide a basis upon which to discuss the program's revision and improvement.

In the review of the literature in Chapter II, the problems and issues in graduate education today were examined with some emphasis on programs and change. A review of the data collected in this study revealed that many of the basic issues evidence in the literature surfaced in this study. These critical issues are presented here as the basis for revision and improvement of the M.Ed. degree program at the University of Manitoba. Reference is made to the results presented in this chapter in order to focus on crucial aspects of the study.

Demographic Characteristics

Several critical issues were evident in the identification and discussion of graduate student demographic characteristics. Furthermore, many of these issues were identified in the review of the literature in Chapter II.

One issue was the underrepresentation of women and other groups in the graduate student population. For example, there was evidence of a lack of female graduate students in the M.Ed. degree program. Despite the fact that women comprise approximately 56 per cent of the total teaching profession in Manitoba,¹ they represented twenty per cent of the total graduate student population, and less than

¹Information Regarding Teachers Hired, Provincial Summary, Taken from the MEDIA File as at September, 1974, Winnipeg, January 27, 1975, p.65. (Mimeographed.)

eleven per cent of the population in three departments: Admin., Found., and Math. and Nat. Sci. The women were clustered in two traditionally female domains: Hum. and Soc. Sci. and Psych. This finding was similar to the pattern of female registration both in other graduate departments at the University of Manitoba and other universities in North America. Writers such as Holmstrom and Holmstrom¹ and the National Board on Graduate Education² stressed the barriers and inequalities of access to graduate work for women and minority groups.

The question of representation in the M.Ed. degree population was not confined to the lack of women. The demographic characteristics of the respondents in this study revealed that there was also a dearth of elementary teachers in the program. As is the case with women educators, elementary teachers form the largest segment of the teaching force in the province of Manitoba, yet they totalled less than seven per cent of the graduate students. The pattern was evident for rural students, older, more experienced educators, science graduates, young, inexperienced teachers, those with master degrees in other fields, and full-time students. The department that attracted the least students was Found.

¹Engin Inel Holmstrom and Robert W. Holmstrom, "The Plight of the Woman Doctoral Student," American Educational Research Journal, Vol. 11, No. 1, Winter, 1974, pp.1-17.

²National Board on Graduate Education, Federal Policy Alternatives toward Graduate Education, Number 3, Washington, D.C.: National Academy of Sciences, January, 1974, pp.3-4.

As Kruh et al.¹ outlined in their report, a problem in graduate education as a whole is the existence of certain barriers and inequalities of access to graduate work. He discussed traditional deterrents such as admission policies, access to information, institutional requirements, and financial support. Change was seen only as a result of the inclusion of women, minority group students, the circumstantially prevented, arrivals from non-traditional programs and others in graduate work. The results of this study reiterated Kruh and other writers' findings.

Responses in this study supported the reasons given by Holmstrom and Holmstrom² for the lack of women in graduate school. They maintained that faculty attitudes and behavior, women's emotional strain and self-doubt, and interaction among students and staff that was biased toward men hindered women. There was evidence of similar reactions by students in responses to the open-ended questions (Section III of the questionnaire). For example, one respondent in Admin. recommended that "more women [be] involved in the staff so that women taking courses could relate to them"; another student in the same department complained about the "lack of women in the program".

¹Robert F. Kruh et al., Initial Report of the Committee on Populations, Princeton, N.J.: Panel on Alternate Approaches to Graduate Education, 1972. (Mimeographed.)

²Engin Inel Holmstrom and Robert W. Holmstrom, op. cit.

Another issue in this study was the length of time students took to complete their graduate degree. This fact was particularly true of students in Admin., Found., and part-time students. This finding may well be a symptom of the problem with student-advisor contact as revealed by respondents in the section on student-advisor relations. It supports one of Heiss's themes in her research,¹ and reiterates one of Berelson's fourteen critical problems in graduate education.²

There was a limited variety in the students' areas of specialization. They represented the traditional emphasis in graduate programs. As supported by the review of the literature and suggestions made by respondents in this study, there is a need for new fields of study and new doctoral programs in order to overcome the narrowness of specialization. These are developed in the recommendations in Chapter V.

Students attended the Faculty of Education for primarily economic reasons rather than the Faculty's reputation or the availability of a particular program. Also, there was no evidence that the institution influenced students' academic aspirations prior to graduate work. They indicated that it was a personal decision to take an M.Ed.

The matter of a student's future in the profession

¹Ann M. Heiss, "Berkeley Doctoral Students Appraise Their Academic Programs," Educational Record, Vol. 48, Winter, 1967, pp.30-44.

²See Table 3, page 25.

as a result of graduate studies was an issue. Students did not aspire to promotion, doctoral studies, or full-time research for the most part. They anticipated continuing in their jobs. One wonders what the degree is preparing them for, and what it leads to.

There was evidence that financial assistance from the university for graduate students was lacking, especially in the case of part-time students. Full-time students relied mainly on sources outside the university to support their studies.

These issues were evident as a result of the demographic characteristics of graduate students in the M.Ed. degree program.

Attitudes Toward Master of Education Degree Program

Graduate student attitudes toward aspects of the degree program revealed that several issues need attention in order to improve the program. These are presented here according to the three areas examined.

Program. The aspects which received a more negative response by graduate students indicate a need for immediate attention in the area of Program. These were: admission regulations, orientation to M.Ed. program, sources of information, statistics course requirement, the role of research in the program, information on thesis reproduction, adequacy of the education library, information on the comprehensive exam (oral or written), and evaluation by peers and by a

research committee as evaluative methods. Some of these aspects were also stressed in the review of the literature. Budig and Rives,¹ for example, referred to students' desire for less research orientation and more variety in courses.

Student-Advisor Relations. Several issues were raised in this area. One reoccurring theme was the assignment of a graduate advisor to every student and provision for regular meetings between student and advisor, particularly for part-time students. This aspect was also stressed in Kirchner's findings.² Respondents in this study sought help in selecting a research topic and sufficient direction from an advisor to insure systematic progress in the program. Sufficient contact between advisor and student in the form of scheduled and regular meetings, and priority placed on a professor's role as an advisor in addition to other functions were two issues raised in this study as part of student-advisor relations. The data revealed that there was need for improvement in this area.

Other Concerns. Improvement of the M.Ed. degree program would mean emphasis on a number of issues in the area of Other Concerns. These are summarized here as follows:

1. Departmental interaction between students, particularly in Admin. and Hum. Soc. Sci., as it is deemed

¹Gene A. Budig and Stanley G. Rives, Academic Quicksand: Some Trends and Issues in Higher Education, Lincoln, Nebraska: Professional Educators Publications, Inc., 1973.

²Elizabeth P. Kirchner, "Graduate Education in Psychology: Retrospective Views of Advanced Degree Recipients," Journal of Clinical Psychology, Vol. XXV, No. 2, April, 1969, pp.207-213.

valuable by students

2. Greater commitment of students, particularly in Found., to scholarship

3. Greater emphasis on students' dedication to research, motivation in program, and a more positive attitude toward program, particularly Psych. students

4. Greater identification of part-time students with classmates, especially Admin. and full-time students

5. Encouragement of staff-student interaction outside the classroom setting

6. Greater acceptance of students as colleagues rather than students, notably Admin., Psych., and part-time students

7. Improvement of professors in area of: accepting divergent views, competence in student assessment, awareness, and accessibility

8. Involvement of students in a decision-making role at the departmental level

9. Expansion of interdepartmental contacts

10. Improvement of interfaculty relations, especially in Math. and Psych.

11. Increased opportunities to work off-campus, particularly in Found.

12. Expansion of roles with external groups, such as an internship program

13. Review and improvement in graduate award distribution

14. Feedback given to students on periodic basis

about their performance in the program

15. Examination of factors preventing completion and steps to overcome problems.

The issues apparent in the responses to Section II of the questionnaire were also apparent in the students' replies to open-ended questions. Comments centered on the aspects of course work, thesis/research paper, student-advisor relations, and student-staff relations. As evidenced from the recommendations, major concerns were the establishment of a non-thesis M.Ed. route, a doctoral program in each department, more course variety, systematic assistance in thesis writing, clarification of the thesis requirements, and improved library resources.

The results of the analysis of differences in student attitudes revealed that there were no significant differences in perception when selected variables were considered. There were, however, certain aspects that had a number of comparisons indicating significance despite the variable in question. These were: academic standards for admission, orientation to financial aid and goals, usefulness of advice during graduate work, usefulness of statistics course requirement, degree of freedom in thesis/research paper, availability of computing facilities and information regarding compilation, adequacy of library, adequacy of information for comprehensive exam, students' intelligence, student status, and value and distribution of teaching/research assistantship. In a review of the M.Ed. degree program, these aspects warrant particular

attention for improvement.

The responses to the questionnaire used in this study provided information for future evaluation, revision and improvement of the Master of Education degree program. In this section, several issues apparent as a result of the data have been highlighted. Although many aspects examined in this study received a positive response, there was evidence that some aspects need particular attention in order to improve the degree program.

IV. SUMMARY

This chapter has presented an analysis of the data collected in this study by means of a questionnaire. This analysis dealt with the attitudes of graduate students in the Master of Education program toward specific aspects of the M.Ed. degree program at the University of Manitoba. Four research problems and related questions and hypotheses considered in the analysis related to the following:

- 1) demographic characteristics of the studied graduate student population,
- 2) determination of graduate students' attitudes concerning specific aspects of the Master of Education degree program,
- 3) identification of differences in perception toward the M.Ed. degree program among graduate students, and
- 4) program assessment and improvement.

The final chapter in this study presents a summary and the findings of the research. Recommendations and

suggestions for further study are developed based on the data collected and discussed in Chapter IV.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was 1) to identify the demographic characteristics of the graduate students in the Master of Education degree program, and 2) to determine their attitudes toward specific aspects of the Master of Education degree program, Faculty of Education, University of Manitoba. The selected aspects for study were:

Program. admission policies, orientation to program, sources of information, course work, thesis/research paper, comprehensive exam (oral or written), grading system;

Student-Advisor Relations. selection of advisor, confidence in advisor, relationship with advisor, change of student's attitude toward advisor, change of advisor, function of advisor, performance of advisor;

Other Concerns. student-staff relations, peer relations, student-administration relations, interdepartmental contacts, external group contacts, teaching/research assistantship, completion of program, choice of program, contribution of program.

In order to examine the Master of Education degree program from the point of view of graduate students, a questionnaire was developed and mailed to the total graduate student population registered in the degree program from July, 1973 to April, 1974. This population

consisted of 572 students of whom 21.50 per cent were in the Department of Curriculum: Humanities and Social Sciences, 17.31 per cent in the Department of Curriculum: Mathematics and Natural Sciences, 23.08 per cent in the Department of Educational Administration, 15.38 per cent in the Department of Educational Foundations, and 22.73 per cent in the Department of Educational Psychology. Based upon the 77.45 per cent return, the responses were compiled and subjected to descriptive and inferential analysis, including content analysis, one-way analysis of variance, and chi-square analysis. Descriptive analysis (cross tabulation and content analysis) provided demographic information on the total population, students in each of the five departments, and full-time and part-time students. It also revealed their attitudes toward selected aspects of the Master of Education degree program. One-way analysis of variance and chi-square analysis on responses to Section II of the questionnaire determined significant differences in graduate student attitudes. All information collected in this study was a basis for the subsequent assessment and improvement of the degree program.

II. FINDINGS

The purpose of this section is to summarize the main findings which answered the four research questions in this study. These questions were:

1. What were the demographic characteristics of the studied graduate student population?
2. What judgments did the graduate students hold concerning specific aspects of the Master of Education degree program?
3. What differences in perception toward the Master of Education degree program were there among graduate students when selected variables were considered?
4. What data could be obtained that would provide the Faculty of Education with information for the evaluation, revision, and improvement of the Master of Education degree program?

As a result of the overall response patterns to the questionnaire, the following observations were made:¹

Demographic Characteristics of Graduate Students

There was a discernible pattern to the demographic characteristics of graduate students in the Master of Education degree program at the University of Manitoba. The main features of this pattern are presented here.

1. The majority of the graduate students were male in each department and by student status. More female students were in Psych. and Hum. and Soc. Sci. than other

¹This section reiterates the concluding remarks in each part of Chapter IV.

departments (Math. and Nat. Sci., Admin., Found.)

2. The majority of students by department and student status were thirty-five years of age or younger. Admin. had the largest number of students over forty years of age

3. Most¹ respondents were part-time students, the majority being either grade 10-12 teachers or administrators. Less than 7 per cent were elementary teachers; less than 5 per cent attended full-time. Admin. and Found. had the most administrators registered as students; Hum. and Soc. Sci. represented the most evenly distributed range of educational occupations

4. The majority of graduate students had an educational background in arts. Less than 6 per cent had a master's degree in arts or science

5. The majority of students within each department and by student status had 7 to 15 years of experience in education. Admin. had the greatest number of students with 16 years or more of experience

6. Most graduate students were married, and the majority had one to three dependents. Full-time students, however, had none to one dependent

7. More² students were registered in Admin. than any other department; Found. had the smallest enrolment

8. The majority of graduate students indicated an

¹more than 80 per cent of the respondents

²greatest number of the respondents

interest in a specific area of graduate work. The main categories were: humanities (reading, English), social sciences, mathematics education, science education, curriculum development, supervision, administration, history of education, comparative education, counselling and special education

9. More students in Admin., Math. and Nat. Sci., Hum. and Soc. Sci., and by student status chose the major thesis route. The majority in Found. and Psych. selected the minor thesis route

10. The majority of students in Math. and Nat. Sci., Psych., Hum. and Soc. Sci., and full-time students had registered in the M.Ed. program since 1972. More students in Found. and the majority of Admin. and part-time students, however, had begun prior to 1972

11. A majority of graduate students within each department and part-time students had neither completed their course work nor had a thesis proposal accepted. Full-time students were the exception

12. The majority of respondents by department and part-time students expected to graduate by 1976; full-time students specified 1974

13. Most graduate students attended one to two sessions during the academic year; the majority travelled twenty miles or less (one-way) to classes

14. The main reason given by students for taking

the Master of Education degree program was the desire to continue intellectual growth

15. The main reason reported for studying at the Faculty of Education, University of Manitoba, was its proximity to the student's home

16. The majority of the graduate students made their own decision to take graduate work; they were not influenced by other people

17. People who influenced graduate students the most during their graduate studies were: an individual professor, a spouse, or a graduate advisor. Part-time students were also influenced by professional colleagues and friends

18. At least half of the respondents within each department and by student status expected to continue in their former jobs. Less than 20 per cent aspired to a promotion. Except for full-time students, less than 15 per cent aspired to a doctoral program

19. Most graduate students did not receive financial assistance; they relied on a full-time job for support in their graduate work. The majority of full-time students received financial aid from two main sources: sabbatical salary and savings.

The pattern of graduate student characteristics indicated that the typical graduate student in the Master of Education degree program may be male, thirty-five years of

age or younger, and married with one to two dependents. This student's qualifications may include a Bachelor of Arts degree and 7 to 15 years of experience in education. The person is likely to be part-time in graduate work, employed either as a grade 10-12 teacher or an administrator. Chances are the student registered for the program prior to 1972 in the major thesis route. Expectations were to graduate by 1976 even though neither course work nor a thesis proposal was completed. The typical graduate student would probably travel twenty miles or less (one-way) to classes to attend an average of one to two sessions a year. The main reason for doing graduate work is to continue intellectual growth; the program was undertaken at the University of Manitoba because it was close to home. Although no one in particular influenced the student to enrol in graduate school, a professor or a spouse were the main influences during the program. The typical student would rely mainly on a full-time job for financial aid in graduate work. The person's aspiration would be mainly to continue in present employment.

The pattern of demographic characteristics revealed in this study may vary somewhat within an individual department and by student status. There was, for example, a group of older and more experienced respondents in Admin., and full-time students were more advanced in their degree program.

Several issues arose from the identification of the demographic characteristics of the graduate student population in the Master of Education degree program. As discussed in the last section of Chapter IV, these were:

1. The underrepresentation of women, elementary teachers, younger, less experienced teachers, rural teachers, and other groups in the total graduate student population, and by department and student status
2. The length of time students required to completed the degree program, particularly part-time students
3. The limited variety in students' areas of specialization
4. The degree of influence the Faculty of Education had in a person's decision to take graduate work and during the program itself
5. The rewards a student could expect as a result of the M.Ed. degree program
6. The financial assistance available for graduate students, particularly the part-time student.

The findings related to demographic characteristics of graduate students were used as a basis in the next section of this chapter to formulate recommendations regarding the issues raised by the responses to Section I of the questionnaire.

Graduate Student Attitudes

The graduate students expressed their attitudes toward selected aspects of the Master of Education degree program. These attitudes are summarized here according to the three areas examined in this study: 1) Program, 2) Student-Advisor Relations, and 3) Other Concerns.

Program. The responses to the questionnaire revealed the following graduate student reaction to aspects of the program:

1. More students considered admission regulations not selective
2. The majority indicated that there should be no change in academic standards for admission
3. The graduate students thought that orientation to course selection and formal requirements was adequate. Orientation to Faculty, department, thesis route, financial aid, and encouragement on persisting goals were considered inadequate by all students except Math. and Nat. Sci. The latter considered only orientation to financial aid inadequate
4. Information received at the beginning of graduate work was rated adequate by more students in Math. and Nat. Sci., Found., Hum. and Soc. Sci., and full-time and part-time students. More Admin. and Psych. students considered it inadequate. No group had a majority rating the information adequate
5. More students in Psych., Admin., Found., and

part-time students thought that advice and counselling during graduate work was not useful. More students in Hum. and Soc. Sci., Math. and Nat. Sci., and full-time students rated it useful. There was no majority in any group, however, who thought advice was useful

6. More students thought that course work was appropriate

7. A majority of respondents considered the degree of freedom and self-direction in classroom procedures considerable to great

8. More students rated course instruction adequate than inadequate

9. A majority of students thought that courses were relevant to current and continuing issues

10. The majority of respondents in four departments did not have a compulsory statistics course requirement; Admin. did

11. Slightly more respondents rated the statistics course useful than not useful

12. The majority of graduate students were more interested in course work than research. Of all groups, Found. and full-time students expressed the most interest in research

13. More graduate students rated the research experience valuable than not. Admin., Found., and full-time students expressed the greatest satisfaction

14. The majority of respondents said there was

considerable to great freedom and self-direction in developing a research problem

15. More students were satisfied with the extent of facilities available for data treatment

16. More graduate students rated the availability of information on thesis reproduction inadequate than adequate

17. More students in Found., Hum. and Soc. Sci., Psych., and part-time students rated the adequacy of the education unsatisfactory; more students in Math. and Nat. Sci. and Admin. considered it satisfactory. Full-time students were divided on the matter

18. The adequacy of information and advice for the comprehensive exam (oral or written) was rated unsatisfactory by more students

19. Four evaluative methods were considered helpful by students (in this order of preference): self-evaluation, conference with staff, professor's comments and grades. There was divided opinion about the helpfulness of evaluation by peers and by a research committee.

20. More students were certain of the criteria for evaluation than uncertain; there was no majority of opinion

A number of critical issues were apparent as a result of student attitudes toward Program. The main ones were: admission regulations, orientation to M.Ed. program, sources of information, statistics course requirement, the role of research in the program, information on thesis reproduction,

adequacy of education library, information on the comprehensive exam (oral or written), and evaluation by peers and by research committee as evaluative methods.

Student-Advisor Relations. Graduate students had various attitudes toward aspects of student-advisor relations. Findings were:

1. The majority of students had an advisor in their program. There were a number, however, who did not, particularly part-time, Found., and Psych. students

2. Many respondents did not select their advisor, especially Admin. and part-time students

3. The majority expressed confidence in their graduate advisor

4. The majority reported they had an open, non-threatening relationship with their advisor

5. The majority of graduate students did not change their opinion of their advisor; more had a positive opinion than negative

6. The majority of respondents retained their original advisor. Those who did change expressed the following main reasons: advisor's departure from the Faculty, change of thesis topic, advisor's sabbatical, or advisor's inadequacy

7. The majority reported that their advisor did not schedule regular meetings, but that the student was expected to request meetings

8. More students said they did not receive help in

selecting a research topic, but they were expected to choose their own

9. The majority of students indicated their advisor did not give more direction than the student desired. However, 24.61 per cent reported that their advisor gave less direction than desired

10. More students indicated that their advisor did not help them prepare for examinations

11. More respondents in this study thought that their advisor accepted them as a junior colleague rather than other roles such as student

12. More students rated their advisor as accessible, having a sense of humour, sensitive, direct, personable, professional, helpful, active, intelligent, and informed

13. Comments made by students supported the fact that they had a positive rather than negative attitude toward their advisor and that person's performance

14. Graduate students with positive comments about their advisor referred to such qualities as the person's knowledge, professionalism, encouraging attitude, accessibility, concern, helpfulness, practicality, competence and interest

15. Respondents reacting negatively to their advisor's performance commented on the person being too busy, not helpful, disinterested, uninformed, inaccessible, incompetent and demanding

16. Almost one-fourth of the graduate students

reported that they had never met their assigned advisor or had not seen the person often enough to rate performance

17. Students also commented positively on their confidence in an advisor, and the advisor's function in setting deadlines and scheduling meetings. Negative comments referred to limited meetings, pressure to select a topic of the advisor's choice, delay in feedback on work submitted, personality conflicts, and advisor's insecurity.

The issues that arose as a result of student reaction to Student-Advisor Relations were concerned mainly with the following: assignment of a graduate advisor to every student in the degree program; provision for regular meetings between student and advisor, particularly for part-time students; help in selecting a research topic; sufficient direction from an advisor to insure systematic progress in the program; and priority placed on a professor's role as an advisor in addition to other academic functions. The one striking issue in this area was the need to establish an early and strong relationship between a graduate student and an advisor. Once that step is taken, the results of this study indicate that there will be a positive, supportive relationship between student and professor.

Other Concerns. A third area in this study involved graduate student reaction to other concerns in the degree program. The main findings were:

1. More graduate students in Psych., Math. and Nat. Sci., and full-time students rated themselves highly among

their peers than did respondents in the other three departments and part-time students

2. More students reported that interaction among graduate students through informal seminars, social events, and classroom activities was not encouraged, particularly in Admin. and Hum. and Soc. Sci. More students by department and student status thought departmental interaction was valuable.

3. More students rated their peers committed to scholarship in all departments except Found.

4. More students in all groups thought their peers were not dedicated to research

5. More Hum. and Soc. Sci. and full-time students reported their peers were motivated by their graduate program; students in Admin., Psych., Math. and Nat. Sci. and part-time students said their peers were not. Found. students were divided in opinion

6. Slightly more Hum. and Soc. Sci., Math. and Nat. Sci., Admin., full-time and part-time students gave their peers' attitude toward their graduate work a positive rating. Psych. respondents thought it negative; Found. students were divided on the matter

7. The majority of graduate students reported their peers were intelligent

8. More respondents rated their peers as supportive

9. Students in four departments and part-time students thought that part-time students did identify with

their classmates. Admin. and full-time students were divided in opinion

10. More respondents indicated that there was staff encouragement of interaction between staff and students in the classroom setting. They reported, however, that staff encouragement of interaction outside the classroom was not evident

11. The majority of graduate students said that there was a professor in their department to whom they could turn to for advice on personal and/or academic matters. They also indicated there was a professor who took or would take a special interest in helping them

12. Math. and Nat. Sci., Found., Hum. and Soc. Sci., and full-time students reported that the professor with whom they had the most academic contact regarded them as a colleague. Admin., Psych., and part-time students felt they were viewed mainly as a student

13. More students evaluated their professors as accessible, helpful and supportive, interested, constructively critical, accepting of divergent views, respectful of students, competent in student assessment, aware of student ability, interested in student research, personable, professional, intelligent, and informed. The most divided opinions related to professors' accessibility, acceptance of divergent views, competence in student assessment and their awareness

14. More graduate students had a positive attitude

toward the Faculty of Education

15. A majority of students indicated that they should play a decision-making role in departmental graduate admissions, provisions and content of graduate work, and graduate degree requirements. More students, however, thought they should not play a role in decisions on faculty appointments and promotions

16. Most graduate students reported that they did not have a decision-making role in their department

17. Less than 36 per cent of the graduate students were taking courses in other departments; more were Math. and Nat. Sci., Hum. and Soc. Sci., and full-time students

18. More students rated interdepartmental contacts meaningful

19. More Admin., Found., and full-time and part-time students rated interfaculty relations meaningful; Hum. and Soc. Sci. students said such contacts were not. Math. and Nat. Sci. and Psych. students were divided in opinion

20. More students in all groups but Found. reported that their program included the possibility of working with individuals, groups, or schools off campus

21. More students in each department and by student status worked as researchers with external groups than in any other role

22. Less than 16 per cent of the students were employed as teaching assistants, research assistants, markers, and other such roles. Full-time students were

engaged more as teaching assistants than in any other function

23. More respondents rating the experience as a teaching assistant or other role considered it a relevant and valuable experience

24. Students were divided in their opinion toward the equitability of distribution of graduate awards

25. Half of the graduate students knew how they were doing in their program most of the time

26. The majority of respondents did not consider discontinuing their program

27. The majority said their finances were adequate to meet their needs as students

28. The five factors most likely to prevent graduate students from completing their program (in order of priority) were: job demands, incomplete thesis, family pressure, lack of interest and lack of guidance

29. The majority of graduate students reported that they would choose the same area of study. The main reasons were interest in area and relevance to job. The main reasons given by those who would not choose the same area were lack of relevance and lack of interest

30. The factors contributing most to a student's program were: 1) independent reading, and 2) course work. Full-time students, however, selected thesis work as the main contributing factor.

Several important issues were evident based on the

student attitudes toward Other Concerns. As discussed in the last section of Chapter IV, the main ones were: departmental interaction between students; greater commitment of students to scholarship; greater emphasis on students' dedication to research, motivation in program, and a more positive attitude toward the program; greater identification of part-time students with classmates; encouragement of student-staff interaction outside class; greater acceptance of students as colleagues; improvement of professors in accepting divergent views, their competence in student assessment, their awareness and accessibility; involvement of students in departmental decision-making; expansion of interdepartmental contacts; improvement of interfaculty relations; increased opportunities to work off-campus; expansion of roles with external groups; review of graduate award distribution; periodic feedback to students about their performance; and attention paid to factors preventing program completion.

Attitudes were also revealed by students in their responses to a series of open-ended questions dealing mainly with departmental aspects of their graduate work. The main findings in the replies were:

1. Graduate students made several recommendations about course work, thesis/research paper, orientation to program, grading system, and admission policies in the area of Program. They also had various suggestions related to Student-Advisor Relations and Other Concerns. These

recommendations are incorporated into the next section of this chapter.

The majority of the recommendations were related to course work and thesis/research paper. The respondents referred mainly to the establishment of a doctoral program in each department, greater course selection, more practical courses, a course on thesis writing, a non-thesis M.Ed. degree, improved library resources, systematic assistance in thesis writing, and clarification of requirements in the research area.

2. The general trend in graduate student attitudes toward the Faculty was positive. Psych. students were negative in outlook; full-time students were divided in opinion

3. The majority of respondents had a positive attitude toward the Faculty of Education due to student-staff relations. The main aspects were: contact with individual professors or administrators, staff co-operation, and professors' interest, help, and encouragement.

4. The two main negative influencing factors were: 1) student-staff relations, including staff inaccessibility, poor advice, lack of continuous relationships, and 2) course work including inadequate instruction, inflexible programs, compulsory courses, and lack of professor's input in course work

5. A majority of students in four departments and by student status had a positive attitude toward departmental atmosphere. Psych students were negative in outlook

6. Found. and Math. and Nat. Sci. students had a positive attitude toward departmental goals and policies. Hum. and Soc. Sci., Psych., Admin., and full-time students were negative in outlook. Part-time students were divided in opinion

7. The majority of students had a positive attitude toward departmental student-staff relationships

8. The majority of students had a negative attitude toward departmental financial support and present departmental course offerings

9. Math. and Nat. Sci., Found., Hum. and Soc. Sci., Admin. and part-time students had a positive attitude toward departmental techniques of instruction. Psych. and full-time students had a negative attitude

10. Graduate students suggested various innovative or alternate Master of Education degree programs. These suggestions were related to the area of Program such as course work, types of programs, and thesis seminars; the area of Student-Advisor Relations such as an increased student-advisor contact system; and Other Concerns such as staff and finances

11. Students' biggest "beef" related mainly to student-staff relations, course work, and thesis/research paper

12. The majority of students said their biggest "bouquet" was student-staff relations

13. The majority of students' comments at the end

of the questionnaire were negative. They dealt mainly with course work, student-staff relations, external group contacts, and contribution of program.

Data collected and analyzed by means of one-way analysis of variance and chi-square analysis provided information on differences in student perception of the degree program. The general pattern was that there were no significant differences in perception among graduate students. There were, however, some distinct trends in the comparisons of student attitudes indicating significant differences. These are summarized here.

1. Women graduate students had a more negative attitude toward aspects of orientation, information available, a statistics requirement, computing facilities, adequacy of library and their student status

2. Male students had a more negative attitude toward degree of freedom in classroom procedures, professor's comments and peer evaluation, advisor's sensitivity, value of departmental interaction, students' intelligence and degree of support, and part-time students' identification with peers

3. Younger students perceived aspects of the M.Ed. degree program more negatively than older respondents. These aspects included admission policies, orientation, sources of information, statistics course requirement, thesis/research paper, rating of peers, their student status, and attitude toward the Faculty

4. Graduate students who were teachers, particularly at the grade K-3 and 7-9 levels, tended to have a more negative attitude than did administrators or full-time students toward certain aspects of the degree program. These were: admission standards, orientation, statistics course requirements, thesis/research paper, professor's comments and peer evaluation, themselves and their student status, peers' intelligence and support, external group contacts, and teaching/research assistantship

5. Respondents with a bachelor's degree tended to have a neutral view of aspects; those with a master's degree were more negative. The aspects were: sources of information, statistics course requirement, availability of information regarding compilation, information for comprehensive exam, research committee evaluation, advisor's directness, themselves, interdepartmental contacts, and teaching/research assistantship

6. Graduate students with less experience in education had a more negative perception of various aspects of the M.Ed. degree program. These included: admission policies, orientation, sources of information, statistics course requirement, thesis/research paper, evaluative methods, advisor's sensitivity and personability, their peers, their student status, professors' professionalism, and their attitude toward the Faculty

7. Students in the minor thesis route viewed orientation to financial aid more negatively than did other

respondents

8. Students who had not completed course work perceived many aspects of the degree program more negatively than those who had finished. These included: course work, thesis/research paper, information for comprehensive exam, evaluative methods, advisor, themselves, departmental interaction, their peers, their student status, professors, and teaching/research assistantship

9. Respondents whose thesis proposal was not accepted had a more negative attitude toward a majority of aspects of the M.Ed. degree program than those who had completed the proposal. The aspects are noted in Chapter IV.

10. Graduate students who travelled more than fifty miles to the Faculty (one-way) had a more negative attitude toward the following aspects: advisor's accessibility and helpfulness, students' intelligence; and professors' competence and awareness

11. Students who were taking graduate work because they wanted to increase their earning power or because they wanted to satisfy job requirements perceived their advisor's involvement (active) and degree of being informed more negatively than other students

12. Students who were studying at the Faculty either because it was a financial burden to study elsewhere or because another person recommended it perceived their advisor more negatively than did their peers

13. Respondents who aspired to full-time research

had a more negative view of their advisor than students with other aspirations

14. Part-time students had a more negative perception of certain aspects of the M.Ed. degree program than did full-time students. These were: orientation, thesis/research paper, advisor's helpfulness, their peers, professors, external group contacts, and teaching/research assistantship

15. Fourteen aspects of the M.Ed. degree program had fifty per cent or more comparisons indicating significance for the total population. These were: academic standards for admission; orientation to financial aid and goals; usefulness of advice during graduate work; usefulness of statistics course requirement; degree of freedom in thesis/research paper, availability of computing facilities and information regarding compilation, adequacy of library; adequacy of information for comprehensive exam; students' intelligence; student status; and value and distribution of teaching/research assistantship.

Aspects mentioned in the above summary are condensed; the detailed items are outlined in Chapter IV.

Results of chi-square analysis revealed the following patterns:

1. Students in diverse educational occupations perceived research or course work and primary orientation, availability of professor for advice, and professor interest in a graduate student differently

2. Students with varied years of experience perceived the following aspects differently: relationship with advisor, availability of professor for advice, and professor interest in a student

3. Research or course work as a primary orientation was viewed differently by students in the various degree routes

4. Graduate students who had completed course work viewed research or course work as a primary orientation, availability of professor for advice, and professor interest in a student differently than students who had not

5. Respondents who had a thesis proposal accepted had a different perception of four aspects. These were: research or course work as a primary orientation, confidence in advisor, availability of professor for advice, and professor interest in a student

6. Three aspects were viewed differently by the total population, regardless of the variable. These were: research or course work as a primary orientation, availability of advisor for advice, and professor's interest in a student. Admin. students had a different perception of professor's interest in a student regardless of the variable. Part-time students perceived the following differently: research or course work as a primary orientation, availability of professor for advice, and professor's interest in a student.

The responses by graduate students in this study

provided a basis for future evaluation, revision, and improvement of the Master of Education degree program. The identification of demographic characteristics of graduate students, their attitudes toward selected aspects of the degree program, and differences in perception focused on critical issues in graduate education as determined in this study and the review of the literature which formed its basis. These issues have been presented in Chapter IV and reiterated here. The findings in this study provide the Faculty of Education with information for the assessment and improvement of the Master of Education degree program.

III. CONCLUSIONS AND RECOMMENDATIONS

Based on the total findings in this study, conclusions and recommendations were formulated for each of the research questions as presented here. These are followed by general recommendations based on a synthesis of the study.

Demographic Characteristics of Graduate Students

Because 73.58 per cent of the graduate student population in the Master of Education degree program was male, it was concluded that this was a disproportion of male to female students based on the composition of the teaching profession in Manitoba.

Recommendation 1. That the Faculty of Education

study the means of encouraging more women to enter graduate school and that it actively promote and encourage female participation in graduate work.

Because less than 11 per cent of graduate students in the departments of Curriculum: Mathematics and Natural Sciences, Educational Administration, and Educational Foundations were female, it was concluded that the Faculty of Education continues to attract women graduate students in the traditionally feminine academic areas.

Recommendation 2. That the Department of Curriculum: Mathematics and Natural Sciences, Department of Educational Administration, and Department of Educational Foundations examine their departmental policies such as admission regulations, distribution of financial assistance, timetabling, and other areas as they relate to women students, and that these departments actively seek and encourage women to enrol in their degree program.

Recommendation 3. That the departments review their staffing procedures and that they actively recruit qualified women professors in each department to overcome the lack of female role models in the academic setting.

Recommendation 4. That individual staff members and administrators re-examine their attitudes vis-à-vis women's role in the academic world and encourage women students to pursue graduate work.

Because rural students, younger, less experienced teachers, women, elementary teachers and other groups were

underrepresented in the M.Ed. degree population, it was concluded that there must be greater flexibility in the program.

Recommendation 5. That course requirements and other institutional requisites be adapted to meet the needs of students with family responsibilities, those forced to pursue their studies intermittently, rural students, and others whose patterns of study differ from those regarded as standard students.

Because only 6.32 per cent of the graduate student population were elementary teachers, it was concluded that this group of educators are not pursuing their academic work beyond the first degree.

Recommendation 6. That the Faculty of Education actively seek and encourage elementary teachers to complete their first degrees and to continue in the graduate program, particularly in Math. and Nat. Sci., Admin., and Found.

Because only 4.51 per cent of the students attended full-time for the M.Ed. degree program, and because the data indicated that there were advantages to full-time registration, it was concluded that greater effort and incentive is needed to augment full-time student enrollment.

Recommendation 7. That the Faculty promote full-time graduate work by teachers with school boards, M.T.S., and other educational agencies.

Recommendation 8. That the Faculty pressure the government to provide more grants for full-time study in all areas of specialization, such as presently offered in counselling, and

That the Faculty encourage the M.T.S. to seek guarantees with school boards that insure students who study full-time will retain their educational position in a school division.

Because less than 11 per cent of the graduate students lived more than 40 miles from the University of Manitoba, it was concluded that the rural teachers in Manitoba are not involved in graduate work.

Recommendation 9. That the Faculty of Education examine ways of extending its graduate courses and other services to rural Manitoba; that staff be required to provide rural teachers with instruction and advice in rural locations; and that an organized student-advisor system be implemented, particularly for rural students.

Aspects of Master of Education Degree Program

Because many students in the M.Ed. degree program emphasized the need for a doctoral program in each department, it was concluded that there was sufficient interest in doctoral studies to warrant the establishment of the doctorate in more than one area of specialization.

Recommendation 1. That the Faculty of Education establish an interdisciplinary doctoral program for Hum.

and Soc. Sci., Math. and Nat. Sci., and Found. and that it establish another doctoral program in Psych. in addition to the present one in Admin.

Because the respondents recommended a number of new types of programs at the Faculty as well as a greater variety of course selection, it was concluded that there is a need and demand for program expansion.

Recommendation 2. That provision be made for students to pursue interests such as vocational education, industrial arts and business education.

Recommendation 3. That provision be made in graduate programs for credits in work experience, on-the-job projects, exchange programs with other universities, and travel credits.

Because students in this survey generally request a greater variety in course selection, more contact with other departments and external groups, and a more practical approach in courses, it was concluded that the total course offerings in the M.Ed. degree program need to be reviewed and improved.

Recommendation 4. That the Faculty of Education provide greater course selection, that it include and encourage use of courses from other departments in a student's program, that it include such features as an internship component, correspondence and off-campus courses, and that greater flexibility be allowed in course selection.

Because students in this study indicated that

orientation to the M.Ed. degree program was lacking in some areas, it was concluded that a greater effort is needed to provide sufficient orientation to graduate work.

Recommendation 5. That the Faculty sponsor, in co-operation with the Graduate Education Students' Association, a general orientation session each year for both full-time and part-time students, that each department also organize a more in-depth orientation on a regular basis for all its graduate students, that a handbook be prepared and distributed describing the interests of the department, its goals and policies, financial assistance, access to building and library, and other information important to students, and that an informal orientation be held annually to introduce staff to students and to explain and discuss various issues such as departmental regulations.

Because the student responses indicated that there was a lack of awareness of department goals and policies, it was concluded that greater effort was needed to communicate them to students.

Recommendation 6. That the Faculty undertake to publicly articulate statements of the goals and functions of the graduate program, including existing departmental strengths and weaknesses, and new directions related to major resources.

Recommendation 7. That students be made aware of departmental goals and policies prior to entry into a graduate program.

Because there was dissatisfaction expressed by students about information available on the comprehensive exam, it was concluded that there is a need for a more organized approach to this aspect of the M.Ed. degree program.

Recommendation 8. That a department set and publicize the date and place for exams well in advance, and that students be given straight, practical advice on the scope and criteria for such exams.

Because full-time graduate students indicated a desire for daytime classes, and these students have made considerable sacrifice to study full-time, it was concluded that attempts should be made to meet their needs and work pattern.

Recommendation 9. That the Faculty provide a regular minimum number of daytime classes for full-time students and that interdepartment contact and classes be encouraged to overcome the financial drawbacks of such a provision.

Because part-time graduate students are at a distinct disadvantage due to distance and poor communication, it was concluded that greater flexibility is necessary in deadlines, course registration and other aspects of the degree program.

Recommendation 10. That the Faculty initiate a graduate student newsletter in cooperation with the Graduate Education Students' Association to facilitate communication among graduate students and between students

and the Faculty.

Recommendation 11. That the time line for completion of the degree program be reviewed.

Recommendation 12. That the Faculty provide course outlines and reading lists for graduate students in advance of courses, particularly the summer school session.

Because students in this study indicated that the Faculty did not influence their decision to take a graduate degree program, it was concluded that a greater emphasis should be placed on continuation in graduate work at the undergraduate level.

Recommendation 13. That the Faculty publicize graduate degree programs at the undergraduate level, and that attention be given to identifying undergraduates as potential graduate students.

Because there was a negative response to the research committee as an evaluative method, it was concluded that greater direction is needed in the use of such a committee.

Recommendation 14. That the role of the research (thesis) committee be defined and publicized for the benefit of both staff and students.

Because more graduate students expressed a primary interest in course work rather than research and that many students advocated a non-thesis degree program, it was concluded that the research component was questionable.

Recommendation 15. That the Faculty re-examine the function of the research component in the Master of

Education degree.

Because there was a general indication in this study of discontent toward the aspect of thesis/research paper, it was concluded that there is a need to review the research component of the M.Ed. degree program.

Recommendation 16. That a M.Ed. degree program without a thesis/research paper be established in each department for students whose main interest is course work.

Recommendation 17. That there be a review and clarification of the research requirements and standards for an M.Ed. degree, and that the distinction between a major thesis and research paper (minor thesis) be stipulated in writing for each department.

Recommendation 18. That systematic assistance in thesis writing be established through such means as a thesis writing course and a student-advisor contact system, particularly for part-time students.

Recommendation 19. That the education library be upgraded to provide for graduate student research.

Because there was evidence in this study that some graduate students did not have an advisor and need one in order to successfully complete the program, it was concluded that there is room for greater emphasis on the advisor role of a professor.

Recommendation 20. That every graduate student be temporarily assigned an advisor upon admission to the program, that regular contact between student and advisor be

maintained, that provision be made in an advisor's workload for such contact with students, including after school hours for the benefit of those with full-time jobs, and that methods for changing advisors be clearly established and explained to a student.

Because graduate student opinion about the equitability of the distribution of graduate teaching and research assistantships was divided, it was concluded that there is room for improvement.

Recommendation 21. That the Faculty determine the nature and number of awards to be allocated yearly to graduate students, that these awards be advertised on a provincial scale for Manitoba teachers at an early date in the new year, and that criteria for the distribution of awards be determined, advertised, and used as the basis for selection of the recipients.

Because there was a negative perception of financial assistance available for graduate students, it was concluded that the aspect of financial aid be reviewed.

Recommendation 22. That departments aggressively seek and support research projects which would provide students with the opportunity of working with staff and with financial aid.

Because there was evidence in this study that some students have difficulty completing program requirements due to such factors as job demands, family pressure, and lack of guidance, it was concluded that efforts must be

made to assist students on a regular basis.

Recommendation 23. That each student be required to submit a proposed time schedule for a program and that this time line be reviewed periodically by the student and advisor to discourage procrastination or discontinuity.

Because 77.45 per cent of the graduate student population responded to this study, and the respondents commented extensively in their replies, it was concluded that graduate students were interested in the improvement of the degree program and were willing to participate in the process.

Recommendation 24. That the Faculty of Education solicit feedback, information, suggestions, and advice on a systematic and regular basis from graduate students.

Recommendation 25. That graduate students both full-time and part-time be actively involved in a decision-making role in the Faculty including such roles as representatives on committees, departmental councils and Faculty Council.

Recommendation 26. That joint graduate student-faculty committees be created for the purpose of maintaining a dialogue on such matters as requirements for the Master of Education degree, research programs.

Because the role of graduate education is being questioned by critics and because this study revealed many aspects are subject to graduate student reaction and criticism, it was concluded that an overall review and

improvement in the M.Ed. degree program is needed.

Recommendation 27. That the Faculty sponsor a series of "colloquia" on graduate education, with active involvement of graduate students and other groups concerned with this aspect of higher education.

Recommendation 28. That the heads of the five departments at the Faculty of Education examine the major findings in this study by reference to the concluding remarks at the end of each section in Chapter 4 and the material presented in Chapter 5; and that they consider changes in the activities of their respective departments to resolve the problems identified in this study.

IV. FURTHER CONSIDERATIONS

The issues raised in this study and dealt with in the series of recommendations indicate that the Faculty of Education reflects the concerns of present day society. The underrepresentation of women in the graduate degree program, for example, is evidence of the general question of women educators' status in the teaching profession and of woman's changing role in Canada and other parts of the world. It is not enough to survey sex bias in the organization and structure of the Faculty. It is also necessary to examine the forces at work in the labour force, in the overall educational system and in the home which contribute to a woman's role and her aspirations. The lack of representation of

groups such as elementary teachers in the graduate student population also reveal the general societal situation. Recommendations made in this study imply that the Faculty of Education must be a change agent both internally and externally. It must take action.

The dilemma is apparent, however, when the present financial climate is considered. The pressure for curricular reform, new fields of study and programs is coupled with the stringent climate, rising costs and the lack of resources. In order to expand the graduate program into rural Manitoba, as advocated in this study and the Oliver Report,¹ there is a need for financial support beyond the Faculty of Education's present resources. Equal opportunity for all graduate students, increased program relevance and resource allocation in the present context are impossible. Even if the degree program were redefined as to its purpose and a set of alternatives offered, the declining support for higher education would limit any positive results.

One immediate step that the Faculty of Education could take would be to examine the role of the professor in the graduate program. The functions of this person in the classroom, as an advisor, and as a researcher must be clarified in light of student attitudes revealed in this

¹Michael Oliver et al., Report of the Task Force on Post-Secondary Education in Manitoba, Winnipeg: Department of Colleges and Universities Affairs, 1973.

study. An urgent need, for example, is the provision of a continuous student-advisor contact system for every student in the program.

A final issue confronting the Faculty of Education is the matter of quality or quantity in the graduate program. In the present economic climate, is it better to serve fewer students well? Or should the program cater to every applicant seeking admission to graduate work? Somehow a balance must be struck and maintained.

V. FURTHER STUDY

The results of the study of graduate student characteristics and attitudes toward the Master of Education degree program suggest that the following studies be undertaken:

1. An assessment of the Master of Education degree program based on the data collected and discussed in this study, and subsequent plans for its improvement, particularly at the departmental level
2. A follow-up study of Master of Education degree recipients from the University of Manitoba in order to assist in the evaluation of the graduate program and to determine its effectiveness in preparing educators for work in the teaching profession
3. A study of the causes of graduate student attrition in the Master of Education degree program, specifically the failure of students to complete the thesis requirement

4. Further study of departmental conditions on student attitudes toward graduate education

5. A study of the changing input characteristics of graduate students in relation to reforms in graduate education

6. A study of the recruitment, orientation, role and rewards of the teaching assistant and the research assistant at the Faculty of Education

7. A study of ways and means of increasing the participation of women, elementary teachers and other groups in graduate programs

8. A study of the experiences of an internship component in the graduate degree program

9. A study of pre-master students' attitudes toward graduate work and the incentives to continue in the program

10. A study of the plight of the full-time graduate student and the rewards subsequent to full-time graduate work

11. A study be made comparing full-time and part-time students' academic achievement and completion of degree program.

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Appendix A
The Instrument

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
University of Manitoba

ATTITUDES OF MASTER OF EDUCATION STUDENTS TOWARD
THE MASTER OF EDUCATION PROGRAM, FACULTY OF
EDUCATION, UNIVERSITY OF MANITOBA

This questionnaire is designed to examine attitudes toward certain aspects of the Master of Education degree program.

There are three main sections as follows:

- Section I demographic information
- Section II Part A attitudes toward program
Part B attitudes toward student-advisor
relations
Part C attitudes toward other concerns
- Section III open-ended questions

Your co-operation in completing this questionnaire and returning it would be appreciated.

ALL RESPONSES WILL BE TREATED AS CONFIDENTIAL INFORMATION.

Note: The numbering system on the right-hand side of each page of this questionnaire is for purposes of computer tabulation.

Section I

The questions in this section are designed to obtain demographic information. Most answers require a check (✓).

1. Your sex
 - a) female () (5) _____
 - b) male () _____
2. Your age
 - a) 25 years or younger ()
 - b) 26-30 years ()
 - c) 31-35 years ()
 - d) 36-40 years ()
 - e) 41 years or older () (6) _____
3. Your occupation during 1973-74 academic session
 - a) full-time graduate student ()
or
 - b) part-time graduate student ()
and
 - i) teacher k-3 ()
 - ii) teacher 4-6 ()
 - iii) teacher 7-9 ()
 - iv) teacher 10-12 ()
 - v) administrator ()
 - vi) other (specify) _____ () (7) _____
4. Your educational background
 - a) Bachelor of Arts ()
 - b) Bachelor of Science ()
 - c) Master of Arts ()
 - d) Master of Science ()
 - e) Master of Education ()
 - f) other (specify) _____ () (8-9) _____
5. Your experience in education including 1973-74 academic year
 - a) three years or less ()
 - b) 4-6 years ()
 - c) 7-10 years ()
 - d) 11-15 years ()
 - e) 16 years or more () (10) _____
6. Your marital status
 - a) single ()
 - b) married ()
 - c) separated ()
 - d) divorced ()
 - e) widowed () (11) _____
7. Your family responsibilities
 - a) no dependents ()
 - b) one dependent ()
 - c) two dependents ()
 - d) three dependents ()
 - e) four dependents ()
 - f) five dependents or more () (12) _____
8. Your major department for M.Ed. program
 - a) Educational Administration ()
 - b) Educational Foundations ()
 - c) Educational Psychology ()
 - d) Curriculum: Humanities and Social Sciences ()
 - e) Curriculum: Mathematics and Natural Sciences () (13) _____

15. Your major reason for studying at this faculty
- a) proximity to home and job ()
 - b) financial burden to study elsewhere ()
 - c) reputation of Faculty ()
 - d) reputation of your department ()
 - e) reputation of professor(s) ()
 - f) course offerings ()
 - g) recommendation by other person ()
 - h) other (specify) _____ () (24) _____
16. Person who influenced you most
- a) to take M.Ed. program
 - i) professional colleague ()
 - ii) spouse ()
 - iii) parent(s) ()
 - iv) professor ()
 - v) employer ()
 - vi) own decision ()
 - vii) other (specify) _____ () (25) _____
 - b) during M.Ed. program
 - i) professional colleague ()
 - ii) spouse ()
 - iii) parent(s) ()
 - iv) individual professor ()
 - v) graduate advisor ()
 - vi) friend ()
 - vii) other (specify) _____ () (26) _____
17. Your aspirations upon completion of M.Ed.
- a) continue in former job ()
 - b) promotion ()
 - c) doctoral program ()
 - d) full-time research ()
 - e) other (specify) _____ () (27) _____
18. Financial assistance
- a) Have you received any financial assistance to study for M.Ed. degree?
 - i) yes ()
 - ii) no () (28) _____
 - b) What is the main source of financial assistance in your pursuit of M.Ed?
 - i) full-time job ()
 - ii) sabbatical salary ()
 - iii) spouse's salary ()
 - iv) savings ()
 - v) part-time job ()
 - vi) scholarship/grant ()
 - vii) bursary ()
 - viii) teaching assistant-ship ()
 - ix) research assistant-ship ()
 - x) loan ()
 - xi) other (specify) _____ () (29-30) _____

Section II

The questions in this section are designed to elicit your attitudes toward A) Program, B) Student-Advisor Relations, and C) Other Concerns. Please answer frankly.

A) Program

The purpose of this part is to gather information about your attitudes toward the program requirements of the master of education program.

Admission Policies

1. a) How would you rate the admission regulations into the M.Ed. program?

- i) very selective ()
- ii) quite selective ()
- iii) moderately selective ()
- iv) slightly selective ()
- v) not selective () (31) _____

b) Do you think the academic standards for admission should be

- i) much higher ()
- ii) somewhat higher ()
- iii) no change ()
- iv) somewhat lower ()
- v) much lower () (32) _____

Orientation to M.Ed. Program

2. On a 1 - 5 continuum, rate the orientation and guidance received in your department (circle a number):

	<u>adequate</u>					<u>inadequate</u>				
a) orientation to faculty	1	2	3	4	5	(33) _____				
b) orientation to department	1	2	3	4	5	(34) _____				
c) advice on course selection	1	2	3	4	5	(35) _____				
d) advice on formal requirements	1	2	3	4	5	(36) _____				
e) advice on thesis route	1	2	3	4	5	(37) _____				
f) advice on financial aid	1	2	3	4	5	(38) _____				

Sources of Information

3. a) How adequate was the information given to you on the M.Ed. program when you began graduate work?

- i) very adequate ()
- ii) quite adequate ()
- iii) moderately adequate ()
- iv) slightly adequate ()
- v) inadequate ()

b) How useful has general advice and counselling on academic and professional matters been during graduate work?

- i) very useful ()
- ii) quite useful ()
- iii) moderately useful ()
- iv) slightly useful ()
- v) useless () (41) _____

Course Work

4. a) In terms of your professional interests at the present time, the course work seems to have been

- i) very appropriate ()
- ii) quite appropriate ()
- iii) moderately appropriate ()
- iv) slightly appropriate ()
- v) inappropriate ()
- vi) not applicable () (42) _____

b) In the majority of your courses, what degree of freedom and self-direction was generally allowed by classroom procedures?

- i) great amount ()
- ii) considerable amount ()
- iii) moderate amount ()
- iv) very little ()
- v) none ()
- vi) not applicable () (43) _____

c) In the majority of your courses, how adequate was the instruction?

- i) very adequate ()
- ii) quite adequate ()
- iii) moderately adequate ()
- iv) slightly adequate ()
- v) inadequate ()
- vi) not applicable () (44) _____

d) To what extent were your courses related to current and continuing issues?

- i) very related ()
- ii) quite related ()
- iii) moderately related ()
- iv) slightly related ()
- v) unrelated ()
- vi) not applicable () (45) _____

e) Did your program include a statistics course requirement?

- i) yes ()
- ii) no () (46) _____

f) Rate the usefulness of this requirement in terms of your research?

- i) very useful ()
- ii) quite useful ()
- iii) moderately useful ()
- iv) slightly useful ()
- v) useless ()
- vi) not applicable () (47) _____

e) Is your present advisor the original one? i) yes ()
 ii) no () (70)_____

f) If no, please state the reason for change in advisor.

g) If yes, did you wish to change advisor? i) yes ()
 ii) no () (71)_____

3. My graduate advisor (respond to each of the following):

	<u>Yes</u>	<u>No</u>	
a) scheduled regular meetings with me	()	()	(72)_____
b) expected me to request meetings	()	()	(73)_____
c) helped me to select a research topic	()	()	(74)_____
d) expected me to select my own topic	()	()	(75)_____
e) gave me more direction than I wanted	()	()	(76)_____
f) gave less direction than I wanted	()	()	(77)_____
g) helped me prepare for examinations	()	()	(78)_____
h) accepted me as a junior colleague	()	()	(79)_____

4. On a 1 - 5 continuum, rate your advisor (circle a number):

a) accessible	1	2	3	4	5	inaccessible	(5)_____
b) sense of humour	1	2	3	4	5	humourless	(6)_____
c) sensitive	1	2	3	4	5	insensitive	(7)_____
d) direct	1	2	3	4	5	indirect	(8)_____
e) personable	1	2	3	4	5	aloof	(9)_____
f) professional	1	2	3	4	5	unprofessional	(10)_____
g) helpful	1	2	3	4	5	harmful	(11)_____
h) active	1	2	3	4	5	passive	(12)_____
i) intelligent	1	2	3	4	5	unintelligent	(13)_____
j) informed	1	2	3	4	5	uninformed	(14)_____

5. Other comments regarding your advisor:

C) Other Concerns

The purpose of this part is to gather some information about your attitude toward other concerns in your graduate work.

Peer Relations

1. How do you rate yourself among the graduate students in your department?
 - i) among the best ()
 - ii) above average ()
 - iii) about average ()
 - iv) below average ()
 - v) no basis for comparison () (15)_____

2. To what extent is interaction among students encouraged through informal seminars, social events, classroom activities, etc., in your department?
 - i) very great extent ()
 - ii) quite an extent ()
 - iii) moderate extent ()
 - iv) slight extent ()
 - v) not at all () (16)_____

3. How would you rate the value of such departmental interaction to you personally?
 - i) very valuable ()
 - ii) quite valuable ()
 - iii) moderately valuable ()
 - iv) slightly valuable ()
 - v) no value ()
 - vi) not applicable () (17)_____

4. Considering the majority of your fellow graduate students, rate them on a 1 - 5 continuum (circle a number):
 - a) committed scholarship 1 2 3 4 5 uncommitted (18)_____
 - b) dedicated to research 1 2 3 4 5 undedicated (19)_____
 - c) motivated by program 1 2 3 4 5 unmotivated (20)_____
 - d) positive attitude re: 1 2 3 4 5 negative (21)_____
program attitude
 - e) intelligent 1 2 3 4 5 unintelligent (22)_____
 - f) supportive 1 2 3 4 5 obstructive (23)_____
 - g) part-time students 1 2 3 4 5 fail to (24)_____
identify with classmates identify

Student-Staff Relations

5. To what extent is interaction between staff and student encouraged by the majority of the staff?

	<u>in</u> <u>class</u>	<u>outside</u> <u>class</u>	
i) very great extent	()	()	(25)_____
ii) quite an extent	()	()	(26)_____
iii) moderate extent	()	()	(27)_____
iv) slight extent	()	()	(28)_____
v) not at all	()	()	(29)_____
vi) not applicable	()	()	(30)_____

6. Is there a professor in your department
- a) you feel free to turn to for advice on personal and/or academic matters?
- i) yes ()
ii) no () (31)_____
- b) who is taking or will take a special interest in helping you?
- i) yes ()
ii) no () (32)_____
7. Does the professor with whom you have the most academic contact regard you primarily as
- i) a colleague ()
ii) an apprentice ()
iii) an employee ()
iv) a student ()
v) other (specify)_____ () (33)_____
8. Considering a majority of professors in your department, evaluate them on a 1 - 5 continuum (circle a number):
- a) accessible 1 2 3 4 5 inaccessible (34)_____
- b) helpful and supportive 1 2 3 4 5 obstructive (35)_____
- c) interested in students 1 2 3 4 5 disinterest- (36)_____
ed
- d) constructively critical 1 2 3 4 5 destructive (37)_____
- e) accepting of divergent views 1 2 3 4 5 rejecting (38)_____
- f) respectful of students 1 2 3 4 5 disdainful (39)_____
- g) competent in student assessment 1 2 3 4 5 incompetent (40)_____
- h) aware of student ability 1 2 3 4 5 unaware (41)_____
- i) interested in student research 1 2 3 4 5 disinterest- (42)_____
ed
- j) personable 1 2 3 4 5 aloof (43)_____
- k) professional 1 2 3 4 5 unprofess- (44)_____
ional
- l) intelligent 1 2 3 4 5 unintelligent (45)_____
- m) informed 1 2 3 4 5 uninformed (46)_____

Student-Administration Relations

9. In general, how do you feel about the Faculty of Education?
- i) I have a very positive attitude ()
ii) I have a positive attitude ()
iii) I have a neutral attitude ()
iv) I have a negative attitude ()
v) I have a very negative attitude () (47)_____

10. a) Do you think that graduate students should play a role in decisions on

- | | <u>Yes</u> | <u>No</u> | |
|--|------------|-----------|------------|
| i) faculty appointments and promotion | () | () | (48) _____ |
| ii) departmental graduate admissions policy | () | () | (49) _____ |
| iii) provisions and content of graduate work | () | () | (50) _____ |
| iv) graduate degree requirements | () | () | (51) _____ |

b) In which of the following do you have a decision-making role in your department?

- | | | |
|--|-----|------------|
| i) faculty appointments and promotion | () | (52) _____ |
| ii) departmental graduate admissions policy | () | (53) _____ |
| iii) provisions and content of graduate work | () | (54) _____ |
| iv) graduate degree requirements | () | (55) _____ |

Interdepartmental Contacts

11. a) Do you take courses in departments other than your own in the Faculty?

- | | | |
|--------|-----|------------|
| i) yes | () | |
| ii) no | () | (56) _____ |

b) To what extent do you find interdepartmental relations meaningful?

- | | | |
|----------------------------|-----|------------|
| i) very meaningful | () | |
| ii) quite meaningful | () | |
| iii) moderately meaningful | () | |
| iv) slightly meaningful | () | |
| v) not meaningful | () | |
| vi) no basis for judgment | () | (57) _____ |

External Groups

12. a) As a part of your graduate program, to what extent do you find interfaculty relations meaningful?

- | | | |
|----------------------------|-----|------------|
| i) very meaningful | () | |
| ii) quite meaningful | () | |
| iii) moderately meaningful | () | |
| iv) slightly meaningful | () | |
| v) not meaningful | () | |
| vi) no basis for judging | () | (58) _____ |

b) Does your program include the possibility of working with individuals, groups, schools, etc., off campus?

- | | | |
|--------|-----|------------|
| i) yes | () | |
| ii) no | () | (59) _____ |

c) If yes, what is the relationship?

- | | | |
|----------------------------|-----|------------|
| i) a full-time internship | () | |
| ii) a part-time internship | () | |
| iii) observer | () | |
| iv) researcher | () | |
| v) volunteer | () | |
| vi) other (specify) _____ | () | (60) _____ |

Teaching/Research Assistantships

13. a) Have you been employed for a term or more while a graduate student as:

- i) research assistant ()
- ii) teaching assistant ()
- iii) marker ()
- iv) other (specify) _____ () (61-62) _____

b) Was your experience in 13a relevant to your graduate program?

- i) very relevant ()
- ii) quite relevant ()
- iii) moderately relevant ()
- iv) slightly relevant ()
- v) irrelevant ()
- vi) not applicable () (63) _____

c) How would you rate the educational value of your appointment in 13a?

- i) very valuable ()
- ii) quite valuable ()
- iii) moderately valuable ()
- iv) slightly valuable ()
- v) not valuable ()
- vi) not applicable () (64) _____

d) Do you think the graduate award distribution in your department is equitable?

- i) very equitable ()
- ii) quite equitable ()
- iii) moderately equitable ()
- iv) slightly equitable ()
- v) inequitable ()
- vi) not applicable () (65) _____

Completion of M.Ed. Program

14. As a graduate student, have there been times when you felt you did not know how you were doing?

- i) very often ()
- ii) quite often ()
- iii) often ()
- iv) occasionally ()
- v) no () (66) _____

15. During the past year have you considered not completing your graduate program?

- i) very seriously ()
- ii) quite seriously ()
- iii) moderately seriously ()
- iv) slightly seriously ()
- v) no consideration () (67) _____

16. How adequate are your finances to meet your needs as a graduate student?

- i) very adequate ()
 ii) quite adequate ()
 iii) moderately adequate ()
 iv) slightly adequate ()
 v) inadequate () (68)_____

17. Which of the following are most likely to prevent you from completing your graduate work? (Choose five and rank them with 1. being highest)

- i) lack of interest
 ii) lack of money 1. _____ (69) _____
 iii) job opportunity
 iv) job demands 2. _____ (70) _____
 v) inability to do academic work
 vi) too much emotional strain 3. _____ (71) _____
 vii) family pressure
 viii) atmosphere at the Faculty 4. _____ (72) _____
 ix) lack of guidance
 x) inappropriate courses 5. _____ (73) _____
 xi) poor courses
 xii) poor relationship with advisor
 xiii) poor relationship with professor(s)
 xiv) poor relationship with other students
 xv) incomplete thesis
 xvi) other (specify) _____

Choice of Program

18. a) If you were to begin your graduate program again, would you still choose your present area of specialization?

- i) yes ()
 ii) no () (74)_____

b) Why? _____
 _____ (75-76)_____

Contribution of Program

19. Which one of the following has contributed most to your professional development? (check one)

- i) course work ()
 ii) independent reading ()
 iii) thesis (research paper) work ()
 iv) teaching assistantship ()
 v) research assistantship ()
 vi) interaction with advisor ()
 vii) interaction with professor(s) ()
 viii) interaction with other students ()
 ix) other (specify) _____ () (77)_____

Section III

The questions in this section are open-ended to allow you to respond in depth.

1. What recommendations do you have regarding the most urgent changes needed in the Faculty of Education that would affect you as a graduate student?

2. a) What is your overall attitude toward the Faculty?

- b) What is the main factor in influencing this attitude?

3. Comment on the following:

a) atmosphere of your department

b) your department's goals and policies as they relate to the M.Ed. program

c) your department's staff-student relationships

d) your department's financial support of graduate students

e) present departmental course offerings

f) technique(s) of instruction in course(s)

g) possible innovative or alternate M.Ed. program(s)

4. a) Your biggest "beef" in your department

b) Your biggest "bouquet" in your department

5. Other comments:

Thank you for your time and effort.

Appendix B

Letter 1 to Graduate Students



485

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

May 15, 1974

Dear Colleague,

As part of my doctoral program, I am conducting an inquiry into graduate education at the Faculty of Education, University of Manitoba. The ultimate aim is to provide data for an improved Master of Education degree program.

The enclosed questionnaire is being sent to all graduate students enrolled in the Master of Education program during the 1973 summer, fall and 1974 winter sessions. As a member of this group, you are requested to take part in the survey. Your honest and thoughtful reactions to your own program are needed. This survey will provide information that can be obtained in no other way. I realize that you have much to do. The accuracy of the study and the worth of its findings, however, are dependent on your willingness to answer the questions.

It is not possible to frame questions all of which are equally relevant to students in different fields; you may find some that seem inappropriate to your situation. Please answer all questions as well as you can. If you have received your degree since you were registered for one of the 1973-74 sessions, please respond as of your graduation date.

Finally, I assure you that your answers will be held in strictest confidence. I am interested only in statistical relationships for purposes of my study. The questionnaires will be destroyed after analysis. Feel free to phone me at one of these numbers if you have any questions: (home), 474-8220 (Faculty).

Thank you for your time, assistance, and co-operation.

Yours truly,

Linda Asper

Appendix C
Letter 2 to Non-Respondents



487

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

June 4, 1974.

Dear Colleague:

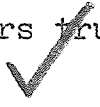
Returns from the study on the Master of Education program, Faculty of Education, University of Manitoba, are very encouraging, but I have not received a completed questionnaire from you.

I am aware that your time is limited and the demands of your work at this time of the year may have prevented you from answering the questionnaire. As you know the adequacy of a survey is dependent on a large percentage of returns. Your co-operation would be appreciated at this stage in the survey.

If your response is not already in the mail, please take the time to complete and return the questionnaire. A second copy is enclosed for your use.

Thank you for your time and effort in this matter.

Yours truly,


Linda Asper

Appendix D
Letter 3 to Non-Respondents



489

THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

June 24th, 1974.

Dear Colleague:

As of the above date, I have not received the questionnaire that was mailed to you as part of my doctoral study on the Master of Education program at the Faculty of Education, University of Manitoba.

I would appreciate your completed questionnaire, but if this is not possible, at least some response from you.

If you cannot complete the questionnaire, please return it, any comment as to why you are returning it uncompleted would also be helpful.

Your personal effort is needed to make this survey a worthwhile and accurate effort. If completion of the questionnaire has been in your "inactive" file, would you please do it in the next few days?

Thank you.

Yours truly,

Linda Asper

Comments by Students Not Completing Questionnaire

Some graduate students who did not complete the questionnaire wrote to explain their reasons for not answering it. The main reasons given were: 1) early stage in the M.Ed. program, 2) concern with anonymity, and 3) discontinued program. Their comments were:

"I applied for a master's program and was accepted. However, I have yet to take one course. Therefore, I don't really qualify in answering this questionnaire."

"I have dropped my thesis work re: M.Ed. in counseling so doing the questionnaire is irrelevant. I am retiring next year."

"I spent 40 minutes on your questionnaire some weeks ago. I found I could answer very few of the questions because the majority were not applicable in my case."

"Though I have registered for the M.Ed. program, I have not yet begun my courses. I will probably keep my application in for another year while I earn some money. Sorry I didn't return this sooner."

"I have changed my position in the school system. I do not feel my opinion could be made with validity at this point. Many of the services which you indicate by your questions were unavailable to me - or at least I was not aware of them or being able to use them. The first section pinpoints my personal as well as public life. I have always resented being categorized by sex, marital status, age group, etc. I believe such questionnaires must guarantee the answerer anonymity. I feel my answers would not be valid and I would be less than honest."

"I am not entering into the M.Ed. program until Sept. 74. As such I believe data I could provide would be of little use."

"I am unable to complete the questionnaire as I haven't taken any courses."

Appendix E
Comments by Graduate Students
Regarding Questionnaire

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

"My husband withdrew voluntarily about Christmas time because he was dissatisfied with the course, and found the burden of commuting and studying together with his professional and personal responsibilities much too heavy. By some bureaucratic blunder, his name has obviously remained on the list."

"I feel that I am not, at this time, in a position to give a valid assessment. To date, I have taken one course only towards a M.Ed., and that was in the form of a reading course. I can, however, state that I have found the Faculty members exceptionally interested and co-operative in assisting me to date."

"I have no intention of answering your questionnaire. Questionnaires which are as controversial as this one appears should be answered under the cloak of anonymity. I have found in the past that faculty advisors are usually in on the interpretation of data and therefore could also have access to my identity. While I have several criticisms of the faculty, I will make them known at my discretion through other media avenues."

"I have not begun to work on my master's program and therefore am unable to complete your questionnaire."

Comments by Students Completing Questionnaires

Some graduate students who answered the questionnaire also wrote to explain their reasons for the delay in returning it. These were: 1) early stage in M.Ed. program, 2) time of year, 3) length of the questionnaire, and 4) concern with anonymity. The respondents' reactions were:

"I would like to suggest in the future if you wish to conduct a survey arrange it to go out earlier in the year. May and June are hectic months for people in the field of education."

"Sorry for the inconvenience - I had just bought a house, my wife was pregnant, end of term reports at school had to be done and so on. There was also the added factor of concern for anonymity. I have since decided that it does not matter and have done my best to answer those questions which I was capable of answering. Unfortunately, I have not had the time to answer Section III."

"The initial part of the questionnaire was completed shortly after receipt thereof, but Section III bogged me

401
down. If it's open ended to allow me to reply in depth, that implies the responsibility of putting it aside for serious and quiet consideration. As I've now received your latest communication, asking that I 'reactivate' it, then here goes - sorry about the lack of well-considered and clear responses, but the 'spare' time has not yet eventuated."

"I can only complete Part I as I have done no further work in this program. I am still very much interested in the M.Ed. program and would like to talk to someone about it."

"I regret delay in filling out form; however, late May and June, now that the time that students are required to remain in school, have been filled with duties (forms, inventories, evaluation, review lesson planning, assemblies and awards)."

"Many of the questions I am not able to answer as I have not actually started work on my thesis."

"I have been very busy with school work, curriculum revision and settling into a new home and community. I feel that I am not in a position to answer many of the questions adequately - particularly those which require in-depth responses because I am out of touch, so to speak. I have not taken any courses since summer, 1972, although I have been working on minor thesis (now completed) for the past two years."

"My divergent interests are very demanding. I hope this helps."

"Things really piled up for me at school year and - or to have any opinion regarding the M.Ed. program. I have taken only one half course towards my M.Ed. and really haven't much knowledge about the department, professors, or the university as yet."

"Since I am enrolled in my first course toward my master's degree this summer, I do not feel qualified to respond to the questionnaire. Most of the items apply to master's students of an advanced form."

"I would like to give you every assistance in your survey. However, I have taken only one course to date and that might invalidate my responses."

Table F.1

Summary of Areas of Specialization in
M.Ed. Program by Department and Student Status

Department	Area of Specialization	Total n=280*
<u>Curri. Huml.</u> and <u>Soc. Sci.</u>	1. Curriculum development	4
	2. Social studies	3
	3. History of Education	1
	4. Special education	1
	5. English	10
	6. Reading	18
	7. Drama	3
	8. Cross cultural studies	4
	9. Commerce	1
	10. Psychology	1
	11. Art education	3
	12. Social sciences	4
	13. Geography	3
	14. Second language instruction	3
	15. Music	3
	16. French	4
	17. Creative poetry	1
	18. Written composition	1
	19. Modern languages	2
	20. Confluent education	1
<u>Curri. Math</u> and <u>Nat. Sci.</u>	1. Curriculum development	1
	2. Science education	12
	3. Mathematics	21
	4. Environmental education	6
	5. Administrative studies	1
	6. Physical education	2
	7. Physical sciences	2
	8. Biology	2
	9. Computer science	6
	10. Physics	1
	11. Business education	1
	12. Media	1
	13. Student teaching feedback	1
	14. Individualization	1
	15. Chemistry	1
	16. Objectives	1
	17. Industrial arts	1
	18. Low achievers and activity-oriented methods	2
	oriented methods	1

*Total does not include full-time students

Appendix F

Summary of Areas of Specialization

In M.Ed. Program by Department
and Student Status

Department	Area of Specialization	Total
Educ. Psych. (Cont'd)	9. Measurement	3
	10. Psychology	2
	11. Exceptional children	1
Full-time Students	1. Mathematics education	5
	2. Curriculum development	2
	3. Supervision and staff development	1
	4. Pupil transportation	1
	5. Politics of education	1
	6. School law	1
	7. Simulation	1
	8. Counselling	4
	9. Special education	3
	10. Commerce	1
	11. Social sciences	1
	12. Geography	1
	13. Reading	2
	14. Drama	1
	15. English	1
	16. Cross cultural studies	2
	17. Art education	1
	18. Low achievers and activity-oriented methods	1

Department	Area of Specialization	Total
Educ. Adm'n.	1. Supervision and staff development	1
	2. Teacher evaluation	2
	3. Politics of education	1
	4. Finance	3
	5. Organizational Development	1
	6. Evaluation	1
	7. Pupil Transportation	1
	8. Curriculum development	6
	9. School personnel	1
	10. Secondary administration	2
	11. Administration of physical education	1
	12. Supervision of instruction	2
	13. Decision-making authority	1
	14. School law	1
	15. Organizational behavior	2
	16. Teacher attitude	1
	17. Continuing education	1
Educ. Found.	1. Environmental education	1
	2. Curriculum development	3
	3. Early childhood education	1
	4. History	3
	5. History of Canadian education	1
	6. History of education	10
	7. Value education	2
	8. Special education	1
	9. Comparative education	5
	10. Race attitudes	1
	11. Community colleges	1
	12. Education in developing countries	1
	13. Adult education	1
	14. Professional development	1
	15. Sociology	2
	16. Moral education	2
	17. Simulation	1
	18. Continuing education	1
Educ. Psych.	1. Special education	20
	2. Counselling	44
	3. Child development	1
	4. Adult education	1
	5. Family life education	1
	6. Vocational counselling	1
	7. Computer-assisted instruction for slow learners	1
	8. Guidance	5

Question 5. Other comments regarding your advisor:

Many solicited comments about an individual student's advisor appeared on the returned questionnaires. These comments are presented here by department. The response from a full-time graduate student is identified by (f); all responses have been ranked as discussed in the study.

Curriculum, Humanities and Social Sciences

"I scarcely know him. Hope to meet with him again summer/74." (2), (16)

"He will always remain a most dear friend as well as a very gifted teacher." (1), (11), (15)

"Tries very hard to reach all he deals with but far too busy and overburdened by the faculty due to level of competence in comparison to colleagues." (1, 3), (15)

"I had only a preliminary interview with the advisor. He advised me that my topic may be acceptable but warned of the large amount of work needed to complete it." (2), (16)

"Fantastic - a most knowledgeable kind person. He was never too busy to give a helping hand." (1), (15)

"He is working in an area other than that he is advising me on; hence there is no ongoing project of import in my area of study which could really profit me. I should really go to another university." (3), (15)

"Very accommodating and thoughtful." (1), (15)

"Perfectionist, expected your best efforts. He expected (and gave) the same himself. I have met no other person as knowledgeable, fair and professional in the faculty of Ed." (1), (15)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Appendix G

Comments Regarding Advisor

Curriculum: Humanities and Social Sciences (Cont'd.)

- "Very positive and encouraging in all his direction. He displays a great faith and ability in me and in return makes me feel more confident that I can achieve the standards and requirements outlined in my program." (1),(15)
- "Excellent advisor, but he is leaving. He has accepted a position in another province, fall/74." (f, 1),(13,15)
- "Had respect for advisors but some personality conflicts." (3),(11)
- "He retired - now what?" (2),(13,16)
- "I feel I am working with, rather than under, a professional colleague." (1),(11)
- "Very organized - maybe excessively so, at the cost of being human." (3),(15)
- "A-1, very pleased with her expertise and concern. Very fair but firm - which I need." (1),(15)
- "I really feel that my advisor is not interested in my research topic. Therefore, he is not very helpful. Since he is the only qualified person involved in . . . we must work together." (3),(15)
- "I have not had the opportunity to try the mettle of my advisor, as circumstances prevent me from seeing him very often." (2),(16)
- "Has not really provided me with much help." (f, 3),(15)
- "Patient, understanding, 'charitable'. I requested meetings, however, the advisor did help in setting broad deadlines for certain aspects of the thesis to be done." (1),(15,14)
- "Tremendous ability and willingness to share his knowledge and enthusiasm. Very generous with encouragement and advice." (f, 1),(15)
- "Have not been in contact with advisor." (2),(16)
- "I am hardly one to be constantly running to my advisor. 'Browning' for acceptance and marks', therefore, some of my assessment may not seem to have continuity." (2),(16)
- "I don't have one - which one is most free and human?" (2),(9)
- "She simply has not the time, and mine is an odd course." (3),(15)

Curriculum: Mathematics

- "I am quite satisfied and pleased with my advisor." (f, 1),(10)
- "He is busy." (3),(15)
- "Very open-minded and concerned about the future of education." (1),(15)
- "I requested little assistance but when we did meet he was very little helpful. I did not expect him to be requesting meetings." (3),(14,15)
- "Actually when I sat and thought of the number of one-to-one conferences we have had, I realized they were quite brief and limited in number. However, whenever I requested information or help, it was either supplied or a source from which information or help could be obtained was given. So, I retain quite a positive attitude toward these meetings." (f, 1),(14,15)
- "My initial advisor has been on leave completing a Doctorate Degree, for the past year and a half; and as a result he hasn't really been advising me at all; . . . [an administrator] has filled in with advice on course work, but presently, he too is on leave. Thus at this time I really don't have an advisor and haven't really discussed a thesis topic with anyone as yet." (2),(13,9)
- "I had (3) meetings with him only." (2),(14)
- "Very helpful - always has time for me whenever an appointment can be made." (1),(15)
- "If it had not been for his encouragement I would never even have considered an M.Ed. He was very helpful with advice and encouragement and he gave me a goal to aim for. I feel I may return, especially if he remains at the U. of M." (1),(15)
- "Excellent." (1),(10)
- "Difficult to really assess because I'm off campus and wouldn't be fair in my assessment as the situation is different." (2),(16)
- "Could give an attitude rating a year from now." (2),(16)
- "Very helpful whenever I asked for advice." (f, 1),(15)
- "My advisor is one of the best qualified people in faculty in the academic 'vehicle', I wish to use in my program." (1),(15)
- "A great guy, obviously!" (1),(10)

Curriculum: Mathematics (Cont'd.)

"The answers to questions 2(b) & (a) of this section should be answered 'unsure at this time.'" (f, 2), (16)
 "Have had two advisors, latest one is rated on form, earlier one is rated in margin." (2), (13, 16)

Educational Administration

"Likeable but incompetent, the others would be worse. Direction on punctuation - little direction on what was required." (f, 3), (15)

"Perhaps unrealistic in expectations for the requirements for the minor thesis. Seemed to be some confusion regarding this among dept. members." (3), (15)

"He has done everything expected of him and he has done it well. He's really good." (f, 1), (10)

"Truthfully, I have not made myself accessible to my advisor. As a result, I have not made use of him as much as I should." (2), (16)

"Hard to get hold of him." (3), (15)

"I have only met him once for course selection, and am now looking for a topic and will then request an advisor suitable to my topic." (2), (16)

"He puts me at ease. I do not have the feeling of being an intellectual midget in his presence. He inspires confidence in me. Gives me direct help without beating around the proverbial bush." (1), (15)

"Much of my research work re: thesis requirement has been done, to this date, on my own." (3), (15)

"First advisor seemed to leave me out in the cold. The second advisor wants the format almost in reverse to the first set-up. He is much more helpful than the first." (f, 3, 1), (13, 15)

"Has been quite helpful in having the library order micro-films on documents that are not available at the U. of Manitoba. This 'financial aid' is allowing me to order twice as many micro-films as if I have to order all of them myself." (1), (15)

"I don't know him - only saw him once when I requested an appointment." (2), (16)

"I don't know the man very well." (2), (16)

"I have not met with him enough to be sure of my opinions toward him." (2), (16)

Educational Administration (Cont'd.)

"Any shortcomings related to my now having got underway with my thesis are entirely my own." (2), (16)

"Any faults were mainly my own." (2), (16)

"Advisor's specialty is . . . Neither appeal to me but I feel indirect pressure in our meetings to tend to feel that I should work in those areas. I have no intention of doing so. My suggestions and requests for comments on my interested areas of research have not met with great acceptance." (3), (14)

"Has been quite helpful in most respects, also very patient with my tardiness." (1), (15)

"This is my present advisor." (2), (13, 16)

"I feel that, as a part-time student who has never studied before at U. of M. Campus, too much of the routine was taken for granted. My original advisor developed into a close friend which helped somewhat." (3, 1), (13, 15)

"I really didn't know what to expect of an advisor in terms of assistance, etc. so really can't fault him. I really believe I was totally unprepared for the work involved in writing a thesis and as such felt very confused and lost at times." (f, 2), (14)

"Have only met once in program!" (2), (14)

"Top-notch as an advisor." (1), (10)

"I should have a conference with him or her." (2), (16)

"Quite satisfied!" (1), (10)

"I felt very comfortable working with him. He was somewhat slow in approving sections of my thesis which exasperated me at times. Overall I was very satisfied." (1, 3), (11, 15)

"I've not had an opportunity to meet my advisor and as a result have been unable to answer the above questions." (2), (16)

"Most helpful." (1), (15)

"Close to ideal." (f, 1), (10)

"Practical, not enmeshed in the superfluous clap-trap of research and not preoccupied with 'form.'" (1), (15)

"My faculty advisor at U. of M. excellent."

"My faculty advisor at U. of T. not so good!" (1), (10)

"His form-letters have gone unheeded by me for lack of time. I may, in fact, be 'out of grace' as far as the time requirement is concerned." (2), (16)

Educational Administration (Cont'd.)

"Assigned by letter. No personal contact of any kind." (2),(9)

"I have not been assigned an advisor yet." (2),(9)
 "Administration faculty seeks to establish good rapport with graduate students, particularly in the last few years." (1),(16)

"I have not met my present advisor, and no interest was ever expressed to introduce, inform or even help me in my course work. My information for course work came directly from stated descriptions in the catalogues, which I tried to relate to my interests and job requirements." (3),(15)

"Could never meet him. I was unable to get to Winnipeg to meet him during his hours." (3),(15)

Educational Foundations

"My advisor is also an administrator at the Faculty of Education and thus is quite busy." (3),(15)

"I count myself very fortunate in having had . . . as my advisor. I have the greatest admiration for his scholarship and his personal qualities, among the latter being honesty and frankness in evaluating a student's progress, sympathy, and patience." (1),(15)

"Highly competent. Has insisted on meaningful research work which has relevance and purpose." (f, 1),(15)

"Advisor to program is very busy and cannot give much thought to individuals and problems. However, I think he is much more approachable and available than almost anyone else in the department. At least he realizes that students are people!" (3, 1),(15)

"The most practical, yet professional member of the faculty." (1),(15)

"Too busy to deal with students and almost impossible to reach by phone or letter." (3),(15)

"(1) Interdisciplinary perspective on issues. (2) Arranged numerous occasions for me to meet other scholars (in Canada and the U.S.A.) in my field of interest." (1), (15)

"Cuts through red tape." (1),(15)

"Very reasonable." (1),(15)

"Obviously I am very impressed with my advisor, although I have not seen him often. He is always accessible and helpful and makes time for me. I try not to take too much of his time." (1),(10,15)

Educational Foundations (Cont'd.)

"I felt very inferior in his presence, almost like a second class person. I always got the same song and dance regarding assignments which were totally unrealistic as far as amount of work was concerned. I couldn't hack the pace of a steady teaching job and of trying to be an academic person." (3),(15)

"Have only started my program in the fall-winter session of 1974, so haven't really had much contact with him." (2),(16)

"He is a nice guy who is sincere and helpful. My thesis has taken a long period of time and meetings have been infrequent. For instance, I submitted by 3rd chapter during the last week of March and haven't heard a word - but I haven't been able to get much more done - so I'm not too concerned." (1, 3),(15,14)

"I selected my advisor for three reasons: (1) I had a slight acquaintance with him at another university, whereas I knew none of the other advisors. (2) His speciality lay primarily in my field of interest. (3) By requesting him as my advisor, I could avoid possible assignment to certain staff members reputed to be difficult to work with." (1),(15)

"Lacks modesty." (3),(15)

"He is too active in too many areas to be accessible when needed even when the two of you may be doing some intensive research." (3),(15)

"The above would apply equally to the other two members of my committee." (2),(16)

Educational Psychology

"Haven't finished - so may change many of negative comments as time goes by." (3),(16,12)

"Outstanding person but just a bit too busy to be available when needed." (f, 3),(15)

"Patient, hardworking, everwilling to assist others - a distinct contrast from . . . [administrator] whose 'advice' proved inaccurate and contradictory!" (1),(15)

"Very encouraging and interested in helping." (1), (15)

"He was picked by a process of elimination. He was one of the two people I knew." (2),(16)

"Not applicable as I just got him this month." (2), (16)

"He felt threatened." (3),(11)

Educational Psychology (Cont'd.)

"Just commenced thesis work." (2),(16)

"Should be more concerned, more time should be made for meeting with students planning program." (3),(15,14)

"Exceptionally encouraging!" (4, 1),(15)

"I get most of my counselling in cooperation with the department head. But am unaware of any counsellor or advisor assigned to me." (2),(9)

"He is A-1. He was very accessible, a friend. I prefer not to do a research paper as was originally planned." (1),(15)

"Knowing what I know about the faculty, this paper had better be kept VERY CONFIDENTIAL, preferably destroyed after survey has been concluded." (2),(16)

"I'm sorry I couldn't be of more use in the long answer area. I feel I cannot validly in any way answer these questions on the basis of some of my feelings two years ago. Today I may feel differently if I begin working on my thesis." (2),(16)

"A wonderful person to work with - demanding but very understanding." (1),(10)

"I waited over half a year to select my advisor because I was not confident in the abilities of any of the people in Ed. P. I finally managed a compromise which allowed me to use a person (that I felt was highly qualified) from another department to act as my major advisor. If I was not able to do this I don't think I would have been able to work with the regular people in my department. The people in my department do not seem to have the expertise - nor are they ever available." (3, 1),(9,10)

"Although I was free to request meetings with my advisor when I felt they were needed or desirable, he did likewise. He was exceptionally adept in challenging my arguments and thus promoting self growth and development. At times, however, I felt a bit pressured in terms of his expectations in relation to deadlines." (f, 1, 3),(14,15)

"I have no advisor." (2),(9)

"My advisor gave me a great deal of support while I was an exchange teacher in England. My M.Ed. Thesis is based on that experience and her several letters to me in England and since then has helped me focus on my research question. Others have helped me in the writing of my survey and in various other areas. When a program goes on for too long contact with advisors falls off." (1),(15)

Educational Psychology (Cont'd.)

"No advisor has been assigned as yet." (2),(9)

"They, professors, seem too busy to really take time for me, a part-time student. I have felt that if you come in and talk about a thesis topic that you like but the professors don't you will get a relatively uninterested response which is discouraging." (3),(15)

"Would have preferred to have an advisor all through the course work and not just for thesis. That is - have missed having someone to relate to up to this point - thesis not yet started." (3),(9)

"At the present time the University of Manitoba penalizes excellent advisors. Good advisors become popular and inaccessible due to an extremely heavy work load. Poor advisors are unpopular and thus have more spare time. Everyone likes to have free time." (2),(14)

"... - one can't ask for a better professional."

(1),(15)

"... is an O.K. guy." (1),(10)

"As a part time graduate student I found my advisors lack of accessibility very frustrating. He was, at times, locked mentally in his 'narrow world'. He was guilty of trying to tell me how things were in my place of work. I had been 'there' for 20 years!" (3),(15)

"It would be very helpful is one knew how to get one. What their interests are and what is expected. I have none." (2),(9)

"Don't have one yet." (2),(9)

"... [an administrator] arranged program, but of little help, before or after." (3),(15)

"Appointments were hard to get; waiting an hour or more even with an appointment was common; once in, however, the advisor's ear was all mine for as long as I wanted - while others waited!" (f, 3, 1),(14,15)

"I felt he was interested in both me and what I was doing, more so than others would have been in the Dept. (which was why I chose him)." (1),(15)

Appendix H
Reasons for Choosing and Not
Choosing Area of Specialization

Table H.1

Summary of Reasons for Choosing Area
of Specialization by Department and
Student Status

Table H.1 - Continued

Reason	Curri. and Soc. Sci. n=45		Hum. and Nat. Sci. n=44		Math. and Nat. Sci. n=74		Educ. Admin. n=26		Educ. Found. n=61		Psych. n=28		Part-time Students n=222		Total Population n=250	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1. Interest in area	23	51.11	20	45.46	27	36.49	9	34.62	30	49.18	16	57.14	93	41.89	109	43.60
2. Relevance to job	10	22.22	12	27.27	28	37.84	3	11.54	18	29.51	3	10.71	68	30.63	71	28.40
3. Consistency with ambition	1	2.22	0		8	10.81	0		0		2	7.14	7	3.15	9	3.60
4. Increased knowledge	6	13.33	3	6.82	4	5.41	4	15.39	4	6.56	1	3.57	20	9.01	21	8.40
5. Relevance to needs	3	6.67	7	15.91	5	6.76	2	7.69	7	11.48	2	7.14	22	9.91	24	9.60
6. Courses worthwhile	1	2.22	0		1	1.35	1	3.85	1	1.64	0		4	1.80	4	1.60
7. Thesis meaningful	1	2.22	0		0		1	3.85	0		1	3.57	1	.45	2	.80
8. Job requirement	0		1	2.27	0		0		0		0		1	.45	1	.40
9. Staff cooperation	0		1	2.27	0		2	7.69	0		1	3.57	2	.90	3	1.20
10. Interest in Ph.D.	0		0		1	1.35	1	3.85	1	1.64	0		3	1.35	3	1.20
11. Overview of education	0		0		0		2	7.69	0		2	7.14	0		2	.80
12. Freedom available	0		0		0		1	3.85	0		0		1	.45	1	.40

Table H.2

Summary of Reasons for Not Choosing Area of Specialization by Department and Student Status

Reason	Curri.: Hum. and Soc. Sci. n=17		Curri.: Math. and Nat. Sci. n=6		Educ. Admin. n=13	
	f	%	f	%	f	%
1. Lack of relevance	4	23.53	1	16.67	4	30.77
2. Lack of jobs	2	11.77	1	16.67	0	
3. Lack of learning	1	5.88	1	16.67	1	7.69
4. No doctoral program	1	5.88	0		0	
5. Lack of interest	6	35.29	2	33.33	5	38.46
6. Lack of direction	1	5.88	0		1	7.69
7. Change of job	1	5.88	1	16.67	1	7.69
8. Course selection	1	5.88	0		1	7.69
9. Work too demanding	0		0		0	
10. Lack of challenge	0		0		0	
11. Personal ineffectiveness	0		0		0	

Table H.2 - Continued

	Educ. Found. n=9		Educ. Psych. n=12		Full-time Students n=7		Part-time Students n=50		Total Population n=57	
	f	%	f	%	f	%	f	%	f	%
	5	55.56	5	41.67	2	28.57	17	34.00	19	33.33
	0		1	8.33	1	14.29	3	6.00	4	7.02
	0		0		0		3	6.00	3	5.26
	0		0		0		1	2.00	1	1.75
	2	22.22	1	8.33	3	42.86	13	26.00	16	28.07
	0		1	8.33	0		3	6.00	3	5.26
	1	11.11	0		0		4	8.00	4	7.02
	1	11.11	1	8.33	0		4	8.00	4	7.02
	0		1	8.33	1	14.29	0		1	1.75
	0		1	8.33	0		1	2.00	1	1.75
	0		1	8.33	0		1	2.00	1	1.75

Question 1. What recommendations do you have regarding the most urgent changes needed in the Faculty of Education that would affect you as a graduate student?

Responses to this question are presented by department. The response from a full-time graduate student is identified by (f); all responses have been categorized as discussed in the study.

Curriculum, Humanities and Social Sciences

"(1) Improved library facilities. (2) Extend the length of the academic year." (3,8)

"Staff and student coming to grips with reality and honesty!" (17)

"A clarification of the requirements and standards regarding the minor and major thesis. Generally, the various routes to the M.Ed. should be more clearly set out. There should also be more preliminary discussing regarding the advantages (disadvantages in taking either the Major/3 course route, or the Minor/5 course route. Presently, the minor/5 course route may entail more time and effort)." (5,2)

"Advice as to services available in completion of thesis on a part time basis - through winter's readings via correspondence - through summer session in attendance. (5)

"Professors who can and will communicate with intelligent sensitivity." (17)

"I am not a full-time student so see little need for urgent changes. I am also conservative in nature and I think we have had too many changes in education that have led nowhere. I think I can get the job done under present conditions. (27)

Appendix I
Recommendations for Urgent Changes in
the Faculty of Education

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum: Humanities and Social Sciences (Cont'd.)

"I would prefer not to be required to do research. I am interested in reading of research, for it enhances my knowledge in the area of my work, but not in doing research work." (5)

"Get the standings out earlier so that the student can plan time to take courses." (8)

"Provide courses that will be appropriate to the interests and requirements of all students. Certain programs are offered but the requisite courses that will complete the program are not." (f,4)

"Being a part-time graduate student, I am not, I feel 'up on' knowing the prevailing conditions of the Faculty. Further, I took approx. $\frac{2}{3}$ of my course work in Education at another University. Therefore, I know only a few of the faculty members. Generally, however, I believe there is little communication among members. No sense of direction or decisions as to what constitutes graduate work, especially as to the difference between a major thesis and a minor research paper." (17,5)

"(1) A clear and consistent policy re: graduate requirements on 5 course, research paper program. (2) De-emphasizing of curriculum specialization. (3) Provision made for method course at graduate level. They have been called 'mechanic' courses, but some 'mechanics' are needed in the schools." (5,8,4,)

"Have faculty advisor set out specific time when he would be in his office so that he could be contacted by phone." (15)

"More emphasis on information intake, courses can stimulate reading. Major thesis should be an optional route only and it should not have to be a statistical study." (4,5)

"Wider choice of courses for degree." (4)

"As a part-time student, I would very much like an opportunity to talk with other faculty members (other than my course Prof.) on an informal basis. I would like to feel welcome and at home in a drop-in centre where I could engage in talk of a stimulating nature related to my field." (17,26)

"Qualified, informed staff." (17)

"I don't believe I'm sufficiently deep enough involved at the moment to make any judgement. I have taken only one evening class during winter session on my program so really haven't had time to look into 'urgent changes'. I know what I have ahead for me and I haven't been concerned about the rest." (27)

Curriculum: Humanities and Social Sciences (Cont'd.)

"Would like to be in a position to take advanced courses at the Graduate level in Art History and/or Sculpture at the University of Manitoba School of Art. This of course is not a criticism of the Faculty, Education, but it would be easier for me to take all my courses at U. of Manitoba. Oregon has been suggested to me, but family commitments prevent this for the time being." (4)

"Develop a doctoral program in the language arts area. This means developing the reading and language arts courses at the graduate level. There is no one now on faculty (now that my advisor has left) who could do this." (4)

"More up-to-date professional staff and especially dept. heads. As far as I'm concerned . . . was one of the only really effective and truly professional professors I've dealt with and due to lack of support and opportunities in Manitoba he is leaving at the end of the summer." (17,19)

"More stringent academic requirements for entrance into M.Ed. program. More controls over course selection in B. Ed. More structure in courses offered by faculty. More liaison with schools and local needs." (f,1,4,21)

"Specific intellectual courses." (4)

"Need for a graduate programme for teachers without a research paper - more academically oriented degree at the masters level." (5)

"One graduate department for the whole faculty - not five or six." (f,6)

"Again, I do not feel I can generalize to answer these concerns due to my limited involvement with the University." (27)

"The courses should be made much more stringent both with regards to content and to encouragement of students to study a few problems in greater depth." (4)

"I don't know enough about what is going on to begin to make recommendations." (27)

"Allowance should be made for interdepartmental degrees. Many students have particular needs to be met in a working (teaching) situation that cannot be met in one department, because of narrowness of requirements." (20)

"(1) Reinforcement of students who are dedicated to humanitarian education as necessitated by present world needs. (2) Recognition of the practicum as a bone fide way of gaining an M.Ed. instead of doing a thesis which will gather dust." (17,5)

Curriculum: Humanities and Social Sciences (Cont'd.)

"Interaction with the staff as a whole - too much of a teacher-pupil relationship. Relationship with advisor is more of a colleague basis which I appreciate. The above statement refers to . . . [an administrator] and other staff members that one got to know. Many or most, one didn't get to know at all." (f, 17, 11)

"I think the Faculty should rid itself of pseudo-intellectuals who have great vocal force and little real practical knowledge." (17)

"An M.Ed. Program which would meet the needs of a student not interested in research for its own sake. There should be an alternative to the major, minor thesis routine." (5)

"Greater variety of courses to meet needs of graduate students." (4)

"(1) Employ qualified staff in greater numbers. (2) Upgrade library facilities significantly. (3) Funding of student research by Faculty. (4) Provide wider choice of courses including independent study courses." (17, 5, 22, 4)

"Perhaps additional course offerings in areas of my interest. The courses specifically related to my area of specialization proved most useful and enjoyable. The range of courses, however, is somewhat limited. I think the minimum requirement of 3 courses might be reviewed. In my program, I was able to take 7 courses plus major thesis." (f, 4)

"An expanded Master's program in Drama. A drama in education program at the Bachelor's level." (4)

"More scholarly profs." (f, 17)

"Get off the detached thinking and in with the human student. Keep off statistics; make people human! (sorry!)" (17)

"I feel the faculty must expand into rural Manitoba and make advisors and use of rural resources made known to those who choose to live there. I feel a great disparity exists between the services the university offers to Winnipeg teachers and those offered to rural teachers." (21)

"Alternatives to the thesis and/or research paper. It/they is an outmoded and interest-destroying method of assessing competence and involvement in the subject." (5)

"I am a part-time student who travels many miles to complete my M.Ed. I took 5 B.Ed. courses (admin. & rdt.) and have almost completed M.Ed. course requirements. I still have a minor thesis to go. I will be so happy when this

Curriculum: Humanities and Social Sciences (Cont'd.)

M.Ed. is over. Why? (1) My family travelled with me almost every summer. We had to rent a house in Winnipeg plus rent my home in North Bay and Atikokan. (2) Pay for courses plus rent, travel expenses, etc." (21)

"As I am about to return to the faculty after a 10 year absence I would consider a hopeful change toward practical and useful courses more in line with the real teaching situation." (4)

"(1) More choice of courses in one's programme. For example, the Dept. of Curriculum and Humanities has no course on Curriculum Design or Curriculum Theory and Practice. (2) There should be encouragement to take courses relating to one's interest from a Department (other than one's own). As things are now, there are too many petty politics, which prevent a student from mixing his concentrations, often to his and education's detriment." (4, 17)

"Better orientating and more information re: my thesis. I am still not sure of what exactly is required. Reaction of my committee to the proposal I submitted was not particularly helpful - one committee member's only comment was that I used too many prepositions in writing up the proposal! Other members were not very specific about their criticisms." (2, 5, 7)

"A student entering graduate work should be given the opportunity to take a course which teaches him/her to research, think and philosophize - the techniques thereof." (f, 4)

"Better library facilities." (5)

"The opening up of the M.Ed. by offering correspondence or off-campus courses during both the regular academic year, and the summer months." (4)

"More relevance, better teaching (though I have had one or two good ones)." (f, 17)

"Get a Master of Library Science course." (f, 4)

"Discontinue thesis requirement." (5)

"Bridging the gap in quality of work expected at Master's level as opposed to that at Bachelor of Education level." (1)

"I have always taken courses only during the summer sessions and during the winter evening sessions. Therefore, I have never really identified with the faculty or felt 'really good' about it as I have with St. Boniface College for example where I completed by M.A. on a full time attendance basis." (17)

Curriculum: Humanities and Social Sciences (Cont'd.)

"Development of a much more scholarly and professional graduate faculty (both teachers and administrators)." (f, 17)

"Sometimes one feels that faculty members are too far from the classroom action and studies become ivory towered." (17)

"More computer assistance at no cost to pupils." (5)

"More relevant courses." (4)

"Qualified Profs. in Art. Ed. areas." (17)

"I was allowed to do a curriculum development thesis. It was a practical thesis. I have since used it in the classroom. I had considerable difficulty in getting permission to do a 'practical' thesis. I would suggest that the faculty continue to allow this type of thesis work to continue. Much of the work done in graduate work at a Master's level is simply an exercise for the writer and has very limited public use and in many cases none at all. Many theses are obsolete before they are printed." (f, 5)

"More honesty in inter-staff relationships." (17)

"Open discussion re. thesis, direction from someone, choice of advisor." (5,9)

"I don't know the faculty at all and therefore can't sit in judgement of them (probably from what I have heard from others I have a feeling I wouldn't like it or them!)" (17)

"Program must be established at the M.Ed. level related to French per se. Ph.D. program established in curriculum planning and organization. Pressure put on library to acquire more relevant and up to date books dealing with languages, psychology and linguistics." (4,5)

"Institute a Ph.D. program in my department." (4)

Curriculum: Mathematics and Natural Sciences

"Program would be more interesting to me personally if I were better informed about courses prior to making choices. Also, although discussion is a very valuable part of course work, I would appreciate more input of a substantive nature on the part of some professors." (f, 2, 17)

"More direction from advisors in thesis work. Implementation of a course on Thesis writing." (14,4)

"More courses in the science area." (4)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

"I doubt that any changes at present would affect me. Possibly if they gave me a back pay scholarship." (f, 27)

"Too late for changes affecting me." (27)

"The entire faculty lacks organization. Undoubtedly the problem for years has been the lack of leadership. In the five years I have attended, I have never seen one so-called leader and the acting administrators were uncommunicable. I also think a Ph.D. program in each department would provide a complete education program." (19,4)

"None." (27)

"As I have taken only one course at U. of M. Dept. of Ed. I do not feel qualified to answer these questions." (27)

"Faculty must become more community oriented i.e. Classes could be taught in community (St. James-Assin.) rather than at the University." (21)

"There should be more opportunity to promote intellectual growth amongst mature part-time students." (18)

"Removal of Thesis requirement - More variety in course offerings in Science area." (5,4)

"In regards to Section III, My mind is not on my program these past months due to external pressures and commitments. I do not feel qualified at this time to answer these honestly. Perhaps in 6 mos. I will be oriented more in this direction." (27)

"(1) Improved library resources. (2) Greater dedication to academic excellence in part-time staff." (5, 17)

"More freedom in establishing course work." (4)

"Higher standards (for both students and professor)." (7)

"None." (27)

"Closer and more personal contact with advisor and Professors. Some courses are irrelevant and uninteresting to your particular program." (15, 17, 4)

"The most urgent change needed is a commitment on the faculty's part to assist the student in a systematic way in his thesis research." (5)

"More direct participation by graduate students in decision making in the faculty." (19)

"None." (27)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "Some courses more relevant to school situation." (4)
- "I would like to take 5 or 6 or even 10 courses. I am not a 'research orientated person' and am not interested in research. I like to study for personal growth and development. To live through the tedious process of following petty rules to produce a finished product called a Thesis; this is not for me." (5)
- "The average teacher is not too interested in carrying out heavy research. There should be another route other than major or minor thesis to complete M.Ed. requirements. More course work would be more valuable." (5)
- "Upgrade courses and instruction." (4,17)
- "In my situation none. Even though I have chosen the major thesis route in my program, I am beginning to question the usefulness and relevance of formal, statistical research in education. Human research seems a more reasonable approach." (5)
- "Courses specifically geared to Business & Vocational Education. I also feel the Faculty of Ed. is not keeping abreast of latest developments in competency based instruction." (4)
- "The Faculty of Education is doing a fairly good job as far as I'm concerned." (27)
- "To extend 5 yrs. limit to 6 yrs. so that there'd be one yr. for research work (paper), after 5 courses. (1 course per every summer.)" (8)
- "Some or all professors need to spend more time in the graduate program (ie. they seem to be so busy in the undergraduate programs, inservice, etc.)" (17)
- "I am satisfied. As a part-time student I do not expect advisor etc. to be arranging to meet with me. I have been at the thesis for 2-1/2 years now." (27)
- "I believe the Doctorate Degree is definitely a research degree but the Master's Degree does not necessarily have to be a research degree. That is the thesis requirement should be optional in the Master's Program. My recommendation would be that course work and a comprehensive exam should be a satisfactory alternative to a smaller amount of course work and a major thesis." (f,5)
- "A more serious attempt to advise students." (15)
- "Greater variety of courses in the Science education area." (4)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "The majority of courses are irrelevant to the actual purpose of making you a better teacher. I see no value in attending courses for the aim of getting a degree. Practicability is my answer." (4)
- "(a) Remove need for Thesis or research paper. (b) Remove need for comprehensive exams." (5,6)
- "I think that the course load should be modified and more equally distributed between the 3 course - major thesis and 5 course - minor thesis. Since in 80% of the cases the time and effort of a minor thesis is just as demanding as the major thesis." (5)
- "The faculty should offer a Graduate program without Thesis work - similar to program at U. of T. Toronto." (5)
- "Programs should be geared at (1) improvement of Teachers knowledge of subject area of interest or teaching. (2) Improvement in communication skills. (3) Exploring new methods and techniques both in context and methodology." (4)
- "Eliminate thesis requirements. Get a program that centers around academic instruction." (5)
- "More courses and options should be available. There is a general lack of guidance and direction." (4,15)
- "Graduate students have no special place nor special library privileges, therefore these must be provided, soon." (5)
- "A constant reminder (to professors who volunteer to be on the committee) should be issued concerning their responsibility to the student." (17,7)
- "Provide for rural students." (21)
- "I see no urgent changes needed at the Faculty for me, although I feel that some of the Profs. in other areas (other than Science Educ.) need to be brought down off their high horses, most especially in Educ. Admtr. and Educ. Psychology." (17)
- "Nothing urgent." (27)
- "More one-to-one staff adviser-student relations." (11)
- "Allowing students the opportunities with advisors approval to select a number of courses or clinics or workshops eg. Canadian Economy Instructors course to be applied towards credit for a masters. Many schools in USA do this so I have most recently learned, after all further education is for the benefit and intellectual growth of the student. Our school

Educational Administration

- "More structured thesis advising. Clearer definition of thesis requirements. More competent advisors. Less emphasis on spatial configuration of thesis and trivia." (f,5,15)
- "A diploma program. A non-thesis route." (4,5)
- "Shake up' the faculty so that good things happen in the course work and not in spite of it" - assignments, for which rationale is questionable, need not necessarily form a major part of course requirements." (4)
- "There is a need to hire professors who are more in tune' with today's realities in education." (17)
- "A non-thesis masters route." (5)
- "Fewer night classes for full-time students." (f,4)
- "Greater stress on innovative movements within education." (4)
- "The advisor and the student should be compelled to meet at least 3 times per year initially." (14)
- "More accessibility to advisor." (15)
- "Smaller classes in course work. Greater variety of courses to choose from. Greater staff availability for advice for part-time students especially in the summer." (4,15)
- "More communication between part-time students and the faculty. More accessibility of faculty members to part-time students." (17)
- "More flexibility within programs (ie students could apply credits received at institutions outside of educ. faculty for credits)." (4)
- "Get a compassionate, sensitive staff." (17)
- "I do not understand why attendance is required at courses. At this level, for me personally, I cannot be in regular attendance, but I can complete the required work." (4)
- "Should be more freedom for personal and individual expression of ideas and concepts. A greater degree of choice in the area of research, reading and independent studies." (f,4,5)
- "Improved library." (5)
- "Establish an inservice for students entering into faculty for the purpose of orientation towards department, etc." (2)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- systems are becoming more flexible to meet the needs of students but not necessarily our Universities - a little behind the times." (4)
- "Greatest difficulty I personally have is finding time to get into my major thesis work. Full-time job (teaching) and family responsibilities demand a lot of time." (5)
- "There needs to be more emphasis on the full-time graduate population and less emphasis on teachers who take evening courses. Other courses could be scheduled during the day." (f,8,4)
- "Remove many of the 'methods' courses from faculty and have people out interning in undergraduate and graduate years under the guidance of a faculty member. This way, the faculty and up and coming teachers are working in reality, not a vacuum." (4,21)
- "More communication with graduate students. More help in Thesis writing. More courses." (14,5,4)
- "None, as I do not feel any urgent changes are needed." (27)
- "(1) Make the thesis optional, with additional course work of student's choosing as an alternative. (2) 'Scrub' the comprehensive exam." (5,6)
- "Better library resources. Doctoral programs in other areas than just administration." (5,4)
- "Complete change of staff in Ed. Psy. Dept. so that I could switch, and do M. Ed. in Psy. I completed B. Ed. there but would have changed to almost anything else, so am in Curr. Math. & Sc. because of flexibility allowed in design of program." (17)
- "Day classes for full time graduate students. Better direction for writing a thesis proposal/thesis." (f,4,5)
- "There should be a closer correlation between Faculty and people attending that faculty. There must be direct communication between the staff and the people attending." (17)
- "I believe that although the Maths-Phys-Science staff is good, more qualified (and more) staff is needed for doctoral programs." (f,17,4)
- "Greater freedom of choice of courses. Greater acceptance of relevant courses offered elsewhere." (4)

Educational Administration (Cont'd.)

"A complete overhaul of the course of studies is required. Get completely away from methods courses related to subject areas and work at developing in prospective teachers the competencies required in order for them to function as a professional." (4)

"Set out blocks of time that fit teaching admin. jobs for study on comprehension (1/2 course - 10 intense days in Feb.) Faculty to get in touch with field." (6,17)

"Way to overcome major thesis requirements." (5)

"There should be more courses offered. Selection is meagre. A better library with more volumes and control over the periodicals so they can be found when needed." (4,5)

"The counselling which prospective graduates students receive is inadequate. This includes deciding on thesis route, course selection, and general knowledge of master's program. It seems that a student is left too much on his own in making important decisions for which he lacks adequate information." (2)

"More interaction between professors and students in the line of guidance, suggestions." (17)

"None." (27)

"A person should be able to take a mixture of courses in the B.Ed. program, for example for me, some course work on the Humanities and some in Admin. I did not meet more academic work since I had about 15 courses in my specialty (English) and an M.A. yet I had to take 3 Academic courses in my B.Ed. year. More Ed. courses (variety) would have been more useful to me. I'd like to see more course options where credit can be obtained for reading and/or research initiated by the student with help from advisor." (4)

"Some method of supporting family (two members attending University) and either lighter work load or being able to either obtain a leave of absence or being assured of a position on completion of graduate work." (23)

"Re: minor thesis - more leeway on topic. I get the impression this paper must deal with RESEARCH as opposed to say, case study of a rural collegiate on a semester system, case study on implementing the credit system in a rural collegiate, comparison of traditional testing vs. continuous progress in IPS Science - These are real to me as opposed to Statistical analysis and deep theoretical research." (5)

"I feel that the overall attitude to education is caused by the certificate year. This 'mickey mouse' attitude really hurts the faculty as a whole. Even if you are

Educational Administration (Cont'd.)

taking a masters or Ph.D. you really gain little respect from others. I say that offering more difficult, more worthwhile courses in the Ed. I year will do a great service to the overall faculty including the grad student program." (4)

"More relevant course work. More selectivity in admissions. Better evaluation procedure. Too many students are getting through courses with minimal work. "Mickey Mouse Syndrome." (4,1,7)

"Credit given to experience other than course work. Removal of thesis as a requirement for the M.Ed. program." (27,5)

"Some M.Ed. courses offered at Brandon University. An attempt was made at this and was very much appreciated but not followed up. Teachers working in Wpg. area are at a decided advantage re winter courses. Failing this, those living more than an hour from Wpg. should have their deadline extended as they only have summers available for course work and meetings with advisor and committees." (21,8)

"More assistance to part-time students who really want to get a degree but because of circumstances cannot attend full time. More bursaries to allow people to study full time, especially the M.Ed. level." (17,23)

"Some the professors and 'band wagon' specialists who really are far removed from actual experience in the classroom but set them up as experts." (17)

"Better courses - more relevant." (4)

"A need for graduate students to feel that they belong either as junior faculty members or as full members of the student body." (17)

"More choice of courses & direction. Less rigid requirements." (4,14)

"I feel that a definite orientation and advisory (group) session would be beneficial to those entering into graduate work. A one or two day session should be sufficient." (2)

"Make the programs more accessible to part-time students." (21)

"Nil - have graduated." (27)

"Keeping in touch with what is happening in the field today." (4)

"More guidance - I live some distance from Wpg. - course during summer of 3 week length for thesis design." (21,5)

Educational Administration (Cont'd.)

"More advice on thesis work." (5)

"It is very difficult to carry both a full time job and do a thesis. Recommend that more than twenty-four hours per day should be considered a matter for legislation. This is of course not an answer to your question." (5)

"Greater choice of courses." (4)

"Need for a closer relationship between what is required in the schools and what is required for a graduate program. The demands regarding the courses and class work are not excessive in fact some are a waste of time. Some good old-fashioned teaching procedures and assignments would overcome this problem." (21,4)

"I'm more or less satisfied with the present M.Ed. program. On looking back I would urge fellow students to take a year off to do their program rather than doing it part time as I did." (23)

"More attention supervision and direction should be given by the thesis advisors to the students." (f, 14)

"More consistent advisory program to assure completion of requirements early. Wipe out uncertainties." (14)

"Give us more choice in courses. It would be good to have both compulsory and optional courses. Students should be permitted to take optional courses from other departments." (4,20)

"Restriction of class size. More emphasis on practical situations as related to theoretical (handled well by some instructors). Restrict groups to Masters level students to achieve some homogeneity." (4)

"Educational research should be of value to the teacher or administrator in a practical way. Professors should quit hiding behind the heady research facade and recognize that in Manitoba there are many pressing problems to be researched. The ridiculous preoccupation with academic hurdle-jumping to write of human talent. For instance what will your research do for the school children of Manitoba. Who is it going to benefit - only you, because you'll receive your M.Ed. then your nicely printed thesis, that you have sweated, cried and despaired over, will gather dust on the library shelves. Thesis form should be readable - to hell with the outmoded academic head-in-sand approach. I sound bitter don't I? That's because I am. I'm a good administrator and I know a lot about education, but unless I waste 4 years of my time to get a Ph.D. nobody listens. If I were a Ph.D. tomorrow, I could spout inanities about education and I'd be listened to because of the Ph.D. It's ridiculous! An M.Ed. opens no doors except that you become

Educational Administration (Cont'd.)

almost acceptable in the secluded world of the academic. (I am bitter.)" (5)

"Better bookkeeping. I have requested in writing to be enrolled in a 'Thesis Writing Seminar' on two occasions. I received reply indicating I would be notified but heard nothing more after that." (17,5)

"Introduction to a non-thesis non-research MED degree." (5)

"More cognitive course content." (4)

"I would recommend that each graduate student be given far more individual guidance in selecting and research topic for their thesis." (14)

"More human treatment by some faculty members." (17)

"Out reach! Form letters are not enough. Phone calls or personal letters would do much to motivate the student who has been 'delinquent' for three years." (14)

"Registration dates should be earlier and course outlines should be sent to students so that they can complete their research articles. If you live far from the city you come in cold and have no materials to work with. These could have been collected quite easily before the course had started." (4)

"Tighter deadlines for various chapters in thesis."

(14) "More women involved in the staff so that women taking courses could relate to them." (17)

"I feel detached from and in no sense a part of any department. Because of time pressures I am stalled in my progress toward an M.Ed. Suggest you recruit some shepherds to round up lost sheep." (17)

"More financial aid be available to permit students who are interested in pursuing in a Ph.D. to be accepted into the program." (23)

"More opportunities for research on organizations, curriculum, teaching methods in the Man. Schools to provide a body of information for graduate students. A research centre." (21)

"No time limit for completion of MED program. i.e. eliminate or extend time limit." (8)

"As I have taken all my courses in summer school and night school I find that it is difficult for me to draw any concrete conclusions about the Faculty of Education. It seems that one obtaining an education in this manner

Educational Administration (Cont'd.)

is greatly out of step with what is really going on in the Faculty. It is for this reason that I cannot answer some of the following subjective questions." (27)

"Field based studies. Staff rotation with field." (21, 17)

"Greater opportunity to relate theories to practical situations. School based studies, internship programs. More flexibility in gaining credits for course works based on related course programs through professional organizations NASSP, NASSP. Active leadership role in educational organization would enhance credibility of faculty." (21, 4)

"I think they need some new blood in the staff." (17)

"The need for faculty with specialization in Adult Education. The development of a better image of the Faculty of Education across the campus." (17, 20)

"At present too busy to consider at length." (27)

"Professors that know their work (subject)." (17)

"Special consideration of part-time student status that acknowledges pressures on a homemaker." (17)

"More sources of financial assistance. I feel that at my present state of professional development I could benefit greatly from a year of study, but exigencies of family and the need to keep the income incoming, it is almost impossible." (23)

"More academic freedom be given to faculty members." (17)

"A freedom of choice in thesis work. Some guidance from Faculty advisor. I would like to meet him." (5, 14)

"Less politics and backbiting among professors and more cooperation and involvement with students by staff." (f, 17)

Educational Foundations

"That more programmes at the Master's level be geared for teachers whose interests and needs often are course-work and interaction with other teachers rather than research. These programmes should aim more at the 'teaching teacher' rather than the teacher-administrator." (4)

"(1) Far more stringent admission standards to the M.Ed. programme. (2) A raising of standards in the degree of difficulty of courses in all departments. I consider an M.Ed.

Educational Foundations (Cont'd.)

in guidance and counselling (a first-class ticket to a guided squire - the softest job in education - guidance counsellor) far inferior to an M.Ed. in Educational Foundations, simply because in the latter department the amount of effort I have expended on my course was, without exaggeration, herculean." (1, 7)

"Since I am not on the campus, I do not know enough to make recommendations. The relationship which I have through correspondence is adequate." (27)

"Terminate the endless, futile thesis work that's being done. Most of the thesis are merely academic exercises which have little pertinence to the educational process in the schools. More flexible programs like the Inner City Project which enable graduates to 'do' course work in the field." (f, 5, 21)

"(1) Release some staff members who are not interested in students and the improvement of education. Employ on trial basis personnel who are vital, involved and anxious to promote professional development of teachers. (2) Orient students to recognize staff members who are open to providing assistance. (3) Standardize evaluation techniques." (17, 7)

"More emphasis on (1) Manitoba-Winnipeg-Cahada education, (2) Contemporary issues - relevancy, (3) Individual research." (4, 5)

"Better rapport with professors and advisors. More independence in research work." (17, 11, 5)

"Larger numbers of relevant books." (5)

"Expansion of the Ph.D. program to other departments other than the Administration Department." (4)

"Bring M.Ed. courses out to rural areas." (21)

"The opportunity to tailor-make a program that has some value to the person taking it!" (4)

"(1) Graduate research program including both a) dev. of conceptual frameworks, 2) field research. (2) Develop an adequate graduate research lib." (5, 21)

"The M.Ed. should be residential. Students should be able to live in and complete most of their course work and part of their research in one academic year plus one summer. They would then complete their writing during the second year off-campus with regular visits to their advisor. Generous scholarships should be available to some." (4, 23)

"What we need is a good library." (5)

Educational Foundations (Cont'd.)

- "To make more courses available off campus." (21)
- "I feel that there should be more courses offered in the field of Adult Education." (4)
- "Provision of more access to courses in the academic disciplines." (20)
- "More realistic work load for part time student programs. Either do away with part time evening programs or make them realistic." (4)
- "More deliberate encouragement by faculty." (14)

"At this point I have none. The professors I have had have been stimulating and have demanded perhaps an undue amount of reading as course work as well as heavy research papers, but I have found the work rewarding and helpful in my role as an administrator and leader." (4,5)

"I would like to tell you that my undergraduate work consisted of great long wordy essays, and I had no real training in the technique of anything. I have had introductory everything, that didn't include maths. Most of my 'instruction' might as well have been read from a text book. Only my Master's level course dealt with ideas and techniques, so when it came to building on a solid foundation to do something really meaningful for a thesis, I had no where to go. Since 1961 I have been taking courses at summer school and evening session and in only one of them was I really intellectually stimulated. I think only one person that actually instructed me is still on staff so I can't comment relevantly about present staff. This also means that there is really no department that I am part of.

I have taken a sabbatical year from Pinawa to do my Master's of Library Science Program at University of Western Ontario, in London, and if I go back and finish my M.Ed., I'll be overeducated for the school market; therefore future plans are vague. I don't imagine that you can use me as a statistic since I am a rather ambiguous number, but I have tried to enhance your instrument, and wish you much luck in trying to shake the shadowed halls awake.

The reason that I am still registered is that I kept one foot in that door until I had my acceptance from here." (27)

"Flexibility." (8)

"Help students assess needs in mutual learning situation. Develop commitment of students through more intense participation in course development. Have immediate application of skills and theory obtained in system. Establish

Educational Foundations (Cont'd.)

an intense learning environment in a series of temporary systems oriented toward an experiential based climate - very few courses at the faculty would find this inappropriate." (4)

"Drop thesis requirement or allow for two routes, one thesis and one courses." (5)

"No suggestions." (27)

"Providing courses which are informative and practical." (f, 4)

"I would like to see greater orientation of a Master's program. I got the feeling that the faculty advisors took for granted that the student understood everything about the program." (2,14)

"Seminar classes should be smaller. An absolute maximum of ten should be adhered to. The professor should remain in the background during the seminar, interjecting himself only when the group is wandering off the topic." (4,17)

"Improved orientation for part-time student entering graduate program. Was confused regarding which department head to contact, what choices were available to me regarding departments, what was expected of me as a student. Had to depend on advice of colleagues and telephone enquiries in large part. I would have preferred to go to a non-department head for general advice and guidance, then be directed to a department head as a follow-up." (2,14)

"I would prefer to see an M.Ed. course without the thesis requirement, even if the M.Ed. is a terminal degree as a result. The thesis requirement is the main obstacle to the part-time student, especially one in a rural area." (5,21)

"Dismiss 95% of the staff for incompetence." (17)

"More information on the finances available, programs offered, method of applying, bursaries available, qualifications for teaching assistantships, method of picking a graduate advisor, etc. Opportunities readily available for part-time students to meet their colleagues who might have similar interests." (3,18)

"As far as I am concerned I had an easy passage through the graduate programme that I had to encounter so far. (Two summer sessions and during the winter my prof. agreed to give me course credit for the readings I chose to do.) Compiling a research paper is what is left and I don't consider that of any significance. (So, I don't want anything changed)." (27)

Educational Foundations (Cont'd.)

"A number of the programs at grad. level are unrelated to actual field work in education." (21)

"The selection or appointment of advisors troubles me. I suggest the B.Ed. students working at the M.Ed. level obtain their during-course advisors as at present, but, have the students do the final selection of advisors after the course requirements are done and before completion of the thesis." (9)

"More professors with up-to-date information, etc." (17)

"Upgrade the library by increasing the number of volumes made available to students." (5)

Educational Psychology

"More guidance in choosing a M.Ed. program. Better selection of courses. I had to switch to another department's course for this summer because none that I needed for my program were offered." (2,4)

"Smaller classes." (4)

"Higher standards and requirements for the work being attempted." (7)

"(1) Definition of goals, (2) Elaborate skills and competences taught in program, (3) Attend to personal and professional growth, (4) Entrance criteria, (5) Evaluation based on competence." (4,1,7)

"A more interested. . . [an administrator]." (17)

"Some choice as to course pattern designed to suit needs of individual. Greater acceptance of transfer of courses from other universities." (4)

"Greater turnover in. . . [an administrator]. Provision for more independent study." (17,4)

"A more realistic approach and philosophy to education as it is in Manitoba - not an approach as to how we'd like it. More Canadians on staff - I hear Regina's program is O.K. (How about trying a few ideas created there?) (4,17)

"I have only taken one course - next - 1974 - I will be full time." (27)

"Not applicable since I have my degree now, but most desired while trying to get it was to have permission to do major thesis in partnership with a fellow student. Confusion over this issue produced many anxious moments, delays, and extra costs. In final analysis we produced a thesis comparable or even superior to many major thesis but got

Educational Psychology (Cont'd.)

credit for only a minor, thus reducing its relevancy to researchers throughout North America." (f, 5)

"A more effective faculty advisor program. More advice regarding major-minor thesis routes to M.Ed." (14,2)

"Many of the courses I wish to take are offered only at summer session, as I attend evening sessions only, this limits the opportunities for the courses I desire and I sometimes feel I have to take 'second best'. I feel more independent topics and readings should be made available that can be tailor-made to fit the individual." (4)

"Less 'muddling through' and confusion when a student requests clear information on possible alternatives, his own program, and own status. Make more information available earlier, and ensure it is accurate as possible." (3)

"I find the faculty members supportive and interested in my efforts, but not willing or able to give too much direction. I would like to see a change (if this is a common observation)." (14)

"Some courses did not offer very much. Most benefit in the freedom to specialize in areas of personal interest. This however makes grading very difficult. Particularly in the evening courses I felt some instructors were only doing the job for the extra income and they contributed very little." (4,17)

"1. Increased and upgraded library holdings. 2. Increased course offerings. 3. Increased financial aid for part time students." (5,4,23)

"Revamp the program. New blood into the Professors. Better preparation - higher standards - more external lecturers." (4,17,7)

"Opportunities for grad students to play a more active role in the instruction of some undergraduate courses. I never did get a damn key to the building! Separation of Ed. Psych. into different departments so that some of the 'in-fighting' between the 4 areas would be eliminated to some degree." (f, 22,17)

"More competent professors who are interested and involved in educational research. Smaller group ratios for individuals tutorials. More student involvement in course content and choice of curriculum. Experimental types of mini schools within the faculty offering various philosophies and courses." (17,4,19)

Educational Psychology (Cont'd.)

- "The department of Psychology could be expanded beyond the two limiting areas of Guidance and Special Ed. Special consideration should be given to students who have completed a B.Ed. elsewhere so that they are not screwed by these stupid pre-requisite B.Ed. courses which seem to be repeated at the M.Ed. level anyway, without the quality of course improving at this higher level. Why must the degree have such a heavy practical bias? I'm interested in psychology of learning and educational psychology research - not guidance." (4,5)
- "Move to some use of topical seminars of 1 or 2 credit value on an interdepartmental integrated basis to allow better communications among faculty and students. Such topics could include: research and analysis of problems facing school administrators, review of research and presentation of findings on specific educational concerns." (4,20,17)
- "More 700 level Ed. Psych. courses during the summer." (4)
- "Better qualified instruction from professors. More up-to-date library facilities and more research money." (17,5,23)
- "I have not had anything to do with the faculty for two (2) years but when I finished my course work in 1972 I was unhappy. I found many of the professors or advisors too much in their own little work, got little guidance from them and found them mostly to be little like the people they profess to be or possessing the qualities they hope to develop in us." (17)
- "They need some new professors. The ones they have are at best mediocre. The reputation the faculty of Ed. has with other faculties on campus supports this. The good professors I have had are left or are leaving." (17)
- "Better interpersonal staff relations within the department. More flexibility and freedom in course choices. Greater freedom to pursue individual concerns (less directness on behalf of staff - e.g. in setting required assignments, etc.)." (f, 17,4)
- "Greater staff accessibility. Better staff student relationships in the sense of devoting or arranging specific interaction opportunities so this might be developed." (17)
- "Need for individualizing instruction and allowing more freedom in planning program." (4)

Educational Psychology (Cont'd.)

- "(1) More close relations with schools and educators within the system. (2) Faculty heads and assistants are 'unknown' to me - hardly reputed to be educational leaders. (3) Faculty as a whole has poor reputation for screening those who graduate." (21,19)
- "Change of administration." (f, 19)
- "Add two more to present staff, allow for input from the field re: courses counsellors need." (17,21)
- "More selection requirements to get into M.Ed. program." (1)
- "More help with thesis. More courses pertaining to on the job situations or circumstances." (5,4)
- "Clerical assistance (typing)." (f, 5)
- "More and better access to someone in charge of my program. I'd like an advisor who'd have time and interest in my progress and completion of required work." (15)
- "Acceptance of comprehensive (oral) exam as a third route e.g. (1) Major thesis route, (2) minor thesis or research paper, (3) comprehensive exam (oral)." (6,5)
- "Updating program - Bringing in knowledgeable professors to teach in the field - (realize faculties are probably hindered by lack of money to do this)." (17)
- "Greater interest and accessibility of professors and advisors who understand the pressure of full time job demands and study." (17,15)
- "Course - thesis requirements should be the same for all departments. There should be opportunities to complete requirements by course work rather than thesis. In most cases I know of, the thesis is simply an exercise in doing statistics rather than valuable research." (f,4,5)
- "I have yet to start my graduate work this summer, so I don't think fully qualified to offer my comments." (27)
- "I don't feel that I'm qualified to complete this section since I don't have my M.Ed." (27)
- "A bit more guidance in choosing a thesis project." (5)
- "Make classes meaningful." (4)
- "Getting more good quality people in the Ed. Psych. Department. Have the people in the Dept. more committed towards working to improve counselling in ways other than just teaching." (17)

Educational Psychology (Cont'd.)

"Encouraging full time graduate students - night school and summer school is no way to get an education. Support via grants U. of M. Dept. of Education, sabbatical leaves (with salary - certain percentage) before at least 7 years experience, curriculum projects, etc. in the schools with agreement and advisors to be used as credits for degree. Now it seems that one must put in so many hours in a class situation before a professor." (23,21)

"Better library facilities." (5)

"Courses that provide more relevant and up-to-date information in the area of special education. Having to write a thesis on some insignificant topic can be a waste of time. I would rather take 10 courses than do a thesis. This would provide me with a much broader background of information that is required in my position as co-ordinator of special education." (4,5)

"For part time students there would need to be much more accessible staff in general. Some are teaching full time cannot be free to make frequent trips to the University in the hope of being able to contact staff." (17,21)

"Get rid of the thesis requirement and let people take more courses and do independent study." (5)

"(1) Tightening up of course demands. (2) Professors teaching competences, faculty lacks experience and/or drive. Aim at making a Manitoba credential a credible one." (4,17)

"Better screening devise for people ensuing M.Ed. program. Marks as a criteria are even a poor substitute for common sense." (1,7)

"Need more depth in most courses - we need acclaimed scholars and professors. Students should feel confident in their study. Also need for co-operation among schools, university and Dept. of Ed. instead of each doing their own thing." (4,17,21)

"Expansion and modernization of library." (5)

"Seriously consider an Ed. D. & Ph. D. Program in counselling psychology and school psychology M. Ed./M.A." (4)

"Change some of the rigid people who make the decisions and fire some of the donkeys on their staff." (19,17)

"After each course have a student - evaluation of content and effectiveness of professor. Make this a very important part in deciding to keep this professor on staff or perhaps in deciding which areas he or she would be most effective." (17)

Educational Psychology (Cont'd.)

"The library is inadequate. I could not get my hands on certain books I wanted." (5)

"Some kind of stringent screening for persons applying into Master's level, counselling program." (1)

"Seminar groups should be kept small enough to allow for adequate interaction! Not 44 students." (4)

"I would like to see more courses directly related to my work. It would be nice, even at the graduate level to come down from theory and touch on the practical aspects of teaching. Education is good but maybe a wee bit of training once in a while even on the M.Ed. level would be in order." (4)

"I resent having to take the practicum for a M.Ed. in guidance when I have already taken the course in my B.Ed. (half the class were M.Eds.). I feel I could benefit more from other courses." (4)

"More guidance from Profs. More courses to choose from." (17,4)

"I find most of these questions impossible to answer as I am just beginning my M.Ed. program. I have not had the opportunity to sit down with my advisor and discuss my thesis etc." (27)

"(a) Approval of program such as Adult Education which apply to those who do not teach in the K-12 plan. (b) Appropriate guidance and information on content and sequence." (4,3)

"Increase the rigor of courses, get rid of thesis. Open up the possibility of transferring in courses from other faculties and universities. Get rid of some of the red tape." (4,5,20)

"Professor should be out in schools where the action is - I mean, as co-workers and researchers. I felt they frequently condemned our schools and our teaching as though they were not really a part of the system. At times their statements appeared to be based on long past experience rather than on what was actually taking place now in the schools." (f, 21,17)

"Opportunity to take courses or devise courses that would best fulfill individual student needs. More communication amongst staff, (in some cases - better staff)." (4,17)

"The changes would not affect me as I have completed my program. I don't know very much about the faculty in general, just Ed. Psych. Dept." (27)

"Improved library." (5)

"Public relations and better communications with the Dept. of Education." (21)

Question 2. a) What is your overall attitude toward the Faculty?
 b) What is the main factor in influencing this attitude?

Responses to these two questions are presented by department. The response from a full-time graduate student is identified by (f); all responses have been categorized as discussed in the study. In the following format, responses in the left and right hand columns were given by the same student.

Overall Attitude

Main Factor

Curriculum: Humanities and Social Sciences

"Very favourable indeed." (1)

"Improved administration over past two years." (19)

"Positive." (1)

"The professors I have worked with so far have been very interested and helpful." (17)

"Still not facing up to reality but playing heavy political games." (3)

"My attempt to be real and faculty's inability to do so." (17)

"My attitude is generally a positive one. This includes the faculty, the resources, and the atmosphere among the students. However, the entrance requirements might be a little more stringent, and course offerings in the specialized fields could be more varied." (1,3)

"I have enjoyed the courses, for the most part, and the Professors have been fairly challenging and profitable to work with." (4,17)

"Good." (1)

"Satisfying courses." (4)

Appendix J

Overall Attitude Toward the Faculty
 of Education and Main
 Influencing Factor

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Overall AttitudeMain FactorCurriculum, Humanities and Social Sciences (Cont'd.)

"Positive." (1)

"I have really interacted with only two people - both in my area of interest, and have found their calibre of course work to be on a very high level, and challenging to me." (17)

"Neutral." (2)

"I suppose that I just don't have interest in pursuing the academics as a goal in themselves." (25)

"The faculty does not make plans of sufficient long range that will permit everybody to take a sufficiently integrated program. Some of the faculty members were very helpful, others were destructively critical and unencouraging." (f,3,1)

"After having consulted with the program advisor, and being given some courses to take, these were later changed. As a result, two of the courses were practically identical. The only things that made them different were the two professors and the two different groups of individual students in these courses." (f,4)

"My overall attitude toward the Faculty is negative. With the few with whom I have had contact, I have found them disorganized, removed from my particular situation and consequently not helpful, and 'clinging' to the rigors of their own research experiences." (3)

"I have completed all course work (and did one additional course as well) in my M.Ed. program. In attempting to do my thesis (now the research paper), I have found my faculty advisors have no clear policy as to what constitutes a major research project and the minor research route. This confusion has in my case been compounded by a particular interest of mine which has not appealed to my advisor as a project worth investigating.

This is not because the project is too elementary; they are simply not competent in the area of this interest." (5,15)

Overall AttitudeMain FactorCurriculum, Humanities and Social Sciences (Cont'd.)

"Neutral - not greatly impressed, although much improvement has taken place since the beginning of my undergraduate studies in 1964." (2)

"Positive." (1)

"There are many fine and scholarly people. In my area unfortunately, there is not enough of a program. I have been encouraged to go into this field more or less on my own. At other places I could have gone into programs where I could have become part of ongoing research." (1,3)

"Not too challenging." (3)

"Generally positive, in that we need it; that I am sure a great many people are doing their best to present relevant material. The professors who presented my masters courses were excellent. I resent the fact that there is probably a basis for the rumours of politics, low standards, and 'mickey mouse' courses." (1,3)

"Poor (not much respect)." (3)

"Very good - The faculty have been very helpful, kind and obliging in matters of mine concern." (1)

"I dislike very much the role of personality and relation with instructor which appear to play a far too significant role in dictating grades." (7)

"Haven't found anything to 'beef' about yet." (26)

(17,4)

"Combination of courses and staffing!" (4,17)

"The main factor in influencing my attitude is my deep belief that education of our children is so important that we cannot afford to be mediocre in any aspect of our teacher training. We can't afford anything except the best possible training for the most suitable people, by the most professional and dedicated people we can obtain." (17)

"The quality, qualifications, and teaching experience of staff. (it's a 'do as I say, not as I do' atmosphere)." (17)

"Simply that they are people who, as far as I am concerned, have been open, helpful and most considerate in programming me. I haven't

Overall Attitude

Main Factor

Curriculum, Humanities and Social Sciences (cont'd.)

programme. I should like to think that since the professors are being paid, that they would do some teaching from time to time or offer a person encouragement. I don't need a professor to place me on independent reading programmes." (3)

"Neutral to negative - there are some fine people there, doing very fine work, but there are also some who appeared to be along for the ride." (2,3)

"Generally favourable." (f,1)

"Positive." (1)

"The faculty is the present vehicle for my professional and academic growth." (2)

"Perhaps a little negative." (f, 3)

"Negative." (f,3)

"Humanities Faculty warm, inviting and informed. Administration Faculty bureaucratic, aloof." (1,3)

more active encouragement for their efforts, I believe part-time students receive less. Library resources are not as readily available; time must be organized very efficiently. I think there should be more financial assistance available, and compulsory sabbaticals for study, paid for by school boards and the provincial gov't." (17, 5, 23)

"Probably, if I have to reduce it to one factor, I would think it was the lack of direction from my thesis committee. I do not blame them entirely - I've been pretty slack about giving it the amount of attention it should have, too - but I didn't receive much help. I know they were busy, but I would have appreciated more direction from them." (7)

"The faculty people I've learned to know." (f, 17)

"Co-operative and friendly staff." (17)

"It is the vehicle that I have chosen." (25)

"Attitude of those above." (f,17)

"I'm turned off on the whole public school education system." (f, 25)

"Course work experience." (4)

Overall Attitude

Main Factor

Curriculum, Humanities and Social Sciences (cont'd.)

"I am pleased with their efforts." (1)

(8)

"I must say that I'm not aware or conscious of faculty whom I know the professors from whom I took my courses and they know me very well also. So my attitude would be towards individuals rather than a 'faculty' which isn't anything. I have a positive attitude to the four persons I worked with." (1)

"Negative." (f,3)

"Good." (1)

"Generally positive. Few professors who continue to lack practical sense should be found to adjust or be replaced. Has greatly adapted itself generally." (1,3)

"Neutral." (2)

"Critical of courses and their usefulness." (3)

"Numb." (3)

"Their humanity." (17)

"Part time attendance."

"I don't think the faculty is important." (17)

"Lack of scholarship and professionalism among faculty and administrators." (f,17)

(27)

"Had a few situations by which courses and even its theory was not relative." (4)

"Part time attendance results in little real association with the faculty." (8)

"Not interested in education graduate courses." (4)

"Lack of courses relating to Art Ed." (4)

"I found the men in the Cross Cultural 'Dept.' most encouraging to my approach and think that perhaps the faculty as a whole might heed their approach. Education Faculty I think is coming down from its 'ivory tower' and

Overall Attitude Main Factor
Curriculum: Humanities and Social Sciences (Cont'd.)

- Overall Attitude Main Factor
Curriculum: Humanities and Social Sciences (Cont'd.)
- attempt to help." (3)
- "Neutral." (f,2)
- "Reasonable, human people." (1)
- "Fairly good. Because of distances, my experience is restricted to summer sessions and I found it difficult to obtain advice and guidance in setting up my program. I do, however, realize that for many this time is the holiday season and I appreciate their need for a holiday." (1,3)
- "Quite positive, most Profs. are competent and sincere - perhaps a wee bit unimaginative." (1,3)
- "Positive." (1)
- "You have no idea how wide a gap there existed between what the faculty taught and what we as teachers found in schools, too much stoggy and stuffy theory and not enough practical experiences." (3)
- "Fairly negative. Since I have been doing an M.Ed. programme through evening study, I find that the professors don't do any real instructing. I have been on a completely individualized approach since I began my
- met with any cranky or obstinate people, but then I have only dealt with a few at this point." (17)
- "Generally, I'm not familiar with other departments besides my own. My attitude towards my own dept. isn't greatly positive, therefore a neutral attitude towards the faculty." (f,26)
- "I see little guidance given by the Faculty to education in general throughout the province. Further, I have seen little creative innovation introduced by this faculty." (19)
- "The professional attitudes and conduct of the staff and the behaviour and standards they demand from students. A certain amount of 'molding' is required in a professional faculty. (i.e. medicine, engineering, law, etc.)" (17)
- "Respect for their abilities." (17)
- "Who knows?" (26)
- "Favorable. (Courses proved helpful in most instances and faculty were pleasant and approachable)." (4,17)
- "My own experience." (8)
- "Would-be teachers learn about what is really important in education - i.e. - themselves - how they appear, sound
- "I think the Faculty could be better organized and serve the needs of education in a greater capacity." (3)
- "I feel that is is a good professional faculty. At the beginning the tendency is to compare it with the academic faculties but there is no basis for comparison." (1)
- "Very good." (1)
- "Favourable." (1)
- "Favourable." (1)
- "Very good. Very capable professors. Congenial atmosphere. Readily available, help and guidance easy to obtain." (1)
- "In terms of the process of educating practically, it doesn't practice what it preaches. Nor does it
- to others - their own values and how they are manifested - their own capabilities and aptitudes re: Communication. Do this, then do methodology." (4)
- "Countervailing - forces e.g. - good and poor profs." (f,17)
- (17)
- "Experience of their teaching methods - which are pretty restricted." (17)
- "Co-operation and helpfulness by faculty." (17)
- "I am apprehensive but hopeful." (4)
- "Perhaps part-time students are considered inferior to full-time students, I believe it is much more difficult to do a Masters programme in conjunction with holding down a full-time teaching position. Instead of receiving

Overall Attitude Main Factor

Curriculum: Humanities and Social Sciences (Cont'd.)

beginning to speak to practical and real issues rather than stay lost in philosophical idealism." (f,17)

"Treats me fairly." (17)

"I enjoy course work. I have done several major papers. Why does my degree rest on one paper? (4,5)

"No contact." (8)

"Contact with Profs." (17)

"Helpful, courses relevant, freedom to work independently." (4)

"My experience with faculty." (17)

"Interaction with faculty members. Level of research being done (witness most Master's thesis). And papers published." (17,5)

Overall Attitude

"It is not too well organized." (f,3)

"Positive but critical! Verbal garbage - More specialization. More consent in courses - more learning - less of those stupid projects 'on papers', rigid seating. More power to faculty to influence education on all levels." (1,3)

"It is not a place you build strong ties with. It seems to be in a regressive state rather than progressive." (3)

"Seems fair except that individual personalities of Professors can affect one's Grade and this should not occur." (2,3)

"No comment." (2)

"There is inconsistency in the definition of professionalism." (3)

"Good." (1)

Overall Attitude

Curriculum: Mathematics and Natural Sciences (Cont'd.)

"There are some good people just like there are good teachers. The system creates problems." (1,3)

"Neutral for me." (2)

"Good." (1)

"Very good." (1)

"Good." (1)

"The faculty in general is second rate. There are a few people there that make the time and effort worthwhile." (3)

Curriculum: Mathematics and Natural Sciences

"Lukewarm, in terms of respect, but sympathetic in terms of their efforts to overcome problems." (f,3,1)

"Very good." (1)

"Quite positive." (1)

Main Factor

"Rather difficult to get carrels to work in and difficult to come by such things as equipment, sten-cils, etc." (f,8)

"Experience." (8)

"I really think the place has been in shambles for years due to the lack of leadership, policy and foresight. I sincerely hope the new Dean can develop some credibility for the faculty." (19)

"A very low grade in a B.Ed. Math course where term marks outmatched the majority of class but final mark was most disappointing." (7)

"A number of specific incidents. For example, research is encouraged as fulfillment of the degree... yet several professors or instructors were hazy as to the utility or effectiveness of their own research work and did not continue any further research. If they are currently not researching any topic it puts them in poor stead to advise students who are." (5)

"Performance & consideration by faculty." (17)

Overall Attitude	Main Factor	Overall Attitude	Main Factor
Curriculum: Mathematics and Natural Sciences (Cont'd.)	Curriculum: Mathematics and Natural Sciences (Cont'd.)	Curriculum: Mathematics and Natural Sciences (Cont'd.)	Curriculum: Mathematics and Natural Sciences (Cont'd.)
"Very poor. The head staff is backward and lost in red-tape." (3)	"Direct experience with the faculty." (19)	"Good people to work with but tied to an archaic system. I don't feel I want from a System not relevant to needs of students." (1,3)	"Having to choose courses restricted list." (4)
"This has probably been said many times, but I found the Professors and courses very far removed from the activities in the classroom. They seemed to be doing their theory which was very different and out of step with the teachers actively involved in teaching the youngsters of today." (3)	"This attitude was formed when I was studying for my certificate in Ed. I suppose some of the Professors had not taught for many years having been in faculty, or that they had been administrators for many years prior to coming on, consequently they were telling us about things that had passed from the classroom a long time ago." (17)	"Neutral." (2)	"More courses and options should be available. There is a general lack of guidance and direction." (4,17)
"Poor, because they are out of step with the time." (3)	"The faculty should be leading the way in using computers in education but instead they are following." (19)	"Positive but everybody is too busy to help." (1)	"Unable to obtain help when needed." (17)
"First rate." (1)	"Respect for faculty advisor." (15)	"Very good." (1)	"I had an exceptional advisor . . . who had a great attitude ie. that he was there to HELP students and his favorite expression was - 'you want this to be a work of which you can be proud'. Encouragement." (15)
"I think the Faculty is quite good - No complaints about them." (1)	"Good positive relationship with members of the staff - respect them." (17)	"Good." (1)	"The people - Head - faculty advisor and . . ." (17,15)
"It is not set up to serve my need, which is training me to be a good and knowledgeable high school science teacher." (3)	"Feeling of inadequacy in certain areas (1) content, (2) method - in my subject area. I would like to be on sabbatical leave after 5 years of teaching to keep up with the content, method, etc. in my subject area. I would like to take courses towards a Master's degree in Science Education like those given by the National Science Foundation in the United States. There you learn more about the subject and also new methods and techniques." (4)	"Very positive to the Science curriculum dept. rather negative to admin. and Ed. Psych." (1,3)	"Refer to (1) above for the negative feeling. As far as my positive attitude toward the people in curriculum I have found them honest, humane, interested, capable and relatively interested in their students. They are realistic while Ed. Admin. & Ed. Psych. profs. that I have known were pompous, snobbish phonies." (17)
		"Generally positive." (1)	"A good advisor and interested thesis committee." (15,7)
		"Disrespect." (3)	"Inadequacy of faculty to insist on proper academic standards in course work and assignments." (4,7)
		"Needs more flexibility." (3)	"My frustration at having to take certain courses for credit towards a Masters for

Overall Attitude

Main Factor

Curriculum Mathematics and Natural Sciences (Cont'd.)

sake of a Masters and not for my own personal growth. In my area - Physical Education and Outdoor Education I feel, at least for a Masters I could benefit much more by going to some of these National clinics eg. at York University in various sports where International Coaches are brought in. I feel these should be given some credit towards a masters." (4)

"Good." (1)

"The three professors I know." (17)

"Good." (1)

"They are now offering a type of program that allows me to seek my Masters of Education in an area of MY interest." (4)

"Favorably impressed by most of the staff I have had contact with. Many staff members actually work quite hard contrary to what the public believes." (f,1)

"It is quite a personable place compared to other faculties. There was more tolerance for personal opinion here at the undergraduate level which was a good experience. This is quite possibly a result of it being less analytical than other faculties with its students on 'black and white' type responses." (1)

"It is negative. I feel that most of the things I've learned are through my own efforts, not from professors. Thus content and approach to course, and teaching methods should be improved." (3)

Overall Attitude

Main Factor

Curriculum Mathematics and Natural Sciences (Cont'd.)

"Generally positive." (1)

"Personal experience." (19)

"Neutral." (2)

"Contacts during course work." (4)

"Positive. I would like to see it expand in size and in course offerings." (1)

"I'd like to continue in my field. This isn't possible here." (4)

"12 years behind what's really going on in Educ. today. Too many non Canadians on staff. Regimented insistance on taking similar courses that were taken in Arts." (3)

"Prof. I had contact with during B.Ed. program." (17)

"Favorable, for the most part." (f, 1)

"I can't think of any one factor." (f, 26)

"Professors' shell of 'know-all' attitude." (17)

"Positive." (1)

"Flexible enough to allow me to choose specific topics within my area of specialization." (4)

"My contacts were mainly with one person who is no longer there. At the time, I thought quite highly of the faculty." (f, 1)

"The person mentioned above." (f, 17)

"Difficult to judge." (2)

"I only come in contact with 2 members of the faculty." (8)

Educational Administration

"Most positive." (1)

"Encouraging faculty (Staff)." (17)

"Very good." (1)

"Staff." (17)

"Fairly good. There are some staff members whom I would consider weak or ever involved in matters beyond their teaching assignment but this could happen anywhere at anytime." (2,3)

"Having had two of these people for instruction." (17)

Overall Attitude Main Factor

Educational Administration (Cont'd.)

"Favourable towards course and professional attitudes. Thesis requirements are medieval. Emphasis is on form rather than content." (f, 1, 3)

"The faculty in general is doing a very splendid job." (1)

"I have become increasingly disinterested." (3)

"There are times when I feel it is a waste of time. Boring." (3)

"Generally positive." (1)

"Very positive." (f, 1)

"Quite positive." (1)

"Slightly positive although I don't regard them as being knowledgeable about the practical every day aspect of public education." (2, 3)

"Efficient bunch of profs, quite concerned and interested in students but not very accessible." (1, 3)

"Adequate considering size and funding available. Hope new [an administrator] helps, old one was not progressive." (2, 3)

"Moderately satisfactory." (2)

"Faculty is hung up on traditional form." (f, 17, 4, 5)

"Evidence of professional growth." (25)

"Impersonality of the institution." (19)

"Generally a happy experience there." (19)

"The attitude of the profs!" (f, 17)

"Faculty has breadth of experience and library resources are adequate." (17, 5)

"The advice given has seemed to be too theoretical and very often impractical in the classroom." (17)

"Staff of faculty." (17)

"As a part time student I feel isolated from the faculty. I simply attend classes and go to the library. The

Overall Attitude

Educational Administration (Cont'd.)

faculty doesn't seem to be as accessible to me as to full time students." (17)

"To this point I have received the support which I have requested." (17)

"I think it is a marvelous place to get information from various staff members. Most are quite eager to share their discipline, books, ideas, etc." (17)

(17)

"The course content and the required projects have added to my general feelings in this regard." (f, 4)

"Profs are approachable. Courses have generally been interesting and helpful." (17, 4)

"I suppose that's their attitude towards me!" (17)

"Where have they been? Can't they read the current trends in education. Has this faculty ever evaluated what it is supposed to be doing? Better still - have they decided why they exist?" (17)

"I attended the U. of Alberta - Ed. Admin. dept. - M.Ed. It was an outstanding experience." (26)

"Generally positive." (1)

"Positive." (1)

"Quite positive." (1)

"Positive with one exception. Some of the faculty are light in experience." (1, 3)

"Positive - most of the courses are well calculated to zero in on the important and cogent needs that I require in my Masters program." (f, 1)

"Good." (1)

"Ambivalent." (3)

"The undergraduate program and faculty is harmless to say the best. They seem to be completely out of touch with what is happening out here in the real world." (3)

"Fair." (2)

Main FactorOverall AttitudeEducational Administration (Cont'd.)

"Favourable." (1)

"Political self-pre-servicing nonteaching group." (3)

"Good." (f,1)

"No major breakdown in personal academic relationships." (17)

"Contrast run around when attempting to get course advice for others or self." (17)

"As a whole the personnel appear to be helpful and interested. I have run into many many snags in my thesis and I am consequently near the end of my ambition and my committee appeared to constantly argue over opposing views and approaches to my research paper and left me caught in the middle." (f,17,5,7)

"The attitude of the faculty." (17)

"Secondly I might add the more reading I do of thesis work done at other universities the more impressed I am with some recent thesis work at the U. of M." (5)

"Willingness of everyone to help." (17)

"I was in a class where this happened." (17,7)

"Unavailability for consultation." (17)

"They get by with as little work as possible; i.e. students teach and grade when it should be the job of the faculty." (3)

"I have a positive attitude toward the Faculty but I feel they are hampered because they are expected to do too much work outside the Faculty." (1)

Overall Attitude

"Good." (1)

"My overall attitude toward the Faculty is excellent." (1)

"Neutral." (2)

"Good." (1)

"Competence and intelligence of some of the profs. The faculty has some top-notch personnel." (17)

"Some of the information (positive) acquired that has changed my style of teaching in the classroom." (25)

"Part-time attendance; lack of involvement." (8)

"In all my dealings the faculty has been fair, firm, and just. It makes an honest and sincere effort to accommodate people." (17)

"My own experience with the faculty. I try to choose my courses carefully in order to be instructed by the best people available. Also, discuss the Faculty of Ed. program with others, in particular in my interview sessions with new teachers applying for teaching positions." (4,17)

"The undergraduate program in my opinion needs more and better people, a more progressive program and a new look at teacher training. Some of the people who taught me at Normal School 20 years ago are still there, were poor then and by all reports aren't much different now. Student teachers come out having been told about experiential learning but not having experienced new teaching methods in their own program. Not enough school experience. No experience with open area in most cases. Often a shallow understanding of central parts of the program such as the reading program." (3)

"Excellent." (1)

"Know and respect several members." (17)

"I was told I should take a year off for my M.Ed. My God! I also have financial obligations that simply won't allow me (and there are lots of us that work full-time).

"If all M.Ed. students should be full time students then don't permit us to enroll! Knowing we are employed full time, not permitting two courses in a

Main Factor

Overall Attitude

Educational Administration (Cont'd.)

"Fairly favorable." (f, 2)
 "Neither positive or negative." (2)
 "Not providing me with a relevant meaningful program." (3)
 "Positive." (f, 1)
 "Depends on the professor. They are teaching a lot of things that won't really be of practical use." (3)
 "I am grateful for the consideration shown me. However, I feel that the Faculty members seem to have too many demands on their time to be able to deal comfortably with their advisory work." (1,3)
 "Positive. The faculty has a tendency to be theory bound and impractical. Lack of understanding of current problems in administration in education." (1,3)
 "Somewhat out of touch." (3)

Main Factor

Overall Attitude

Educational Administration (Cont'd.)

summer session (one 700 and one 500) makes it very difficult when we are faced with 3, 4, 5, 6, or 7 years with no summer with wives and children." (4)
 "Three years in the faculty. If the profs would make courses more demanding I feel there would be an accompanying improvement in the attitude to the faculty." (17)
 "In addition to the above I feel that too many profs don't have any aims, objectives or purposes for their courses. As a result lectures are poorly prepared and tend to be mostly B.S. Several of the profs are excellent but too many are the previous types." (3,1)

"Some of the profs in other concentration." (f, 17)
 "Personalities of profs." (17)
 "I received the help I needed to get my work done." (f, 17)
 "Experience." (8)

(17)

(3)

(27)

(1)

"I have a favourable attitude toward the faculty." (1)

"Good relationships with faculty profs." (17)

"Good, but believe more guidance should be given the graduate student who is unfamiliar with the university programs, requirements, etc." (1)

"Faculty advisor." (15)

(17,21)

"There are some excellent people with good attitudes towards their responsibility towards educational development in Manitoba working in the Faculty. However, their activities seldom go much beyond Wpg. and if the U. of M. is going to be the school of Graduate Studies in the province, they should be a little more concerned about the province as a whole and be prepared to extend their services to ALL of Manitoba. . . . made a start on this before he left but this effort has not been followed up and I understand there is little hope for the future." (1,3)

(1)

"Slightly positive."

(3)

"Prof. who have conducted the courses. There seems to be a built-in lag in the system whereby the people doing the instructing are teaching in the manner in which they were taught. This lag tends to perpetrate itself." (17)

"Certain profs." (17)

"Slightly positive." (1)

(1)

"I consider some of the profs among the most intelligent and informed men." (17)

"I have a favourable attitude toward the faculty." (1)

(1)

Main Factor

Overall Attitude

Educational Administration (Cont'd.)

"Their ineffectiveness in bringing about change - very little evidence of competence demonstrated by some key faculty members." (17)

"Their aloofness." (17)

(27)

"I know several of the profs in the Faculty of Education." (17)

"I'm satisfied with my dealings with the faculty." (19)

"Competence of faculty, accessibility of faculty, support of peers, interest in intellectual growth." (17,18)

"Generally capable and excellent teachers. Generally allow for personal development." (17)

"The entire process seems so artificial. There is little relationship between the exercises required and the end product or how you go about achieving this end product. There seems to be a genuine lack of sincerity to commitment within the faculty itself." (7,19)

"I did not receive much personal satisfaction in the Cert. program. Found the M.Ed. program very interesting, especially writing the thesis." (5)

Overall Attitude

Educational Administration (Cont'd.)

"Somewhat negative." (3)

"They don't really help one very much." (3)

"Fair." (2)

"Positive attitude." (1)

"Satisfactory." (1)

"Very positive thus far." (1)

"Good." (1)

"Nor overly supportive nor negative. It is quite possible that my association with the faculty has been on a very limited basis. Therefore, haven't really become involved or committed." (2)

"Satisfied with M.Ed. program and generally satisfied with B.Ed. program. The Cert. program was somewhat lacking in challenge and usefulness." (1,3)

Overall Attitude

Educational Administration (Cont'd.)

"Favourable. The choice of courses is not the most extensive; this is understandable - enrollment is small." (f,1,3)

"Positive." (1)

"I think the faculty is trying to meet the demands of our society within the limits given to them by government and the University, I have a positive attitude to it." (1)

"My overall attitude is that is has something useful to offer but perhaps class sizes should be restricted." (1,3)

"Quite good." (1)

"I have a much positive attitude toward the faculty as a result of my experiences as a full time M.Ed. student than I did as a part-time B.Ed. student." (f,1)

"Good." (1)

"O.K." (1)

"It's bureaucratic and not very warm." (3)

"Fair." (2)

Main Factor

"The profs." (f,17,4)

"Probably the character of people who were contacts during course work." (4)

"There is room for improvement in certain areas. (re; staff recruitment) but generally speaking, the faculty is turning out graduates who are as competent as any in other Universities of North America." (17)

"I have seen good teachers trying to cope (at the Masters level) with class of 60 or more. It must be terribly frustrating and many students do not receive what the instructor has to offer and these are excellent instructors." (4)

"My experience in my M.Ed. program." (8)

"My studies became a full-time concern, rather than something to add to the burden of a regular job." (f,8)

"Friendly relationships with several profs. Respect for profs I have. Interest some profs took in me." (17)

"Experience." (8)

"Quality of staff." (17)

Overall Attitude

Educational Administration (Cont'd.)

"Good." (1)

"O.K." (1)

"Positive - collegial." (1)

"Very good as far as the staff is concerned in instruction - but not supportive enough when it comes to helping a student with selecting a thesis." (1,3)

"Favorable." (1)

"Positive. Some of the profs are among my personal friends." (1)

"Basically I think that the faculty is doing a good job. However, there are many courses which lack depth and challenge while others require more work from students than they are able to handle." (1,3)

"My attitude towards the Education Faculty is no different from that of any other faculty with which I am familiar eg. Science." (2)

"Positive." (1)

"Varies with prof. Generally quite good." (1)

Main Factor

"The helpful and professional attitude of most staff members." (17)

"I enjoy the intellectual stimulation afforded by the faculty." (19)

"Find professors easy to talk - consider myself treated as a colleague." (17)

"The fact that I have completed my course requirements and have not had any guidance in what I could or should do for my thesis." (5)

"Some faculty members - their real concern." (17)

"Sense of identification. I've been associated since 1951-52. Guest lectured during the summer of '66." (19)

"When you talk to some students enrolled in psychology or humanity courses, you soon find out they do nothing and obtain credits." (4)

"The amount of success a person attains at University should be proportional to the effort he or she puts in. I worked quite hard compared to others and felt adequately rewarded by the results I was given." (9)

"Good relationship with profs and student." (17,19)

"Limited and sporadic contact." (8)

Overall Attitude

Educational Administration (Cont'd.)

"Positive." (1)

"Positive - the faculty has grown in structure over the past few years. There is much flexibility. Indications are that this will be continued." (1)

"Positive. However, one or two profs are out of time with what is really happening in Education Admin." (1,3)

"Lukewarme: some respect for individual staff members but not enthusiastic about staff in total." (3)

"Impressed with concern of faculty members for educational development in province." (1)

"The staff tends to appear traditional to me." (3)

"Positive - But the faculty suffers from a poor image in both undergraduate and graduate programs." (1)

Main Factor

"Positive relationship." (17)

"The new courses offered, additions to the staff, the facilitating attitude of the profs." (4,17)

"Positive" (17)

"All courses taken singly and over a period several years. Not enough continuity in staff and class relationships." (4,17)

"Personal association with faculty members; observing faculty members operating in schools." (17,21)

"Probably the fact that many of the staff are much older than most students and rather than representing an institution of higher learning they portray the role of a teacher in a teacher-student relationship. The traditional role that is in which the students not a professional." (17)

"Without any specific evidence there appears to be considerable internal problems of both an interpersonal and interdepartmental nature, that surface occasionally. It is obviously very autocratic in administration, and whereas individual profs are flexible and deeply concerned and interested in students, the system prevents and precludes meaningful

Overall AttitudeEducational Administration (Cont'd.)

"Very good in academic presentation but needs improvement in interaction." (1,2)

"Their courses add very little to your knowledge of the subject. The only thing you get out of a course is your reading which you can do on your own." (3)

Main Factor

programs geared to the mid 1970's." (17,20)

"Not available." (17)

"Discussions with many persons who have decided not to complete an M.Ed. program." (18)

"I made a very honest effort to learn those maths theorems, but for the first time in my life, I had to admit to myself, that a VW would be better on a mark statement than a failing grade. Believe me, I spent hours in the library, going over related books, when no text was available for such a long time." (4)

(27)

"Neutral. I know it has been severely criticized but I think it is probably similar to other teacher training setups. I do not really consider Education a discipline in the same sense as English or the sciences. I think part of our difficulty is a sort of credibility gap between our pseudo-scientific jargon and the real human needs, we must attempt to fill. Padly stated but something like this." (2)

"Good." (1)

"Poor." (3)

"Relationship with advisor." (15)

"Some people in faculty are not interested." (17)

Overall AttitudeEducational Administration (Cont'd.)

"It's never fair to make sweeping statements, because some are unjustly accused, but I really do believe that most of the Faculty are too removed from educational reality (my advisor is a notable exception) to be really useful to a practicing educator. Interviewing student teachers every year is evidence of this. I'm literally alarmed at what these young people are not being told. I believe the Faculty has to become informed re: Manitoba education. They should be able to identify problems faced by teachers, pupils, and administrators, and they have to dictate what research is to be done, in the hope that the results make Manitoba schools better for kids." (3)

"One gets 'conditioned' to the place after a year as a full time student." (f,3)

Educational Foundations

"I presently have a positive attitude towards the faculty. During my certificate year (66-67) it was negative." (1,3)

"The seemingly 'I don't care' attitude everyone has." (f,17)

"Since I entered the Graduate Program in Educational Foundations I found the professors and courses quite stimulating. However, I have had very little contact with the faculty in the last four years as I have only taken one evening course in that time." (17,4)

"Professors I have encountered now are not as unreal and totally out of touch as some of the instructors we had in first year education." (17)

"Better than it used to be." (2)

Main Factor

Overall Attitude

Educational Foundations (Cont'd.)

night - Sept. to April. However, such courses, in moderate dosage were very intellectually refreshing for me. High school students can be hard on teachers. Schools are anti-intellectual. B.Ed. and M.Ed. courses were a welcome break and they break up the winter." (4)

were good teachers who demanded and received high standards." (3,1)

"My decision has been influenced in the positive aspect by the splendid qualities of scholarship and dedication displayed by the professors who taught the courses which I took for my M.Ed. These gentlemen are and
My negative feelings, particularly those towards Guidance courses, arise from the fact that in my 9 years teaching experience with two different school divisions, during which time I taught English, French, Latin and History, I have yet to see a guidance counsellor do an honest day's work." (17,18)

"Generally, I have a very high opinion of the faculty. I have very grave reservations about certain courses and departments and I do not think I need to enlarge upon this, as my prejudices are very apparent in answers that I have already given." (1,3)

"My deep interest in education and my research program." (5)

"I feel positive." (1)

"The chief direction points to young, intelligent and hard working professors." (17)

"Positive." (1)

"Personal motivation." (23)

"Positive." (1)

"I just come into classes and then leave." (17)

"Quite positive." (1)

"The inaccessibility of the people and the bureaucratic red tape that prevents anything meaningful from happening." (17)

"Neutral." (2)

"Seminars with some faculty staff and most graduate students." (17,18)

"Certainly not positive." (3)

"I don't know what I'll do with the M.Ed. when I get it." (25)

"I am disappointed at the lack of intricate reflection and research." (3)

"I have learnt a lot from the staff and students." (17,18)

"At the graduate level, the faculty should be preparing students for specific positions of responsibility e.g. Principals, classroom consultants, etc." (3)

"Good." (1)

Main Factor

Overall Attitude

Educational Foundations (Cont'd.)

"Whenever I had questions, I received prompt replies." (17)

"As many persons as I dealt with thus far, I am satisfied." (1)

"Personal experience with faculty members." (f, 17)

"As an institution it is rigid, but many members are attempting the impossible within that framework and this is commendable." (f, 3)

"Broken promises, broken appointments, being put off on discussions, poor instruction upon excellent course outlines. Poor calibre of personnel - i.e. good academic but poor at conducting seminars, attempting to run seminar courses." (17,4)

"Some teachers are working faculty students too hard - too much busy work. My association has been mainly with and (the latter as an advisor only). Both courses on Tuesday and Thursday

"Students should not be allowed to take on too much in their non-teaching hours. I have seen and heard of too many bad cases of mental stress from people taking courses on Tuesday and Thursday

"In my professional capacity, I do not want any faculty of Ed. member within my teaching area. As a student they are more of an obstacle than assistance." (3)

"Students should not be allowed to take on too much in their non-teaching hours. I have seen and heard of too many bad cases of mental stress from people taking courses on Tuesday and Thursday

"Some teachers are working faculty students too hard - too much busy work. My association has been mainly with and (the latter as an advisor only). Both courses on Tuesday and Thursday

Overall Attitude

Educational Foundations (Cont'd.)

"In spite of changes being made, I feel that the faculty is still too oriented toward the full-time urban student." (3)

"Uninformed." (3)

"That it has failed to deal with pressing educational questions and has failed in its predominant task i.e. producing teachers of quality. The mediocre is held as the goal." (3)

"Toward the entire faculty - indifference, poorly informed, reactionary. Toward Foundations - positive." (3,1)

"Admiration." (3)

"Reasonably positive - I have found the faculty to be flexible but still somewhat reluctant to break with tradition." (1,3)

"I think that most parts of the Ed. Fac. are wasting the time of professional educators. There are too many useless students who support the maintenance of too many useless profs. I feel that education in general would gain greatly from a

Main Factor

"The degree requirements and the nature of many of the courses reflect the faculty's bias. In part, I think the faculty is worried about respectability on campus in the face of the other faculties and thus is less willing to be flexible for fear or not appearing equally academic and demanding." (4,19)

"Lack of contact between faculty and myself." (17)

"Observing teachers who are graduating, observing the standard of work of most professors and students." (17,18)

(19)

"The accommodation that . . . [an administrator] provided for my needs." (19)

"Frustration with traditional programming and the necessity to almost cause a 'scene' to get a reasonable ruling." (4)

"I feel that more radical profs. have taken the time and effort to learn more and be more inquisitive and positively critical about 'Education'. The conservative group is too prepared to maintain the status quo and appears to

Overall Attitude

Educational Foundations (Cont'd.)

more radical and less conservative attitude." (3)

"Sort of average!" (2)

"The faculty is not aware of what is needed in the schools, therefore, I feel they are behind current trends in education." (3)

Educational Psychology

"More on the negative side. I used to look forward to all my classes when I was in the faculty of arts. I have yet to really look forward and to really enjoy an education course." (3)

"Positive." (1)

"Positive." (1)

"Frustration." (3)

"Very negative." (3)

"Greater flexibility required." (3)

"I attend the courses and am enrolled at the faculty mostly to keep in touch with the academic community. The program I am enrolled in, although interesting, is certainly not one of my highest priorities." (3)

Main Factor

take pride in not knowing about current research, etc." (17)

"Not enough real specialists professors." (17)

"The inadequacy of student teachers and new teachers in being prepared to teach physical education, music, et-al." (18)

(4)

"Faculty members with whom I have contact." (17)

"A 'lazy' attitude on part of staff members." (17)

"Condescending attitude of at least three professors." (17)

"AS above." (4)

"I try not to let my schooling interfere with my education." (25)

Main Factor

Overall Attitude

Educational Psychology (Cont'd.)

"Not overly confident in the evaluation situation as it stands (A, B, C, D) is useless - basically because it is not objective." (3)

"So far - so good." (2)

"Faculty is irrelevant to modern educational needs. Teaching and education is a people thing, not a subject thing. It needs an orientation such as exists in counsellor training, i.e. effective domain." (f,3)

"Positive in all ways, so far." (1)

"Positive, but no personal involvement." (1)

"I like the Faculty of Education, the atmosphere, the class climate as well as the fellow students I meet. I feel at the teacher-training level the Faculty lacks as much as most teacher-training institutions." (1,3)

"Ranges from admiration through quiet amusement to near-despair. Generally okay - but more of a genuine 'team' effort and genuine openness in communication should help." (3,1)

"Luke-warm." (3)

Main Factor

"A few weird scenes in some courses. It's the first university faculty I've experienced where to question an idea or philosophy is not taken as academic exercise but as a threat." (4,7)

"No problems yet." (8)

"15 years of experience, 7 of which were in administration and 3 as a principal. I got out of administration because I felt the whole thing was going in the wrong direction and I wanted in on the vector with the most effect and affect." (f,8)

"Have found Profs. helpful, intelligent and competent." (17)

"Present teaching commitments limit time available for faculty work." (23)

"I know the advisors, professors and other students so well that I look forward to seeing them again this fall! As my marks are high and I am well-respected by students and professors, I expect I enjoy being associated with the M.Ed. Department." (17,18)

"Personal experience - 'once bitten, twice shy'! Set against admiration (personal and professional) of others who were genuine people and scholars in their field." (8)

"I have known most faculty members for some time, I like them personally, but

"Fairly good - all things can be improved upon." (2)

"Positive, although the faculty has been slow to change or to review its own shortcomings. Some courses and Professors are known to have too little to offer and the requirements and expectations are too low. This tends to give the entire faculty a 'mickey mouse' image." (1,3)

"Feel it is disorganized. Don't always have enough sections of classes to meet the demands of students." (3)

"I get out of it what I want in spite of them, not because of it." (3)

"Generally favorable at Graduate level but just a shambles at undergraduate level. Timetables are not co-ordinated with the rest of the University even though students take courses in other faculties. That's got to be stupid! Still could require more communication at Grad. level." (f,1,3)

"Generally the faculty is poor. Too many professors who are out of touch with relevant educational

professionally I find them to be weak." (17)

"The fact that I have been able to succeed in the faculty and that it has been instrumental in offering me a learning environment." (19)

"Unfortunately, many students choose the easier path towards certification, etc. Thus standards of acceptance, passing, and performance may in many cases be too low." (18,7)

"Lack of leadership." (19)

"Some of the Professors I have - lack standards - Too much favouritism in grade distribution. Little feeling for real issues." (17,7)

"Grad. students in Education are sort of outsiders even in their own building. More contact with various departments could make us better known to faculty members and maybe they would benefit from these contacts as well." (f,20)

"Poorly paid people so you don't attract enough exciting personalities. Not research motivated. Too much

Main Factor

Overall Attitude

Educational Psychology (Cont'd.)

issues. Profs. are not involved in enough personal research to get students as assistants and 'turned on'. Too involved with curriculum rather than people." (3)

"Positive." (1)

"(1) I'm not impressed with efforts and offerings. (2) I'm uninformed. (3) Faculty trains teachers to fill 'roles' not people to work with people." (3)

"Irrelevant courses and Mickey Mouse standards at the B.Ed. level. Seems to me a rather meaningless degree." (3)

"Negative." (f,3)

"Presently hopeful."

(2)

"An easy way to raise your class level." (3)

"Not too good." (3)

Main Factor

Educational Psychology (Cont'd.)

'dead wood' who have been around from normal school days. Too many political games among Profs. Too many autocrats teaching methods. Profs. talk theory but don't apply it to their own professional students." (17)

"People - those with whom I've interacted have generally been most helpful." (17,18)

"Technical expertise is emphasized leading to subject specialization and departmentalization - compartmentalization." (4)

"The people that have graduated." (18)

"Lack of direction, lack of cohesiveness of faculty members. Lack of meaning, fullness and substance in course offerings." (f,17,4)

"Finally some counsellor educators are meeting with Dept. of Ed. consultants and counsellors out of a (I believe) sincere desire to work together for the betterment of guidance and counselling services." (21)

"Attending education classes." (4)

"I feel that the psychology dept. could use some new people. You have the same people for your B.Ed. and so

Educational Psychology (Cont'd.)

they have no more to give you." (17)

"Advisor. Professors." (15,17)

"I've had some very fine Professors and one especially bad one." (17)

". . . [an administrator]." (19)

"People willing to work together and their acceptance of students as junior colleagues." (17)

"Course work has been too generalized - some not up to date in terms of current research trends - too few profs. (1-2) to do all special education at all levels." (4,17)

"Needs." (25)

"Lack of meaningful communication. Inquiries on my part are usually answered in strict 'academic calendar' type regulation statements." (17)

"It seems that the faculty is sort of an ivory tower whose advice and opinions are not requested and possibly not respected by outside agencies such as the Dept. of Ed." (f,19,21)

"Faculty is friendly and interested in you as a person." (19)

(4,5)

"Positive." (1)

"Average." (2)

"Fairly good." (2)

"Very positive!" (1)

"Like them personally - feel some are not competent in specialized area." (1,3)

"Direction, valuation." (2)

"Generally good and respectful but have a feeling of my being unimportant to the faculty." (1,3)

"The faculty generally does not become involved in the field as much as it should. It ought to be an educational leadership group in this province." (f,3)

"Favourable." (1)

"I find that as graduate students, the professor did little during the course work. Students pretty well did their own research with little or no

Overall Attitude	Main Factor	Overall Attitude	Main Factor
<u>Educational Psychology (Cont'd.)</u> help from professor." (3)		<u>Educational Psychology (Cont'd.)</u> relevant issues and problems of the school system and the real world. My attitude to the faculty is poor; much improvement and innovation is essential." (f,3)	
"My attitude tends to be negative, strongly influenced by an unhappy experience with a professor and his methods." (3)		"Negative, very establishment oriented, and insensitive to individual needs." (3)	"Program and course content. Interaction with professors." (4,17)
"Fairly good - but there is room for improvement." (2)	"My experiences there." (8)	"Good attitude." (1)	"Contact with colleagues and staff has helped me grow and develop as a professional." (18,17)
"From 1964-1971 extremely negative. Since then - very neutral." (3,2)	"Quality of courses and the manner in which courses are done. I feel sorry for people who have to drive from places like Altona, etc. to come to some of these classes. I'm lucky, I only drive 18 miles (one way)." (4,17)	"My involvement has been primarily with the educational Psychology department and my attitude is very positive." (1)	"The relationships I have developed with the professors on staff." (17)
"The faculty seems to lack direction and vitality. I have hope that this will improve." (3)	"Lack of student pride in membership in the faculty of Ed." (18)	"Neutral." (2)	"I know very little about it." (8)
"Positive." (1)	"Excellent seminar courses." (4)	"Fairly positive." (1)	"Fairly good instructors and usually quite sympathetic and considerate." (17)
"Very poor - little respect for both the level of activity on the part of faculty and the decision making processes." (3)	"Attendance at another university which was a UNIVERSITY not a 'kiddies' school." (26)	"Favourable." (1)	"... [an administrator]" (19)
"At the present, negative." (3)	"Cut throat type of atmosphere in the educational psychology. Too many cliques." (17,18)	"Somewhat negative at present but with some good memories." (3,1)	"Seeming lack of interest of faculty members in helping me get started on a thesis. If you drive 125 miles to talk to someone and they reject your ideas, and offer nothing but, 'I must hurry off to ---.'" (5)
"Very positive." (1)	"The professors." (17)	"UGH! Probably very unfair because my experience of this faculty is very limited - I know there are some very fine people. My department is poor." (3,1)	"Quality of Department staff - lack the necessary hard-nose experience; desire to be headline and turn out a top-quality product; and probably most of all are lacking intellectually." (17)
"Poor." (3)	"Poor leadership. Lack of qualified people." (19,17)		
"I think several of the professors are incompetent; I see much immature bickering and politicking within the faculty; the faculty at times seems removed from the	"Answered in a) The entire faculty needs greater unity in establishing and pursuing objectives, in understanding and accepting disciplines and ideas other than		

Overall Attitude

Educational Psychology (Cont'd.)

"Hopeful." (2)

"Needs improving." (3)

"Frustration. In the past, courses have tended to be useless, laughable, especially with regard to news of beginning teachers, who need a solid base on which to base their early careers. Faculty is not respected." (3)

"Quite positive." (1)

"Negative." (3)

"Not good." (3)

"Generally, with some exceptions, they are unqualified or ineffective and create a negative attitude toward professional development." (3)

"Accepting. I know how difficult it is to meet the demands of some students." (3)

"Negative." (3)

"Good." (1)

"Somewhat negative." (3)

Main Factor

"Few good people trying to bring about improvements." (17)

"Too many teachers and educators feel their experience at university was a necessary farce so they could land a job later on." (18)

"Especially at early B.Ed. levels are prevalence of Mickey Mouse courses. Some staff members not sufficiently knowledgeable in their field." (4,17)

"Studying and working in the Ed. Psych. Dept." (8)

"Being forced into courses." (4)

"Two out of four of my courses have been painfully boring and under poor leadership. One was absolutely useless and generally a waste of time - except for the opportunity to mix with some very interested and informed classmates." (4,18)

Overall Attitude

Educational Psychology (Cont'd.)

"Positive, yet I feel some courses are too academic and impractical." (1,3)

"Neutral, non-caring. Wouldn't go for advice other than directly for course work (or research)." (3)

"Fair." (2)

"After five years of part-time study, I feel as much of an outsider as I initially did. The Janitor is the only one who says hello." (3)

"Indifference." (3)

"Neutral." (2)

"Quite positive" in spite of all the negative reaction many faculty members were receiving, I felt that most faculty members were interested in their students and were always ready to listen and help. I feel somewhat negative." (f,1,3)

Main Factor

in a sense dared us to get some valuable information out of him. It turned me off. I have had much better, actually excellent professors since, but first impressions are lasting impressions." (17)

"The fact that I would easily obtain A's in courses (a few) doing very little work and learning very little." (7)

"Lack of opportunity to get proper guidance from someone I consider understanding and genuine." (14)

"(1) On my part - I come for a few hours a week only, hence participate only in class activities. (2) Professors have often been part-time, hence available only during class hours." (8,17)

"As a part-time student, I find myself at an academic disadvantage." (8)

"Not interested." (23)

"About the complete lack of lecturing in some graduate courses. Every professor has some special interest or area in which he is qualified to speak with some authority - why not let us benefit from his research and convictions, or else allow us to challenge them!" (f,4)

Main FactorOverall AttitudeEducational Psychology (Cont'd.)

"My attitude varies from being very good toward two staff members in the faculty and good toward some others - with a few in the middle, averaging neutral." (2)

"Fair - Good." (1)

"Positive." (1)

"Good." (1)

"I saw some as competent, understanding, intelligent, caring people and some as not having very much of the above mentioned qualities." (17)

"Good experiences with my professors and classmates during my studies at graduate level." (17, 18)

"Personal contact with two or three professors." (17)

Appendix K

Comments on Departmental Atmosphere

CURRICULUM: Humanities and Social Sciences (Cont'd.)

"Haven't been around long enough to know." (2)
 "Other than attending courses and an occasional visit with my advisor, I have had no other contacts, and cannot therefore comment." (2)
 "I haven't been in any position as yet to make a judgment in this area." (2)
 "The atmosphere of the department seems somewhat unsettled. . . . [an administrator] did not give sufficient information for two reasons: (1) One of the courses first selected was cancelled. (2) The course that . . . [an administrator] was to teach was taken over by another professor when the first went on sabbatical leave. . . . [an acting administrator] may not have been responsible for further difficulties that followed because he was not consulted. However, these problems did not seem to be apparent until further consideration." (f,3)
 "Being a part-time student, I cannot comment meaningfully." (2)
 "Enthusiastic, competent, idealistic, and in touch with the normal routine class teacher." (1)
 "I don't feel qualified to comment as I haven't been there long enough." (2)
 "Atmosphere is no problem." (2)
 "Congenial." (1)

"Tense. That's my perception, not necessarily the reality. Otherwise, helpful in every way to me." (3)
 "I don't know, I've never met anyone." (2)
 "Seems okay to me." (1)
 "Generally, too autocratic due to . . . [an administrator]. Too many autocratic decisions made by . . . [an administrator] that couldn't be changed. For example, when graduate students wished to do independent study courses with a willing and qualified prof, decision was 'can't be done' - no 700 numbers left, take a 500 course offered and do independent study to bring it up to a 700 level." (f,3)
 "Disorganized." (3)
 "Friendly and helpful but help is offered only when it is specifically asked for." (1,3)
 "As a part-time student I never felt particularly involved in the department." (3)

Question 3. a) Comment on the atmosphere of your department.

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are ranked as discussed in the study.

CURRICULUM: Humanities and Social Sciences

"Excellent." (1)
 "Blah! Sorry, but that's concise." (3)
 "It seems to be reasonably good." (1)
 "They are helpful when you request it." (4)
 "Very congenial - informative." (1)
 "Unknown to me." (2)
 "Highly acceptable, I get the help I need when I ask." (1)
 "Awful, back biting. Students are being used by staff members to get back at one another." (3)
 "Feeling of dissention - lack of agreement among staff members - lack of insight by many of the real needs in the field." (3)
 "Satisfactory and supportive." (f,1)
 "Liveable, fairly congenial." (1)
 "Been a part time student only, unable to answer these honestly." (2)
 "Generally good from what I know about it." (f,1)
 "Good, as far as I could tell." (1)
 "The department seems to be generally helpful but complacent with regards to student achievements." (1,3)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum Humanities and Social Sciences (Cont'd.)

"Divisiveness between . . . [an administrator] and some staff is quite unsatisfactory and works against student interests." (3)

"Quite congenial. Graduate students treated as professional colleagues whose experience in the fields is of value." (f,1)

"(1) Congenial, (2) Jolly, (3) Helpful." (1)

"O.K. - maybe a little defensive - i.e. drama is young at faculty." (1,3)

"Friendly." (1)

"Friendly and helpful." (1)

"Acceptable. Won't light any bonfires of passion, but won't kill any tender plants either. At least, not many." (2,3)

"Excellent." (1)

"I hope to find it revitalized." (3)

"So-So, as a part-time student, I am not around enough to comment in depth." (2)

"Very friendly." (1)

"Good! . . . [an administrator] is great! Very humanistic." (f,1)

"Encouraging." (1)

"Not possible to answer as has no relevance." (f,2)

"Professional, interested, open." (1)

"Co-operative, interested." (1)

"Again I can comment on people but not on 'department'. I am appreciative of the four persons I worked with. They were interesting socially, academically. They weren't trying to project reputations of self, others, departments or faculties." (1)

"Unpleasant - wife with petty jealousies and political infighting." (f,3)

"Perhaps the greatest difficulty is the game of one up." (3)

"Very good." (1)

"Welcoming, helpful." (1)

"Confused." (3)

"Heated at times. Personal conflicts between profs???" (3)

Curriculum Humanities and Social Sciences (Cont'd.)

"Good." (1)

"Excellent." (1)

"Good." (1)

Curriculum Mathematics and Natural Sciences

"Everyone goes his own way. There is no coherent philosophy or approach." (f,3)

"Very good." (1)

"Appeared quite cordial, however, I must say that I spent very little time within my department, thus my judgment is limited." (f,1)

"O.K." (1)

"Adequate." (2)

"Good." (1)

"Good." (1)

"Interested in innovating - Congenial." (1)

"Good - some enthusiasm shown the work when of sufficient merit." (1)

"Friendly and generally knowledgeable...and sufficiently academic." (1)

"I have not taken any courses in my department. Too early to determine." (2)

"Fair." (2)

"Generally good, what I have seen of it (association with 2 Profs. and small no. of graduate students)." (1)

"Good." (1)

"Since I was only there on a part-time basis I am unable to comment." (2)

"Good." (1)

"Good, know what they are doing and willing to help." (1)

"Good." (1)

"Good attitude." (1)

"Excellent within the group I am working." (1)

"Good." (1)

"Fair." (2)

"I think it's good." (1)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "Cheerful - friendly." (1)
- "Very good. Seminars for students working on thesis have created good atmosphere. (especially for part-time students)." (1)
- "Commenting mostly as an observer on the periphery - the atmosphere seems pleasant enough." (f,1)
- "Progressive." (1)
- "Good." (1)
- "Much too philosophical." (3)
- "All of this is difficult to assess because as stated earlier, I'm only a part-time off-campus student. This poses problems because of my job, I'm always overtaxed, and lack time to really do any research, extra reading, etc. That's why I feel for me, course work in my interest area would be more beneficial to me." (3)
- "Good." (1)
- "As I have completed course work and am working on my thesis, it is difficult to answer." (2)
- "Very cordial. Staff very easy to get along with." (f,1)
- "They are always open to discussion. One always feels a personal closeness with the head and his group." (1)
- "Positive." (1)
- "As I have only begun to work on my research I have not to this time had very close contact with my department and therefore am not qualified to answer to this question." (2)
- "Not always harmonious; little cohesiveness as a unit with a common goal." (3)
- "Positive." (1)
- "Little contact as yet but looks 100% better than Ed. Psy." (1)
- "Relaxed, most of the time." (f,1)
- "Fair." (2)
- "Congenial." (1)
- "Relatively free and easy, low key." (f,1)
- "Warm friendly and interested." (1)

Educational Administration

- "Relaxed, helpful, informal." (1)
- "Very good." (1)
- "Friendly." (f,1)
- "Positive." (1)
- "Varies. Depends on students and not on department atmosphere." (2)
- "Not very interesting. Bland." (3)
- "Good, open, cooperative." (1)
- "Very pleasant, supportive, cooperative. I thought it was great." (f,1)
- "Independence - everyone seems to go their own way." (1)
- "More refreshing than most since it seems to be more relevant." (1)
- "Controversial - competitive - inspiring - provoking - human - nice bunch of profs only not enough time and opportunity to get to know them." (3,1)
- "Good, one prof seems a bit at odds with others, but I have no basis for comparison." (1,3)
- "Okay." (1)
- "Generally + and helpful." (1)
- "Good." (1)
- "Oppressive!" (3)
- "Positive - sometimes faculty are unprepared." (1,3)
- "Friendly - social. Helpful to each other. Open, considerate." (f,1)
- "Friendly." (1)
- "Which atmosphere? Social (good) Academic (uncertain) Physical (good)." (1,2)
- "Good." (1)
- "Good - I couldn't appreciate fully as a part-time student." (1)
- "Professionalism improving." (3)
- "Lots of infighting. Lots of policing. Little interest - other people." (3)
- "Generally good." (f,1)
- "Good." (1)
- "Good." (1)

Educational Administration (Cont'd.)

- "The department has a very relaxed and wholesome atmosphere." (1)
- "Too sterile and formal." (3)
- "Good." (1)
- "Good. Reasonably open and relaxed. I've gained a good deal from the courses taken to date." (1)
- "Excellent." (1)
- "Difficult to say. I am only on my first year masters courses." (2)
- "Seemed very co-operative, friendly." (1)
- "Unknown." (2)
- "I believe it is changing but I found it overpowering and impersonal as a part-time student." (f,3)
- "Seems to be o.k. No real personal involvement for me as a part-time student." (1,3)
- "Healthy but unexciting." (f, 1,3)
- "Friendly and cooperative but somewhat harried." (1,3)
- "Good." (1)
- "Congenial." (1)
- "Fair." (2)
- "Open, cooperative." (1)
- "Very friendly and supportive." (1)
- "Good." (1)
- "Generally satisfactory." (1)
- "Satisfactory." (1)
- "Friendly, challenging." (f, 1)
- "A few profs whom I know are very friendly and helpful." (1)
- "Optimistic and open-ended." (1)
- "Good." (1)
- "Fairly warm and friendly, getting better." (f, 1)
- "A friendly but highly motivating educational atmosphere." (1)
- "There isn't any." (3)
- "Don't know." (2)
- "Generally a good attitude prevails." (1)

Educational Administration (Cont'd.)

- "O.k." (1)
- "Deal mainly with individuals." (1)
- "Good." (1)
- "Good from the little I know." (1)
- "Likely the smallest dept. in the faculty. Not sure what relationships exist. Seemed fine during summers of '70 and '71." (1)
- "Quite rigorous but it should be since it's in the field of administration." (1)
- "Most of the profs are friendly." (1)
- "Very good and supportive." (1)
- "As part time student I have no feeling of 'atmosphere!'" (3)
- "Open." (1)
- "Healthy, encouraging and the desire to provoke research." (1)
- "Positive." (1)
- "Staff seeks renewal at the same time is not sure whether it wants it." (3)
- "Censures effort made to develop esprit de corps. Concern for individual is becoming increasingly evident." (3,1)
- "Nebulous." (3)
- "Friendly, helpful, meaningful. Encourages scholarly research." (1)
- "Been away for a year but it was bad." (3)
- "The department seemed especially friendly to a young female interested in admin. as related to primary education." (1)
- "Good = bad." (1,3)
- "Indifferent." (f,3)
- Educational Foundations
- "Very good. Open, with every attempt to be relevant." (1)
- "A very satisfactory relationship exists between students and staff and this is a positive factor in the departmental atmosphere. Also, in Educational Foundations I personally believe that there is an admirable balance between the pursuit of knowledge for ends advantageous to the student

Educational Foundations (Cont'd.)

in a material way, and professionalism and scholarship as ends in themselves." (1)

"I am not able to make a proper judgement." (2)
"Frustration with administrative and protocol restrictions." (1,3)

"Vague." (3)
"Good, flexible, concerned about standards." (1)
"Not enough basis for judgement." (2)

"Open - no academic snobbery." (1)
"Friendly." (1)
"As a part-time student, it is difficult to evaluate this." (2)

"Seems reasonably friendly." (1)
"My contact with the department has been mainly through one person; I have never met the staff of the department as such. I wrote one professor twice in one year, he never replied." (3)

"Very comfortable." (1)
"Quite relaxed." (1)
"Relaxed." (1)

"Friendly, open." (1)
"Aloof." (3)
"Amlable, enthusiastic." (1)
"Excellent." (1)
"Good." (1)
"Very good." (1)

"I find the faculty stifling except for individuals with whom I work in the system. I may be over reacting, but for me it is a reality." (3,1)

"Good." (1)
"Good." (1)
"Friendly." (1)
"Pleasant congenial atmosphere during classes." (1)

"As a part-time student, I have little basis for judging this. I did, however, meet some degree of confusion among some advisors to whom I spoke on the nature of thesis, the work involved, the significance of various courses, etc. These were obviously personal opinions of those to whom I spoke. There did not appear to be any over-riding philosophy." (3)

Educational Foundations (Cont'd.)

"Too vague for me to say." (2)

"All these questions are to a great extent irrelevant to me. Pursuing an M.Ed. degree would have been a colossal waste of time but for one professor . . . and to some extent, . . . That both of these are treated as virtual pariahs by the majority of the faculty - primarily because they threaten the other staff - is an indication of the atmosphere I sense." (3,1)

"Standoffish." (f,3)
"Very difficult to comment on many aspects of the faculty. I'm in the 1st half of a Master's program and I'm enrolled on a part time basis. There is a certain sense of not belonging of simply being one student in contact with one or two professors. Therefore, it's extremely difficult to comment on dept. goals, policies, atmosphere, staff-student relationships, etc." (3)

"I have not stayed with the faculty long enough to make a judgement. The three professors I came across were 'nice guys'." (1)

"Reasonably good - very good topics but too little initial direction in order to feel comfortable." (1,3)
"Sort of here nor there!" (3)

"Friendly, willing to aide students in many different ways." (1)

Educational Psychology

"Open and friendly." (1)
"Loose, free and easy." (1)
"Tolerable for short periods of time." (3)
"Unfair to comment on the basis of only one course." (2)

"Staff seems insecure. Lack of leadership on the part of . . . [an administrator]." (3)

"Don't rock the boat." (3)
"The people in the Ed. Psych. Department are very good. They are well informed, fair and helpful." (1)

"I haven't seen enough yet to comment on half of dept." (2)
"Considerable disappointment exists, especially towards a certain tenure professor who is a discredit to the profession and inhibits growth of counsellor-trainees. In fact, his presence causes many people to not want to continue or to enter the program." (f,3)

543

Educational Psychology (Cont'd.)

- "Friendly." (1)
- "Strained." (3)
- "Warm, friendly." (1)
- "Varies - have been so removed the last year I couldn't comment validly on situation here." (2)
- "Seems to be lacking in strong leadership and in direction - possibly the change in Dean will influence this situation. Seems to be a serious lack in inter-departmental communications." (3)
- "O.K." (1)
- "Good." (1)
- "Indifference to part time students." (3)
- "Terrible - lack of harmony and direction - little organization or conduction of effort." (3)
- "Not too positive right now. Ineffective leadership has caused a few waves and some disillusionment which will not likely disappear until the 'problem' disappears also. It's presently a mix-up with staff leaving and no replacements readily available." (f,3)
- "Educational Psych. is by far the best in entire faculty as I have taken courses from other departments. For the most part profs. treat you as people involving you in some educational decisions and choices. They are open-communicators. My chief criticism is not enough research orientation and no chance for students to get first hand experience working with profs. on various studies. Warm - friendly - helpful - people centred!" (1,3)
- "Excellent." (1)
- "Leaderless, lacks direction, identity." (3)
- "No atmosphere." (f,3)
- "P.P. Pretty Poor." (3)
- "Fair - not there much." (3)
- "Could be much better. Dept. people have a hard time agreeing. Each person seems to be working almost independently of the other." (3)
- "Good." (f,1)
- "Director is sympathetic and interested." (1)
- "Positive." (1)
- "Mostly good. As in other departments we do have people who are disdainful, disinterested, rejecting and incompetent." (1,3)

Educational Psychology (Cont'd.)

- "Supportive." (1)
- "Not bad with a few exceptions." (f,1,3)
- "Quite friendly and helpful." (1)
- "Generally the department is friendly, but its difficult at times for conference with professors when you are only taking one course." (1,3)
- "I don't know." (2)
- "Depends on the individual dept. members - ranges from aloofness to warm interest." (3,1)
- "I don't know, I'm hardly there (except to attend classes regularly). I don't know all the members (staff) of the department." (2)
- "Weak and ineffectual. Low confidence in purpose and strength of the dept." (3)
- "Congenial." (1)
- "Friendly, open, inductive to interaction." (1)
- "Real concern to help the profession." (1)
- "No comment, absent for two (2) years. Unhappy two years ago but could have changed by now. Perhaps I too may have been just as responsible for my disenchantment with the faculty. Perhaps I will start my thesis this fall and at that time I could answer this question as it pertains to the present situation." (2,3)
- "Very professional, yet pleasant." (1)
- "Up in the air - Ed. P." (3)
- "Much disagreement and disharmony exists between professors. Better interpersonal relationships are needed." (f,3)
- "Very authority oriented. Closed." (3)
- "Open, questioning." (1)
- "Great!!" (1)
- "Good." (1)
- "There appears to be some dissatisfaction with [an administrator], although, I have no complaints personally." (3)
- "Sleepy." (3)
- "Seems good. Believe internal conflict exists." (1,3)
- "People do not get along that well." (3)

Educational Psychology (Cont'd.)

- "Quite positive and definitely promotive of professional growth." (1)
- "Never did feel it was my dept." (3)
- "I have found open hostility to other professional development programmes other than the faculty. Personally, I feel it is jealousy and perhaps some hypersensitivity to criticism." (3)
- "Kind of stuffy. Not much fun to be in. Too little joy - not very reflective. You get the impression they know where it's at - but they are really out of touch with reality." (3)
- "A lot of in fighting. Little communication. Little agreement on general issues. Little trust between members." (3)
- "Adequate." (2)
- "I presume day classes and night classes vary. At night everyone is tired and so the atmosphere is not as good. Probably it is the best under the circumstances, but then it is time to change circumstances." (3)
- "Not - outstanding." (3)
- "Hostility among faculty members affects the atmosphere for the worse." (3)
- "I feel like an outsider." (3)
- "Casual." (1)
- "Split, opposing view." (3)
- "Teamwork and good rapport were evident." (2,1)
- "Friction within. Lack of striving for same goals." (3)
- "Difficult to say, as I was never a full time student. Lack of cohesion in department and general distrust among department members." (3)
- "Positive." (1)
- "Appear as excellent on the surface - however, full-time students may see things differently." (1)

Appendix I
 Comments on Departmental Goals
 and Policies

Curriculum, Humanities and Social Sciences (Cont'd.)

"I cannot truthfully comment for I have not been involved for very long, nor with the department in general." (2)

"I don't know the department's goals and policies." (2)

"Uncertain." (f,2)

"I have found a willingness on the part of some faculty members to acknowledge that policies of the program should be liberalized. That is, some are not convinced that a research project is all that particularly helpful to the individual or more important, to others. Some have said though this is by no means the general belief, that more academic work would be more advantageous than research. In general, however, there does not seem to be goals or policies as such." (3)

"A thesis is a very narrow thing, yet a great premium is put on it." (3)

"I'm not sure I know too much about their goals and policies." (2)

"In some ways, more interested in course developments than in student education. That is, the dept. has ignored student requests for a particular type of course the students felt would be relevant to them - I consider Masters Students responsible enough to know what their needs are, and to be able to direct their own learning to a great extent." (3)

"I have no idea of their goals or policies." (2)

"They seem to be of a high calibre." (1)

"I really don't know what the department's goals and policies are as they relate to the M.Ed. program." (f,2)

"They are presumably clear to some people. In some cases however, they are hazy." (3)

"Have they any?" (3)

"The policies seem to allow students to explore in areas of their own interests." (f,1)

"Quite adequate." (1)

"I can only state mine - to become a better drama teacher." (2)

"Good, healthy." (1)

"I find the department is quite rigid in course selections. The concern of the department seems to be one of fitting the individual into the square he belongs in rather than meeting with the interests the students express." (3)

Question 3. b) Comment on your department's goals and policies as they relate to the M.Ed. Program.

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are ranked as discussed in the study.

Curriculum, Humanities and Social Sciences

"Completely appropriate." (1)

"Appropriate." (1)

"There seems to be perhaps less clarity than there could be concerning goals and policies, particularly regarding the thesis requirements." (3)

"No problem as far as I can see." (1)

"Don't know if they have any." (2)

"I don't know. I assume their goal, like others, is to grow and become indispensable." (3)

"These don't exist in any form that I know of!" (3)

"Controlling factor - not meeting the needs of educators arguments concerning which courses fit which department instead of what fits the students needs plans and desires." (3)

"Not clearly defined; teachers aren't clear on them." (3)

"Not too clearly spelled out - even staff not too sure of these. Work needs to be done in this area." (f,3)

"No basis for judgment." (2)

"As long as you can be fitted into a department's requirements, (which are often narrow and confining) a department considers that it has performed a worthwhile service." (3)

"Haven't check these out." (2)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum: Humanities and Social Sciences (Cont'd.)

- "Seems reasonable." (1)
- "Adequate." (1)
- "Too early to tell." (2)
- "They have never been explained to me. I wonder whether they have been clearly defined. It seems to me the biggest goal is to have the highest number of grad students." (3)
- "I was never clear on what the goals and policies were." (2)
- "Satisfactory." (1)
- "Not possible to answer as I have no knowledge of them." (f, 2)
- "Satisfactory." (1)
- "I had the feeling that the professors were interested in my setting goals and aims. I wasn't aware that there was such a thing as a department goals and policy. If there was a policy it was to permit students creative choice in their goals in the students, not the department's M.Ed. program." (1)
- "Unclear if not undetermined." (f, 3)
- "Yes." (1)
- "Could come to decisions more rapidly in regards to courses. Once decided upon should not be varied during the period of courses. This is one of the main reasons for people never terminating their M.Ed." (3)
- "Uncertain." (2)
- "I found that they were uncertain of the goals themselves and this was reflected in the attitude of the grad students." (f, 3)
- "Sometimes there has been some disagreement as to which courses were applicable, which off-campus courses could be transferred in, etc." (3)
- "Good." (1)
- "Acceptable." (1)

Curriculum: Mathematics and Natural Sciences

- "Don't know what they are except that some effort is being made to keep in contact with students to encourage and give support in beginning and completing a thesis." (f, 1)
- "To make teachers more professional as science teachers, to interest them in and acquaint them with the principle

Curriculum: Mathematics and Natural Sciences (Cont'd.)

- and purposes of educational research." (1)
- "Do not know." (f, 2)
- "Very involved and pushing (students should be thankful for special efforts)." (1)
- "I really don't know." (2)
- "Good." (1)
- "Good." (1)
- "It would perhaps be useful for such goals and policies to be discussed between faculty & student." (3)
- "Not very clear to me. Purpose to train students in research more than in professional growth of subject area." (3)
- "Appropriate in as far as I know them - as a part time student this is a limited area." (1, 3)
- "My department has never informed me of their goals and policies." (3)
- "More direct course relationship." (3)
- "Not aware of any." (2)
- "Good." (1)
- "They make sense." (1)
- "I don't know." (2)
- "A mystery to me." (3)
- "I don't know the departments goals, I prefer to make my own." (2)
- "Good." (1)
- "Fair." (2)
- "Prepare students for the position of department head or supervisor." (2)
- "I am aware of the general goals and policies of the Faculty but I am not aware of my department's specific goals." (f, 2)
- "Just new in this area of Media & T.V. - thus no firm policies on goals at this time." (3)
- "Greater variety of courses." (3)
- "Superficial." (3)
- "I am not really aware of any specific goals except they seem to be very helpful in getting as many of us through the M.Ed. program as possible." (1)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "No comment." (2)
- "Ok." (1)
- "Not too sure of goals and policies - I don't think that they are restrictive. Maybe a choice of committee chairmen would be good." (3)
- "Too much research about nothing that really improved my teaching. It only serves for promotion and salary increase." (3)
- "Limited by the senate and the hierarchy that restricts change and requires years of lobbying for even the simplest change." (3)
- "Not sure." (2)
- "What are they?" (2)
- "I was lucky - my advisor had the attitude that he was there to HELP me elaborate on MY ideas." (1)
- "Good." (1)
- "Satisfactory (my experience here is very limited)." (1)
- "Not aware of any." (2)
- "Good." (1)
- "Dept. worked for 3 days (at Gimli retreat) on formulating a standardized graduate policy. Once this policy is complete the goals will be clearly stated and an attempt to standardize work loads for graduates will be made." (f, 1)
- "As far as I know, they are laissez faire. I write the thesis I want and I took the courses I could." (1)
- "Importance of thesis is overemphasized." (3)
- "There are great. Allow for a wide variety of course choices." (1)
- "Not stated." (3)
- "I'm unaware of the department's goals and policies." (f, 2)
- "Very good." (1)
- "Goals seemed to be related to student demands. Accommodating. Possibly unstable." (f, 1)

Educational Administration

- "Positive." (1)
- "Good but have changed somewhat with change of . . . [an administrator]." (1)
- "After 5 years I cannot really figure out what they think their goals are in relation to the real world of the classroom. ie, most have no conception of the realities of education." (f, 3)
- "Some flexibility could help in more persons working at the graduate level." (3)
- "Faculty jobs security." (3)
- "Not defined." (3)
- "Adequate." (1)
- "No problems." (f, 1)
- "Don't know." (2)
- "I don't know the goals and policies." (2)
- "Satisfactory to excellent." (1)
- "Seem to be good, more courses being offered." (1)
- "Satisfactory." (1)
- "I don't feel qualified at this point in time to comment." (2)
- "Dept. seems to have positive goals, but not always clear." (3)
- "I am aware of above." (2)
- "I am not really clear on its goals (nor do I think they are). Some policies are simply 'dumb'. ie Required prerequisites. Thesis advisor from your department." (3)
- "Not known." (2)
- "Becoming more refined." (1)
- "Unknown." (2)
- "Realistic." (f, 1)
- "Good." (1)
- "Good." (1)
- "For the most part, I am unaware of my department's goals and policies." (2)
- "I am not aware of the department's goals and policies." (2)
- "Don't know." (2)

Educational Administration (Cont'd.)

- "Unable to comment." (2)
- "Thesis work which I see as needed and valuable is not seen as important by faculty." (3)
- "Could not more courses be offered as Brandon for rural M.Ed. students (Winnipeg is a long way off for many of us)." (3)
- "Unknown." (2)
- "Restrictive in requirements. In Educ. Admin. some credit should be given to experience." (3)
- "Unknown." (2)
- "I really can't comment on these as I am not familiar with my department's goals and policies." (f,2)
- "Demands placed on part-time students working full-time are unrealistic." (3)
- "I feel they could be more definite." (3)
- "?" (2)
- "Meet with my approval." (1)
- "Not present during regular academic year." (2)
- "?" (2)
- "Good." (1)
- "Don't know - part-time student only." (2)
- "Uncertain." (2)
- "I feel they should do away with the term 'minor thesis'. In my opinion the 'minor thesis' is nothing more than a research paper and should be regarded as such." (3)
- "Goals are o.k. but some of the policies need revision. For example, the 'one course per session' could be abolished. Some students could manage two courses per session." (3)
- "Not clear." (3)
- "Good." (1)
- "Need less emphasis on major thesis - more opportunity for courses and minor thesis or even no thesis." (f,3)
- "Would have preferred and feel I would have gained more from a straight course approach rather than a thesis approach." (3)
- "?" (2)
- "Not aware of them." (2)
- "Don't know." (2)

Educational Administration (Cont'd.)

- "Don't really know them." (2)
 - "Don't know what they are except as they affect me - have not found them unacceptable." (2)
 - "Good." (1)
 - "Fair." (2)
 - "Unable to comment." (2)
 - "Hopefully the skills and knowledge learned will be applicable to my job." (2)
 - "No idea." (2)
 - "Satisfactory." (1)
 - "Not clear to me. I doubt this question often is considered by part-time students." (3)
 - "Relevant." (1)
 - "Intelligent and efficient work - the desire to promote an academic atmosphere." (1)
 - "More courses required." (3)
 - "Realistic." (1)
 - "Faculty is still concerned about validity of its input in the area of research and educational theoretical development. Goals are not evident." (3)
 - "I am not really sure what they are." (2)
 - "Good, but restricted and inhibited by the attitude of senior administration outside the department." (1,3)
 - "Good." (1)
 - "Basic requirements as stated in the catalogue for an M.Ed. program were never discussed - just course work or the requirements set for certain programs." (3)
 - "?" (2)
 - "What goals and policies? Students don't know." (f,3)
- Educational Foundations
- "To the best of my knowledge, the Department of Educational Foundations is making a sincere effort to improve, extend, and increase the research facilities and material available in the Faculty. I look forward to the time when it will be possible to undertake a doctoral programme in Educational Foundations at the U. of M." (1)
 - "Beginning to be progressive." (f,1)

549

Educational Foundations (Cont'd.)

"None seem to exist. Each member appears to be independent of all others." (3)

"Good." (1)

"Fairly adequate, fairly cleanly set out." (1)

"I don't think they know - they need direction." (3)

"Adequate." (1)

"Goals are inconsistent as they seem to apply to different students. Policies are vague concerning graduate thesis requirements." (3)

"I am not sure that they are sure why they're offering it. There should be some statistics and information on those who have acquired the M.Ed." (3)

"To give each student an equal opportunity to achieve his objective. To set the same requirement for achieving specified objectives." (1)

"I am uncertain of your definition of 'department'. If you mean Foundations. - I have found the policies flexible." (1)

"Flexible, tolerant." (1)

"Instructors goals took first priority then if time permitted students were considered." (3)

"Build up research library! Encourage inquiry!" (3)

"A desire for meaningful education. There is a tendency in the whole area of education to water down the goals or achievements, and this ought to be changed or stopped." (3)

"Unknown - communication is not that good, and perhaps the articulation of these goals are inconsequential as long as the product is good." (3)

"They correlate effectively to my M.Ed. Program." (1)

"More flexibility needed." (3)

"Good." (1)

"Not familiar with them." (2)

"I don't know what they are." (2)

"Incongruent with grad. needs." (f,3)

"How do I know - and I don't care what their goals are - I think so far I have been able to hang on to my own goals." (3)

Educational Foundations (Cont'd.)

"As this dept. (Foundations) stresses concepts fundamental to all learning, it must be the most apt of all departments." (1)

"They wish to meet the needs of the individual student." (1)

Educational Psychology

"Consistent." (1)

"Undefined - by their definition - obvious from mine." (3)

"I don't know what the goals and policies are." (2)

"I really don't know." (2)

"I am not sure they have clearly defined goal and policies." (3)

"No problems yet." (1)

"Inadequate since I believe that Ed. Psych. should be having a greater influence on the whole educational philosophy of all students, undergraduate and graduate. You cannot reach students in schools unless you know how. Most teachers need help with this and Ed. Psych. can show the way through confluent education." (f,3)

"Not apparent." (3)

"Turning out understanding teachers, who are both aware of pupils' problems as well as having some techniques with which to assist pupils in Manitoba's classrooms." (1)

"Used to be rather self centered and often lacked clarity (and sometimes common sense)." (3)

"See no conflicts." (1)

"Don't know." (2)

"Unclear have not heard them recently - have a vague idea." (3)

"Departmental policies towards M.Ed. program are vaguely outlined. Part of the difficulty once again seems to stem from the fact that we have 4 separate areas of study within the one department." (f,3)

"Not very clear. Main aim is to develop people with counselling skills - and help ind. student become more aware of himself and his own responsibility for growth. Policies of the dept. would help in this direction if more student participation were encouraged. A few profs. do this, but it varies depending on personalities involved."

Educational Psychology (Cont'd.)

There does not appear to be a consistent overall policy relating to M.Ed. program." (3)

"Unknown." (2)

"Unknown to me." (f,2)

"Don't know what they are." (2)

"The dept. is still trying to get together on their goals." (3)

"No comment." (f,2)

"Not able to comment." (2)

"Growth." (2)

"To do away with both thesis and research paper." (3)

"Consistent." (1)

"Don't seem to be as well defined as they could be." (f,3)

"Goals are adequate. Policies reflect professional and academic emphasis." (1)

"Not clear." (3)

"I'd also like to know." (3)

"Uncertain." (2)

"Course work is emphasized, I think." (2)

"Philosophical goals I have no idea of. Reality goals - to allow as many M.Ed. students into program in order to maintain the job situation." (3)

"Always searching for improvement." (1)

"Very good." (1)

"They have never been stated to me - were I to state what I presumed them to be by talking to various professors I'm not entirely certain it would be an accurate representation of the department." (f,2)

"Good, relevant and getting better." (1)

"I'm not sure of the policies." (2)

"I don't know what they are." (2)

"Are there any?" (2)

"Department needs to strengthen credibility of some courses." (3)

"I don't know." (2)

Educational Psychology (Cont'd.)

"Screen and develop the most qualified and dedicated people." (1)

"I don't know of any." (2)

"I have no idea - everybody (each Prof.) seems to do his own thing." (3)

"To improve program." (1)

"I'm not aware what they are." (2)

"Have not yet determined this. No one seems to know or care." (3)

"Satisfactory." (1)

"Never spelled out specifically except as they related to course requirements, and as learned from discussions with different people on staff." (f,3)

"Varied." (2)

"Don't know what they are." (2)

"Individualized." (1)

"Seem to be reasonable and consistent." (1)

Question 3. c) Comment on your department's staff-student relationships.

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are ranked as discussed in the study.

Curriculum: Humanities and Social Sciences

"Good." (1)

"My own relationships have been very good but as a part-time student I cannot generalize." (1)

"Poor." (3)

"Staff-student relationships, in my experience, have been generally congenial and positive." (1)

"Professor's and staff advisors seem to share a common interest." (1)

"Excellent rapport between both parties." (1)

"None existent as far as I know." (3)

"Satisfactory." (1)

"It makes you sick, that they are so condescending."

(3)

"Except for present advisor - poor. We are treated as students who need to be told and who need decisions made for us. We are not consulted with and have no choice in personal selection." (3,1)

"Satisfactory, although established office hours would be appreciated." (f,1,3)

"Fairly congenial." (1)

"Generally good, I would think." (f,1)

"Cannot generalize here." (2)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Appendix M

Comments on Departmental Student-

Staff Relationships

Curriculum Humanities and Social Sciences (Cont'd.)

- "Unable to answer with any degree of validity to this point." (2)
- "Am not in a position to know. I have only taken one evening course in the faculty at M.Ed. level." (2)
- "I have been involved with only two staff members, and only to the degree mentioned in 'a' - , so my comments are not really applicable to the department as such. However, in my limited involvement, relationships seem adequate." (1)
- "Professional - somewhat aloof." (1,3)
- "Some of them were good in that some of the staff were supportive. Other staff members were actually destructive." (f,1,3)
- "My being a part-time student has not allowed me to know of such relationships. The few students I know in my program are also part-time students and I think their relationship with staff are as infrequent in terms of meetings, accessibility, etc. This is not necessarily wrong or unfortunate, rather the reality of doing grad. work in a piecemeal fashion." (3)
- "Reasonably good - would like to see a more impersonal evaluation." (1,3)
- "No 'beefs'." (2)
- "Good relationships, but input of content, more needed." (1,3)
- "No basis for general comments. It's individual all the way, You set up permanent relationships with staff members you deal with most often." (1)
- "Difficult to comment here when, as a part-time student, you come and go for particular lectures, and don't have opportunity to meet other staff members or students." (3)
- "So far - so good." (1)
- "My staff-student relationship with my advisor and committee is great! No basis for judging otherwise." (f,1)
- "Quite good!" (1)
- "Good as it would seem." (1)
- "Teaching staff - good. Administration staff - cold and minimally adequate." (1,3)
- "Staff seemed interested in students and ready to discuss matters with them." (f,1)
- "Very good." (1)

Curriculum Humanities and Social Sciences (Cont'd.)

- "O.K." (1)
- "Cordial." (f,1)
- "Fairly good as far as I can tell." (1)
- "All right, all depends on the prof. some few are warm and approachable. Most are average people. Some few are a pain - but they're very few." (1,3)
- "Adequate - concerned and helpful." (1)
- "Excellent so far based on one interview and two familiarization sessions this spring. Things look somewhat promising." (1)
- "So-so." (2)
- "Excellent, on a personal basis; not so good on a professional basis. Perhaps they didn't have enough time, but I seldom saw the staff in any professional situation." (1,3)
- "Satisfactory." (f,1)
- "Seems quite satisfactory." (1)
- "Impossible to comment for above reasons." (f,2)
- "Adequate in some cases." (f,1,3)
- "Good." (1)
- "Positive." (1)
- "The staff-student relationship I had was very positive." (1)
- "Total picture unclear. Personal experience - very good." (f,1)
- "Nothing great. Faculty advisor was great." (1)
- "Very good. More effort should be made to introduce the student to the available aids. Students appear to discover these by accident or following a need." (1,3)
- "Adequate." (1)
- "Good." (f,1)
- "Fairly, at arms' length, what I consider as proper." (3)
- "Could be better." (3)
- "Good." (1)
- "Personally? excellent." (1)
- "Acceptable." (1)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

- "Good communication with students as noted in course work." (1)
- "Good." (1)
- "Superficial." (3)
- "This relationship is very relaxed and enjoyable. They hold these winter meetings and they have been very helpful. They all seem most anxious to help. These department meetings also permit me to meet all of the department and it seems fairly large." (1)
- "Fine." (1)
- "Excellent." (1)
- "Dept. does organize seminar sessions for graduate students allows for some student-staff get togethers. Our Dept. could be more congenial since not all staff members turn out to their sessions." (1,3)
- "Good." (1)
- "Very good." (1)
- "Adequate." (1)
- "Good - if and when we can see the staff." (1,3)
- "Good." (1)
- "Good." (1)
- "Very good from what I have seen as a B'Ed. and M'Ed. student." (1)
- "Good." (1)
- "Not aware." (2)
- "Good." (1)
- "Good. If a student had a question it would be easy to find someone who would hear him out." (f, 1)
- "To date they seem to be satisfactory." (1)
- "Varies with different faculty members." (1,3)
- "Excellent thanks to excellent instructors." (1)
- "Little contact as yet." (3)
- "Adequate." (f, 1)
- "Fair." (2)
- "Good." (f,1)
- "Excellent relationship with the two members with whom I am in contact." (1)

Curriculum: Mathematics and Natural Sciences

- "Seem to be good." (f,1)
- "Very good." (1)
- "Good, I found the professors and . . . [an administrator] helpful and understanding." (f,1)
- "OK." (1)
- "Relatively favourable." (1)
- "I cannot complain." (1)
- "Good." (1)
- "Difficult for a part time student to judge!" (2)
- "Fair - Some consultation with student faculty that is valuable, much more possible. There appears to be a responsibility placed mainly on the students." (1)
- "Good." (1)
- "I've never tested it." (2)
- "Generally good." (1)
- "Could be a closer relationship." (3)
- "Excellent with . . . [an administrator] in every way - other members appear to be indifferent or not interested in student welfare." (1,3)
- "Good." (1)
- "Fine." (1)
- "Good as far as I am aware." (1)
- "Reasonably positive." (1)
- "Good relationships." (1)
- "Excellent with the people I have worked." (1)
- "Good." (1)
- "Fair." (2)
- "Very good, I am quite happy with this." (1)
- "Excellent." (1)
- "Seems to be good." (1)
- "I met certain individuals to whom I could relate very easily and others with whom I would probably have difficulty. Still, I feel I haven't sufficient information to make a strong statement concerning staff-student relationships. A general statement based more on feeling than fact would be that staff-student relationships are quite adequate." (f,1,3)

Educational Administration

- "Very good relationships." (1)
- "Very good." (1)
- "Good." (1)
- "Good." (f, 1)
- "Generally positive although at times it could be more humanistic and less coldly academic." (1,3)
- "Onus is on student." (3)
- "Cordial but weak." (1,3)
- "Very good." (1)
- "Great!" (f, 1)
- "Rather laissez-faire. No real direction from staff, left to the initiative of the individual student." (3)
- "Appears to be sufficient but I feel there is room for improvement re: department staff- part time student relationships." (3)
- "Excellent but opportunity to get to know the guys is limited and I feel gipped in this regard." (1,3)
- "Seems ok. but again haven't been around enough to judge." (1)
- "Satisfactory." (1)
- "Good." (1)
- "Probably good between most but not particularly heartwarming in my case." (3)
- "Too much professor-student." (3)
- "Friendly-social, helpful to each other, open considerate." (f, 1)
- "Seems very good." (1)
- "Probably due to the limitations of time, distance, etc. I would not be in an honest position of appraisal." (2)
- "Good." (1)
- "Good as far as my limited experience goes." (1)
- "Well balanced - privacy possible." (1)
- "Generally poor." (3)
- "Fair to all concerned (meaning good)." (f, 1)
- "Quite good." (1)
- "Very good." (1)

Educational Administration (Cont'd.)

- "These seem to be positive and I usually feel that staff is genuinely concerned with the students." (1)
- "The staff-student relationship, as I have experienced, is excellent in most cases." (1)
- "Very formal." (3)
- "Good - to my knowledge." (1)
- "Reasonably good, though it's sometimes very difficult to contact a professor between classes. Most of them, however, make a real effort to find a suitable time to meet with their students." (1,3)
- "Excellent." (1)
- "Better communication (e.g. let the student suggest his area of concern and not have the advisor suggest what the student should be involved in re: thesis or paper)." (3)
- "Appear to be good for staff members and full-time students. Part-time students don't appear to have enough time to develop any real relationships." (1,3)
- "Quite adequate - to me personally." (1)
- "Seemed co-operative, friendly." (1)
- "Good - for the most part." (1)
- "Quite impersonal on the part-time student level." (f, 3)
- "Erratic. More thought required on this topic." (f, 3)
- "Excellent - considering the heavy load each staff member seems to have." (1)
- "Adequate." (1)
- "Have not had any." (3)
- "Not present during regular academic year to observe relationships." (2)
- "Satisfactory." (1)
- "Very good." (1)
- "Good, I think." (1)
- "Satisfactory." (1)
- "As a part-time student, I found this relationship was lacking somewhat. The full-time students are part of the 'in-group' and the part-timers are sort of left out." (3)

Educational Administration (Cont'd.)

"Good. I would however like the professors to follow you more closely on your thesis route. In this respect, they could follow your progress or lack of it more closely." (f, 1, 3)

"Much could be done in this area by having an orientation dinner or party. I've not had the opportunity of knowing who my faculty advisor is as I'm a part-time student. By having a good staff-student relationship, we as students, would better be able to communicate with our professors." (3)

"Good to excellent." (1)

"Very good." (1)

"For full-time students, quite good." (f, 1)

"Very good." (1)

"Lacking." (3)

"Don't know." (2)

"Generally pretty good." (1)

"O.K." (1)

"Excellent - to me!" (1)

"Very good." (1)

"Good." (1)

"It certainly was good when I attended summer sessions. Classes were seminar sized. Had splendid rapport with profs. Marks and written comments were very encouraging." (1)

"I haven't been enrolled in the course long enough to make a comment." (2)

"Good with advisor and any other professors with whom the respondent has had any university class experience." (1)

"Good." (1)

"Not known to me." (2)

"Very good." (1)

"Quite satisfactory." (1)

"Good." (1)

"Good." (1)

"Very good." (1)

"Teacher-student or administrator-teacher relationships which tend to subordinate graduate students." (3)

Educational Administration (Cont'd.)

"Effective." (1)

"Good." (1)

"If you were willing to work, the staff seemed to sense an honest effort, and you experienced a sense of accomplishment - or progress in your learning." (1)

"Good - bad." (1, 3)

"An individual professor may try to relate but there is no combined effort to make students feel at home." (f, 1, 3)

Educational Foundations

"Very good. . . . is great!" (1)

"As I mentioned above, these are generally very good. I admit that I have heard occasional and frequently unjustified, criticism of the profs. who taught the M.Ed. courses which I took but invariably it has been the student making the criticism who has been at fault. As Shakespeare put it far better than I could ever hope to, 'The fault, dear Brutus, is not in our stars, but in ourselves...'. I have noticed that those who are always most ready to criticize have monumental egos in complete inverse proportion to their mental ability." (1, 3)

"I can only comment on my own relationships with the staff - perfectly satisfactory." (f, 1)

"Generally non-existent." (3)

"Good." (1)

"So far good to fair." (1)

"Very good - free and open." (1)

"Satisfactory." (1)

"Good." (1)

"Good so far as I have experienced it, except that students seem rather isolated from the staff as a whole. The staff I have worked with have treated students well as far as I could see." (1, 3)

"Positive." (1)

"It would seem to be excellent." (1)

"Seems fine." (1)

"Not too good from my point of view." (3)

"Good! Amicable!" (1)

"Very good." (1)

Educational Foundations (Cont'd.)

"As a part time student I find the relationship to be excellent." (1)
"Staff-student relationships are very favourable." (1)

"Good." (1)
"Good." (1)
"Professors have been polite and friendly to me. They were understanding and gave me encouragement when I questioned what I felt were personal inadequacies. They were humane in their flexibility regarding time deadline if family or job responsibilities interfered." (1)

"Most of my work was done through summer schools. Most of the professors who were on permanent staff I found both obliging and helpful. Some I include among the best I have ever had at college in their knowledge and enthusiasm. The worst professor was one 'expert' brought to the U. of M. for one summer to teach (out of his own texts). As he was only there temporarily, he had little interest in people he would never see again." (1,3)

"Largely non-existent." (3)
"Questionable." (f,3)
"Minimal though my acquaintance is, so far I didn't have to fight anybody." (3)

"My faculty advisor has been reasonable and has attempted to study my position so as to adjust programs." (1)
"Generally good, but sometimes fades to a 'big prof - little student' syndrome." (1,3)

"Good." (1)
"Very good: Staff has shown a genuine concern for the student." (1)

Educational Psychology

"Good as far as I am concerned." (1)
"Socially - excellent/meaningful - minimal." (1,3)
"Hidden agendas - (which are not so well hidden)." (3)

"O.K. I believe." (1)
"In general, good. Mostly because of that fact that I chose my courses according to who is teaching them." (1)
"Safe - make sure you let them hear what they want to hear - you'll get your A or B." (3)

Educational Psychology (Cont'd.)

"½ good - ½ weak." (1,3)
"Excellent with the exception of the one professor who is quite destructive. His only value is to show how excellent the others are by contrast." (f,1,3)

"Good." (1)
"Good - positive." (1)
"Good - although I am really only associated with 2 professors." (1)
"Varies greatly with the individuals, but generally quite good." (1)

"Personally, I have developed friendships with several staff members - but I understand that a great many students feel the staff has a very condescending attitude toward them." (1,3)

"Good." (1)
"Good." (1)
"Would prefer a more scholarly approach to the 'good guy' approach which is prevalent." (3)

"Fair! I believe that the consensus is that one or two of the Professors care. The rest are too busy 'lording' it over their students." (2,3)

"Generally they are pretty good - probably better than the relationships some of the department's faculty appears to have with each other. Out of class activities such as golf, pool, luncheons, etc. are frequently encouraged between staff and grad students." (f,1,3)

"Generally good - but there are a few who are fearful of a warm close involved relationship even though they profess that this is basic to any counselor who develops skills and is involved in counselling relationships; therefore there is a real dicotomy. Also Profs. should be around more - for more tutorial and individual counselling of students is needed as the more a student experiences such, the more he can become a more effective counselor, and take responsibility for his own development." (1,3)

"Very good." (1)
"Positive in the main, so I hear." (1)
"Some effort on part of staff is evident." (f,1)
"Presently fair, before poor." (2,3)
"Not bad but could be very much improved. The dept. needs some new people." (3)

Educational Psychology (Cont'd.)

- "Good." (f,1)
- "I'd think they were fairly good." (1)
- "Mutual interest." (1)
- "Excellent." (1)
- "Adequate to Good." (1)
- "More than or better than satisfactory." (1)
- "O.K. with the odd exception." (f,1)
- "Friendly but not overly concerned with student problems of academic or personal nature." (1,3)
- "Fair to good." (1)
- "Again depends on the individual. I can't give a dept. rating." (2)
- "Strictly Professor-Student as far as my position is concerned." (3)
- "Very Good staff is positive, encouraging, complimentary, helpful." (1)
- "Very good." (1)
- "Good." (1)
- "The staff relates well to students but sufficient opportunity or accessibility is not provided by all professors. As a result some of the relationships fail to grow beyond a superficial level. Since there were only a very few full time students it makes one wonder how much less would have happened with a greater number of students or with those part time." (f,1,3)
- "Very authority oriented. Closed." (3)
- "Good." (1)
- "In most cases a positive relationship has been developed." (1)
- "Good." (1)
- "Superficial." (3)
- "Varies with professor." (1,3)
- "Sometimes beautiful (before grades are given). Sometimes awful (if you feel you are not going to get a magic A or bare B)." (1,3)
- "Seems to be okay, at least on the surface." (1)
- "From my own observations and involvements probably the best in Ed. Faculty." (1)

Educational Psychology (Cont'd.)

- "O.K. - I guess." (1)
- "Varies from very good to very poor - depending on the staff member." (1,3)
- "Satisfactory, depends on professor. Runs nil to high degrees and interest and understanding." (1,3)
- "Adequate." (1)
- "I am no authority to comment here." (2)
- "Depends on the individual staff and/or student member." (1,3)
- "Good in some cases. Authoritarian in others - mostly where the decisions are made." (1,3)
- "Minimal." - information tends to be inaccurate and very hard to get." (3)
- "Positive." (1)
- "Generally good - at times some frustration on part of students because professors were not in when help was most needed." (f,1,3)
- "Very dependent upon staff and students involved!" (1,3)
- "Excellent in some instances - unfortunately these particular professors are not real department members and only teach few courses. Very poor in others - strong animosity in numerous instances. Students not saying what they feel, in order to graduate as quickly as possible, with as little complications as possible." (1,3)
- "Very good towards graduate students." (3)
- "Very good." (3)

Question 3. d) Comment on your department's financial support of graduate students.

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are ranked as discussed in the study.

Curriculum: Humanities and Social Sciences

- "No comment." (2)
- "Relatively unfamiliar with it. If it were possible, feasible, it would be helpful to receive a brochure outlining the various sources of financial aid." (3)
- "I don't know of any." (3)
- "I don't know. I have not had any financial support." (3)
- "Not in the least bit adequate." (3)
- "I haven't heard of any although I haven't inquired. It would be nice if the information was made more easily accessible." (3)
- "In my case NIL!" (f,3)
- "Poor." (3)
- "Is there any?" (3)
- "I thought it was very fair." (f,1)
- "No basis for judgment." (2)
- "Was never offered or told a thing about financial support." (3)
- "No knowledge." (3)
- "No knowledge." (3)
- "No basis for judgement." (2)

Appendix N
Comments on Departmental
Financial Support

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum, Humanities and Social Sciences (Cont'd.)

- "Uncertain." (f,2)
- "Since I am a full-time teacher with less than average material desires, I haven't asked for any financial support." (2)
- "Not informed." (3)
- "Available." (1)
- "No knowledge of this as I haven't looked into it." (2)
- "Only graduate teaching assistantships awards that I'm aware of. Then most of these are unclaimed yearly since many or most of the graduate students are studying part time and working." (f,3)
- "I have no idea." (3)
- "Only support offered was funding of computer time. Research grants would allow more sophisticated research and more applied research likely to be useful to practitioners in the field." (3)
- "I am not familiar with this area." (f,3)
- "I don't know." (3)
- "Adequate. Not many full-time people." (f,1)
- "This area has not been a concern to me." (2)
- "What financial support? I've had straight A's since I started on my B.Ed. in 1971 - 9 in a row, to be exact - and no one's ever offered me any spondulix." (3)
- "No idea." (3)
- "Adequate but I just didn't qualify." (1)
- "Nil." (3)
- "Good." (1)
- "Accepted to pay for computer time. Other than that I had no financial experience with the department." (1)
- "I have received no financial support." (3)
- "The department paid for my computer time approx. \$5.00 and reluctantly ran off a rough copy of my thesis on a machine. Apparently the budget for the year had been spent. It seems a pity that paper is suddenly limited." (3)
- "Adequate financial support appears to be available to only a very few students each year." (f,3)
- "Could be spread out to more pupils." (3)
- "I don't know." (3)

Curriculum, Humanities and Social Sciences (Cont'd.)

- "Not relevant." (f,2)
- "For me O.K." (1)
- "I haven't looked in a year and half." (2)
- "Unaware." (3)
- "Poor for part-time students." (3)
- Curriculum, Mathematics and Natural Sciences
- "Not as great as it might be. I have the feeling that certain other departments have a greater proportion of their students receiving financial support." (f,3)
- "I do not know of this system." (3)
- "I do not know the details, I did not get any financial support." (f,3)
- "I have received help when needed - no complaints." (1)
- "Still too early to tell." (2)
- "None to me - Some to students on campus." (3)
- "I'm not familiar with this area." (3)
- "Don't know." (3)
- "Unknown." (3)
- "Not able to comment." (2)
- "Poor." (3)
- "Never needed any, so cannot say." (2)
- "Adequate from what I have heard." (1)
- "Unknown to me." (3)
- "I don't really know. I have sufficient aid as a result of money from a curriculum project grant." (2)
- "No comment." (2)
- "I don't know." (3)
- "Not acquainted with this aspect." (3)
- "Not familiar with this aspect." (3)
- "Not aware of financial support." (f,3)
- "Not knowledgeable here." (3)
- "No answer, Question mark." (2)
- "There doesn't seem to be any. At least they have not made any of us aware of it." (3)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "Does it exist?" (3)
"Not familiar with policy." (3)
"Don't know much about it. I'm doing my program on a part-time basis." (3)
"None." (3)
"Not sure!" (3)
"What financial support?" (3)
"I don't know anything about this other than that they will arrange 'computer time'." (2)
"Negligible." (3)
"Not aware of any." (3)
"Given everything I asked for. I don't think the faculty should be expected to support every graduate student." (f,1)
"It seems to be rather thin. I have tried for two years to get some monies for 'sabbatical' purposes, but to no avail." (3)
"Not qualified to answer." (2)
"Extent not known." (3)
"Not aware of any." (3)
"Not applicable." (f,2)
"As far as I know, Nil." (3)
"I applied and didn't get anything. There was some sort of misunderstanding at the admin. level about what was available. Although I hate to cast aspersions at people doing a good job, I believe a more organized administration would help." (f,3)
"I don't know, as I have not requested financial support." (2)

Educational Administration

- "Good." (f,1)
"They do the best they can with what they have. Absolutely no complaints." (f,1)
"Nil as far as I am concerned." (3)
"Reasonably good, although I would prefer to see a course especially aimed at principals and vice-principals and their everyday needs." (1)
"I received not a penny!" (3)

Educational Administration (Cont'd.)

- "Not familiar with this aspect yet." (3)
"As a part-time student, I cannot comment." (2)
"In light of the current inflation, the amount I received is of little actual financial help. I believe that stipends should somehow be tied to the cost of living." (f,3)
"Could be better." (3)
"Communication on this matter seems to be non-existent." (3)
"Slightly inadequate." (3)
"I don't really know too much about it. After completing my first course this winter I received a letter in the mail about the possibility of receiving some money by helping out through marking etc. next year. I can't however take the chance of going back full-time on the possibility of receiving some money." (3)
"No opinion. I know nothing of this matter." (2)
"I am not aware of financial support being made available." (3)
"Reasonable." (1)
"I don't even know if I qualify or if there are finances available." (3)
"Policies not known." (3)
"Poor." (f,3)
"Adequate." (f,1)
"Wasn't aware of it." (3)
"Weak." (3)
"Not too informed in this area." (3)
"Could be better - could be worse." (f,3,1)
"Some students would like to attend full-time but financial pressure forbid this. Part-time students should be given some support as a means of encouragement to pursue Good studies." (3)
"Didn't even know there was any!" (3)
"I can't complain." (f,1)
"I am not familiar with this aspect." (3)
"Did not receive any support." (3)
"Don't know that it has any - certainly hasn't been broadcast." (3)

Educational Administration (Cont'd.)

- "None as far as I am aware for students in my position i.e. salary from full time job has been the sole support for financing both my degrees in Education." (3)
- "Limited for individuals who wish to go on to a Ph.D." (3)
- "Financial assistance could be increased on a much larger scale." (3)
- "Not in touch with this aspect." (3)
- "Not enough support or maybe I'm not aware of support." (3)
- "I never considered applying for aid, if I didn't seem to have the money for the courses, since I seem to be able to assess my ability as - able to succeed in a course, but not outstanding." (2)
- "I wish there was more help available." (3)
- "Very poor. A patronage system of 'who you know'." (f,3)

Educational Foundations

- "Never asked for money." (2)
- "In my own case, generous. I did not need financial assistance but I was offered a teaching assistantship for Sept. to Dec. 1973 and a research assistant from January to May 1974, and I thought it was no more than common sense to accept what was freely offered." (1)
- "None existent for me." (3)
- "Not acquainted with this." (3)
- "Work inadequate." (3)
- "I am not aware of any graduate student receiving financial support. I applied for a teaching assistantship and was turned down." (3)
- "None for yours truly." (3)
- "I can't comment on this. I've always financed my own studies. I prefer to be independent." (2)
- "Unknown - and not required by me." (2)
- "Poor." (3)
- "Not familiar with support." (3)
- "Have never requested any assistance and am not in a position to comment." (2)

Educational Foundations (Cont'd.)

- "I have never had occasion to require it, so that I cannot judge its adequacy." (2)
- "I have never inquired about it." (2)
- "Average." (2)
- "I am not knowledgeable in this area." (3)

Educational Psychology

- "I don't know." (3)
- "No basis for comment." (2)
- "Very poor." (3)
- "Not applicable to me but others seemed to benefit very well. In fact I sometimes wondered what they did for their money!" (f,3)
- "Do not know." (3)
- "Don't know." (3)
- "More financial support for part time students is needed. At present it's completely non-existent, yet many part time students carry 1-1/2 or 2 courses while working full or part time. Our expenses are probably just as great as those who are full time graduate students. Some forum of financial assistance should be provided for part time students at differing rates according to a student's need." (3)
- "No knowledge." (3)
- "Unclear to me!" (3)
- "Seems adequate but very little information on availability is supplied to the graduate students - you really have to go after it!" (f,3)
- "Almost nil - Very little available for research assistants or allowing students to work on projects or help run seminars for money." (3)
- "Unknown." (3)
- "Not bad." (f,2)
- "Don't know." (3)
- "None that I know of at the present time." (3)
- "Could be better." (f,3)
- "Unable to comment." (2)
- "Unknown as I am not interested in seeking this help." (2)
- "To my knowledge, good." (1)

Educational Psychology (Cont'd.)

"Not much as far as I know. Dept. of Ed. gives good support." (f,3)

"Not applicable for my case." (2)

"I have no idea, since I never did seek financial support." (2)

"I don't know." (3)

"I don't know." (3)

"I don't know." (3)

"Cannot comment - I have had little experience in the area." (2)

"For part time students they do go out of their way to make it twice as difficult. No one is ever available in the evenings. I must have made 30-40 trips to the U. at 4:00 to 4:30 so I could see a professor for only a half an hour. Then he left at 5:00." (3)

"Because of the few number of master's students this academic year, we all received student or teaching assistantships. Although they were not sufficient to finance the entire year I felt that not much more could have been expected and was grateful for such assistance." (f,1)

"I didn't know there was any." (3)

"Non existant as far as I know." (3)

"I know nothing about it." (3)

"No idea, because I've never inquired for myself." (2)

"Don't know." (3)

"Suppose O.K." (2)

"Not known." (3)

"Marker, Grad. assistantships and aid in the selection of Grad. Bursaries from Dept. of Ed., student personnel services." (1)

"Uninformed." (3)

"Do not know. I think there's a lot of money floating around for those who need it." (1)

"I don't know?" (3)

"None existing for me." (3)

"Unknown since I had no need to inquire into this." (2)

"Not applicable - I work full time, live at home, take one course per term." (2)

Educational Psychology (Cont'd.)

"Satisfactory." (1)

"Since I was on Sabbatical leave this interested me very little - cannot comment in any knowledgeable way." (f,2)

"Asked for none." (2)

"Don't know, never applied." (3)

"Some support but not as good as it should." (3)

"Awful! Rural students do not stand a chance of making a full-time study program!" (3)

Question 3. e) Comment on present departmental course offerings.

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are ranked as discussed in the study.

Curriculum: Humanities and Social Sciences

"These have improved over the past three years. In the area of English, there are several concerns of interest to teachers which require new course offerings." (1,3)

"Not enough variety." (3)

"Okay, but could be better." (3)

"There is perhaps some overlap in various courses offered by different departments. A central concern might be the determination of exclusive goals and content areas. Particularly, the division between content and goals regarding actual teaching courses, and professional courses. Eg. the content of English, etc. and the teaching of English, etc." (3)

"They seem to be minimum but satisfactory this summer."

(2)

"Excellent." (1)

"Appear adequate." (1)

"Appear adequate for my purposes." (1)

"Would like to see more specialized courses in Art Education." (3)

"I have to go to the states to complete my course work this summer. I was not encouraged to do this and was blocked at every turn. I know personally at least four (4) other students who experienced the same." (3)

Appendix O

Comments on Departmental

Course Offerings

N.B. All comments in this appendix are shown as written, etc. None have been corrected for spelling, punctuation, etc.

Curriculum, Humanities and Social Sciences (Cont'd.)

- "Not much choice at M.Ed. level. No summer course offered. Told I can't take a course I want because it's not in the proper department (psych. rather than reading)." (3)
- "More curriculum courses in specific subject areas needed, and U.K." (f,3)
- "Inadequate." (3)
- "Too limited." (3)
- "Should offer something in the field of research techniques, some statistics, library techniques." (f,3)
- "Courses offered are good, however, would like to see addition of course on Language Development of Children." (1,3)
- "Very inadequate - one course in my area of specialization and that of a general nature. Could be many more interesting courses." (3)
- "There were only two possible courses that I could take at Evening School last fall. The other course was 'full', (so I was told). My fault I guess as I decided at the end of August to register." (3)
- "They should be broadened, or allowance should be made to take courses in other departments." (3)
- "Seem adequate for my purposes." (1)
- "Good." (1)
- "No courses offered this summer." (3)
- "These could be improved - for example a course in reading in the content areas should be made available." (3)
- "Uncertain." (f,2)
- "Overlapping - i.e. a grad course in Eng. methodology is the same as undergrad. course, and of little challenge when above occurs. Too many compulsory courses or courses which I was told were necessary. i.e. Statistics, admin. courses. All I want to do is teach!" (3)
- "Inadequate - far too much emphasis on curriculum construction." (3)
- "There is room for expansion in the field of Art education, but I wonder if the cost would not be prohibitive because of lack of demand for product?" (3)
- "Lacking in music." (3)

Curriculum, Humanities and Social Sciences (Cont'd.)

- "Inadequate - almost unattractive. Needs more relevance to the modern world." (3)
- "Not enough choice at the masters level. Desperate need for a course on Language. The courses which are offered are excellent in every way - should be maintained." (3)
- "Almost nil in anything but reading. I'm supposed to be in Linguistics and Language Development and they don't even offer a course." (3)
- "Not exactly adequate - but this may be due to Dept. of Ed. as I am working to obtain a Spec. Ed. Certificate and must have certain subjects. These are not on the M.Ed. program." (3)
- "Very restrictive. There are only a certain number of general courses offered at the 700 level. More specialized courses are not made available. . . . [an administrator] encourages grad. students taking 500 courses and independent study rather than 700 independent studies. For picking up courses at other universities, when approved he requires 1 1/2 credit for 1 credit at U. of M. Some students are doing this at additional cost and effort on their part rather than taking undergraduate courses that they feel aren't as useful and relevant to them. If these had been prerequisites for graduate work, it would be a different ball game - one would take them before graduate work rather than with, when one's interests are narrowed." (3)
- "Limited." (3)
- "I haven't checked lately as I have finished my course requirements." (2)
- "Less than adequate e.g. little offered in fields of language and cognitive development." (3)
- "Limited number of courses available in Speech and Drama. It would be helpful to be able to do further studies in this area at the Faculty of Education. The courses available, however, were helpful." (f,3,1)
- "Quite adequate." (1)
- "At the master's level there are no courses; only the option to do a thesis in an area of your choice." (3)
- "Need more in daytime." (f,3)
- "Limited in my area." (3)
- "The department should offer Friday night courses for those who have to travel some distance to attend. It would be ideal to have offerings on Friday evening and Saturday mornings every two weeks." (3)

Curriculum. Humanities and Social Sciences (Cont'd.)

- "Not bad - could be better in the teaching of English section. Much better, I think." (1,3)
- "Fair to good selection. Improving all the time." (1)
- "Good." (1)
- "Sorely lacking - see earlier comments." (3)
- "Very limited, at the time I enrolled. I enrolled for an M.Ed. in English, with a particular interest in drama, but I ended up taking only one course in the Faculty of Education - the Compulsory course in Curriculum. The rest of my courses were in the Arts Faculty." (3)
- "Satisfactory - I say this because the student is allowed to pursue his/her course of interest - flexibility." (f,1)
- "Adequate." (1)
- "Fair." (f,2)
- "Need for Graduate course in teaching of Ukrainian." (3)
- "Lacks courses in language acquisition and development." (f,3)
- "Very reasonable." (1)
- "Too few, too restricted." (3)
- "Very limited in cross-cultural area." (f,3)
- "Not sufficient at the moment, have to study elsewhere this summer." (3)
- "Good choice." (1)
- "More courses in French at M.Ed. level. Courses in offerings at Ph.D. level in languages." (3)
- Curriculum. Mathematics and Natural Sciences
- "Could be a greater choice but I believe there might be a shortage of staff and students to provide this." (f,3)
- "Good, very adequate. They, assignments, should probably be more practical so they can be used in the classroom with little adaptation." (1,3)
- "Inadequate." The offerings in my particular area are quite limited, this is especially true of the evening session. I did however, find the independent study very useful." (3)
- "Quite adequate." (f,1)

Curriculum. Mathematics and Natural Sciences (Cont'd.)

- "I wish to see more (short - one cr.) courses highly specialized in (for example grade 8 marks) courses of high school education. Otherwise I was satisfied with courses I took." (3,1)
- "Not enough during spring and winter. Everyone should be able to have an odd summer." (3)
- "Could be greater." (3)
- "Why must we stay within the Dept. or Faculty if Sociology or Psych. offers related courses?" (3)
- "Insufficient in variety." (3)
- "Sufficiently wide." (1)
- "Appears satisfactory for education." (1)
- "Somewhat inadequate, greater scope necessary." (3)
- "There should be more. Too limited." (3)
- "Nothing to excite you." (3)
- "Could improve." (3)
- "Balanced." (1)
- "Good on the whole." (1)
- "Could be more varied." (3)
- "Of doubtful quality." (3)
- "The two courses in my M.Ed. this far have been formed by a group with similar concerns in education." (2)
- "Poor - not enough individual courses on academic areas - too much Phil. of Ed'n." (3)
- "Somewhat shallow." (3)
- "Adequate." (1)
- "Satisfactory." (f,1)
- "There seems to be many course selections." (1)
- "Greater variety of courses." (3)
- "Inadequate." (3)
- "They could be enlarged at the M.Ed. level. This is very little in Math. of any high calibre and no Computer Science at this time." (3)
- "More on computer science is needed." (3)
- "Need for more Computer Science Method courses in Faculty of Education." (3)
- "Seems adequate." (1)

Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "Not very much related to my job situation and professional growth." (3)
- "Marginal - choice ranges from mediocre to terrible." (3)
- "Very little to choose from." (3)
- "OK." (1)
- "Adequate." (1)
- "Rather limited although I realize this is because of the small department. There should be more provision to take courses from other departments." (3)
- "Adequate." (1)
- "Inadequate, little choice." (3)
- "Needs more flexibility." (3)
- "Good." (1)
- "Good." (1)
- "Adequate but more emphasis needed during the day." (f,1,3)
- "The courses that I took were not too applicable to what I became interested in doing." (3)
- "They should be expanded. There were no math courses that I could take on a part-time program." (3)
- "Satisfactory." (1)
- "Adequate variety." (1)
- "Adequate for M.Ed." (1)
- "Good range, could be improved by more Vocational Courses related to market of about 400 potential teachers from RRCC and another 100 other schools." (1,3)
- "Insufficient." (f,3)
- "Some courses are not necessary for the M.Ed. program." (3)
- "I'm not aware of present offerings." (f,2)
- "Insufficient courses offered." (3)

Educational Administration

- "More subjects on thesis work." (3)
- "Very restricted." (3)
- "Could be better." (3)

Educational Administration (Cont'd.)

- "Somewhat narrow." (3)
- "Not relevant." (f,3)
- "Good." (1)
- "Make it yourself' courses, with required number of assignments, show questionable leadership." (3)
- "There is a need for more intensive work on: a) supervision b) curriculum, c) competences of administrators, d) leadership." (3)
- "O.K. in my case." (1)
- "No problems." (f,1)
- "Good as far as they go. Courses dealing with specific trends in administration would be helpful. More emphasis on personnel management would help." (1)
- "Satisfactory - good." (1)
- "Improving, still need a greater variety, get rid of courses like 'politics, law.'" (3)
- "Satisfactory." (1)
- "A bit more variety would be appreciated." (3)
- "Good." (1)
- "Should be extended to cover a greater range of topics." (3)
- "Inadequate." (3)
- "More freedom, greater degree of choice needed." (f,3)
- "Seems pretty adequate. I've no complaints about the offering available for me." (1)
- "The present set-up does not allow sufficient related options!" (3)
- "Inadequate. There should be more short 1-2-3 credit courses to deal with current educational trends as they evolve. i.e.; Differentiating your staff. Organizing for non-grading. Organizing for individualization. Meeting public criticism of a change or innovation etc." (3)
- "Very good - could offer more in Educational Finance." (1,3)
- "Weak." (3)
- "Narrow and dilapidating." (3)
- "Good." (1)
- "Satisfactory." (1)

Educational Administration (Cont'd.)

teachers with M.Ed. in administration for higher position." (3)

"Lots - Ed. Admin." (1)

"Sufficient." (1)

"Adequate." (f,1)

"Satisfactory." (1)

"O.K. with urgent change to the minor thesis route." (1)

"Limited, no choice." (3)

"Limited." (3)

"Satisfactory." (1)

"O.K." (1)

"Since they vary dependent upon what a prof. wishes to do in a given year (titles of courses mean little), I have no comment." (2)

"Adequate." (1)

"Good." (1)

"Probably sufficient for regular sessions, but not quite adequate for summer sessions." (3)

"Not much of a selection in M.Ed. programme." (3)

"Satisfactory." (1)

"Never turned me on except for certain courses." (3)

"Various choices." (1)

"These appear to be adequate." (1)

"Insufficient choice." (3)

"Adequate." (1)

"Rather traditional, with the standard courses available in similar institutions - that is not necessarily bad." (2)

"Range of courses appears adequate; however, practicum courses in administration should be added." (1,3)

"Basically Administrative courses." (2)

"Limited by lack of faculty. Content for the most part is relevant and up-to-date." (3,1)

"I have not studied the catalogue." (2)

"Nothing in my area of interest - deafness and problems of schools for the deaf." (3)

Educational Administration (Cont'd.)

"They are extremely limited in number." (3)

"Comprehensive enough to provide an adequate program." (1)

"Fairly good. More choice needed of both topics and professors. Would it be possible to have a number of seminar series over a period of, say, three years, possibly on Friday and Saturday, and on topical issues, which when put together could count for a 3 or 6 hour credit?" (3)

"No complaints." (1)

"I would like to take two courses (one 700 and one 500) this summer to finish my course requirements. I can't see fit to travel to Winnipeg for one course and have to go again next summer." (3)

"Adequate to give an overall education." (1)

"Suited me." (1)

"More variety needed plus compulsory courses should be offered periodically in Brandon, either during winter or summer (preferably winter)." (3)

"More need for cross-department course work especially in the area of learning theories, curriculum theories, personality theories to balance work in organizational theory." (f,3)

"Need relevancy." (3)

"Seem somewhat limited and behind the times, esp. at the 700 level." (f,3)

"Tend to be too narrow and restrictive in view of educational trends within the rest of the system of education in the province." (3)

"Haven't checked recently." (2)

"Sketchy - what are they offering in summer?" (3)

"Adequate." (1)

"Adequate." (1)

"Could have more choice." (3)

"Satisfactory." (1)

"Satisfactory." (1)

"Somewhat limited. If one takes both the masters and doctoral programs there, the options become nil." (f,3)

"I do not feel that the courses offered are very relevant. It can be argued that most administrators today get by without doing courses at the faculty. It is shocking to note that some superintendents of schools do not recognize

Educational Foundations (Cont'd.)

- "I'm pleased with them." (1)
- "Could be enlarged so that there is more choice at each session particularly at winter, and spring sessions. Perhaps courses could be instituted." (3)
- "Limited but very good." (3,1)
- "More needed." (3)
- "Good." (1)
- "Satisfactory." (f,1)
- "I feel that there could be a wider range of course offerings." (3)
- "I feel these are satisfactory and provide flexibility, variety and scope to meet most individual requirements."
- "Adequate - although little relevance to teaching. Of the 5 courses I have taken, 2 have been of assistance and were interesting to my teaching. One was useless and the other two were boring." (1,3)
- "Improving steadily." (1)
- "Interesting and acceptable." (1)
- "Inadequate - perhaps only one Master's course offered per summer. Also, inadequate offering from which to choose." (3)
- "Personally, I had no difficulty in getting the courses that seemed meaningful to me." (1)
- "Adequate." (1)
- "Need for expansion." (3)

Educational Psychology

- "Not enough selection. Many of the courses cover the same material." (3)
- "Could be broader, but would require more highly skilled and experienced faculty staff." (3)
- "Too theoretical, - need to be more experimental - more innovative." - 1st. have to define goals." (3)
- "Adequate courses but poor instruction." (1,3)
- "Inadequate." (3)
- "Not very challenging." (3)
- "O.K." (1)

Educational Administration (Cont'd.)

- "Inadequate, need courses in evaluation, more field based courses." (3)
- "Too many meet the needs of the professor." (3)
- "Variety could be improved. Day courses needed for full-time students." (f,3)

Educational Foundations

- "Quite adequate and interesting." (1)
- "Not adequate." (3)
- "Fair. These could be expanded." (3)
- "Educational Foundations sorely needs a very stiff course in the Philosophy of Education (as distinct from a course in History of Educational Ideas) and also a stringent one in Educational Sociology. (I'm not sure if there is one in the latter category currently offered.) Otherwise there is a good, representative offering of courses." (3,1)
- "There is a large selection to choose from." (1)
- "We didn't really receive enough well-planned academic input related to our work in the Inner City Project. The Profs. were still hung-up, (understandably so because of computer etc.) with giving 'package courses' instead of responding to our needs inductively." (f,3)
- "Would be suitable if the courses actually contain what the outline indicates." (3)
- "More emphasis on Canada, contemporary issues, and individual research." (3)
- "Fairly elaborate and exhaustive." (1)
- "Satisfied with present course offerings. Courses in Philosophy of Education and Sociology of Education should be considered at graduate level." (1,3)
- "Should include more independent study programs." (3)
- "Students should have a wider more detailed choice of courses." (3)
- "Comparative education." (2)
- "Skimpy." (3)
- "Perhaps, somewhat limited." (3)
- "Okay I guess for anyone who is interested." (2)
- "A good variety since each course is rather open-ended!" (1)

Educational Psychology (Cont'd.)

- "Not broad enough! Many graduate students would take further courses if they were relevant. Some courses should not be offered every year, but rather every second year so as to increase the variety and thus attract more students." (f,3)
- "Not extensive enough. Not enough input from Profs." (3)
- "Improving with variation and more cross-department possibilities." (1)
- "Very little 'choice' - courses are too wide in focus." (3)
- "Could be enlarged, but perhaps sufficient staff and student members does not permit this." (3)
- "More course offerings are needed in statistics and experimental design. These would help students plan and conduct their own experiments." (3)
- "Limited in number and content, not structured - many classes left to groups to run and little is accomplished except on an individual basis." (3)
- "Inadequate." (3)
- "While I realize the faculty's main purpose is the preparation of teachers, I would like to have had in our department, some courses related to counselling outside the school setting such as family therapy, marriage counselling, etc. which are areas a school counsellor might also be involved in." (f,3)
- "Some areas are missing which I believe are essential and should be provided to allow greater choice in setting up a meaningful curriculum at Masters level. Courses are often too rigid and not enough sequential development. Not enough flexibility with electives." (3)
- "Should be more varied and a deeper involvement in the subject rather than a generalized view only." (3)
- "Very good." (1)
- "O.K." (1)
- "Useless." (f,3)
- "Getting better with the half courses, more relevant." (1)
- "Fair." (2)
- "Could be changed to be more relevant to people working in the field." (3)
- "Good." (f,1)

Educational Psychology (Cont'd.)

- "Check with the departmental calendar." (2)
- "Improving steadily." (1)
- "Helpful in meeting student's self-development." (1)
- "Limited." (3)
- "Comprehensive, except why should business education subjects be relegated to Maths area?" (1,3)
- "Some good - some not so good. Depends on who the professor is who is teaching the course." (1,3)
- "Too limited for part-time students." (3)
- "O.K." (1)
- "Limited." (3)
- "Inadequate." (3)
- "Limited, as far as I'm concerned. Geared toward two areas only." (3)
- "Fairly good number in winter. Too few in summer." (1,3)
- "Selection narrow, course content shallow, lacks depth of discussion etc." (3)
- "Adequate." (1)
- "Lack variety, only good profs. were the ones that come in to teach summer courses from the U.S. Fortunately I had quite a few of these." (3)
- "I would like to see a broader scope of courses so one might pursue in greater depth a particular area of interest. I understand, however, that might not be financially feasible. Would also like to see a doctoral program established in the educational psychology department." (f,3)
- "Very limited and unimaginative. Repetitive." (3)
- "Lack of curriculum - course work - especially RE; Grad. Guidance." (3)
- "Adequate." (1)
- "Limited - but perhaps as varied as can be expected." (3)
- "Limited and cutting back. This is unfortunate; but apparently there is not enough of a demand." (3)
- "Short on advanced courses in statistics and management in general." (3)
- "The same thing regurgitated twenty times over." (3)
- "Could be expanded." (3)

Educational Psychology (Cont'd.)

- "Actually good - compared to administration and foundations courses which I hear are very lacking." (1)
- "Not inspiring - nor terribly pertinent." (3)
- "Very adequate considering only B.E.D. and M.E.D. Degrees offered, counselling program has been reorganized into a much better, thorough program." (1)
- "The course selection seems adequate - it is the instruction that is poor." (1,3)
- "Good!" (1)
- "Very limited." (3)
- "Too limited, it would seem that the Department of Education and the University should get together more and teach what could be useful to the teacher in the classroom or the work he is doing." (3)
- "Limited!" (3)
- "Do not meet my requirements. The adult education program was developed five years ago, but has not received financial approval. Courses are directed to the elementary level, I must translate it to my work." (3)
- "Inadequate, more flexibility." (3)
- "Satisfactory choice when I planned my year's work." (f, 1)
- "Better than a year ago (ie 1/2 courses allow more of a variety)." (1)
- "Some good courses, some poor courses. Time to introduce some new courses." (1,3)
- "Good when supplemented by internship." (1)
- "Summer courses are inadequate, speech and hearing courses at Master's level are non-existent." (3)

Appendix P

Comments on Departmental Techniques of Instruction

Curriculum, Humanities and Social Sciences (Cont'd.)

"Very inadequate." (3)

"Horrible." (3)

"Reasonably adequate but not outstanding." (f,1)

"Good combination of varied techniques." (1)

"General tendency is to self-instruction which at this stage of study is the most appropriate, especially given the lack of suitable courses." (1)

"In my course, case? There was no 'technique' at all!" (3)

"Faculty members would benefit greatly by observing 'real' teachers, and by having some type of teaching experience, or by being actively involved in some form of research evaluation or innovation, outside of the University. I tend to tell that they would all benefit immensely by observing a kindergarten teacher. Improvement certainly desirable." (3)

"Good." (1)

"Lecture." (2)

"Generally useful in one course. Certain of the lectures in one of the courses were inapplicable. The professor was absent quite frequently and brought in someone else to take over. In these cases there was little relation to the courses originally settled on.

Both depended on student presentations which helped to share each other's research. This student interaction seemed to be the most rewarding aspect of the instruction." (f,1,2)

"Generally satisfactory, some instruction excellent. My classes have tended to be too small, a factor which has tended to put more responsibility on student than would otherwise occur in larger class. However, range of pursuit, investigations, topics, etc. is that much narrower. Course should not be offered when class numbers less than 1/2 doz." (1,3)

"Lecture, seminar, individual research projects, readings, outside lectures." (2)

"There's room for improvement." (3)

"Excellent; within a broad range, you choose problems most relevant to your situation." (1)

"Poor." (3)

"Actually the one night class I took was mostly a fiasco. The class was of a varied nature and numerous levels and it was hard to meet the situations and cover material suitable for each person. The instructor tried

Question 3. f) Comment on the technique(s) of instruction in course(s).

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are ranked as discussed in the study.

Curriculum, Humanities and Social Sciences

"These vary with the instructor, most of the methods used are adequate." (1)

"Satisfactory." (1)

"Okay." (1)

"One may find, at times, either extreme in methodology; too much control, lecturing, formal atmosphere, etc., and the opposite, few lectures, self-evaluation (without direction) lack of direction for study, etc.

The responsibility for choosing and studying areas of interest and importance within the course should be a mutual one. The professor should bring his experience into play, and should encourage the student to bring his particular interests and ability into play. But without disregarding any important topics, concerns, etc." (3)

"Seminar and individual preparation is a good way of learning." (2)

"Excellent." (1)

"Very poor!" (3)

"Varied techniques including off-campus seminars." (1)

"Marvellous due to my advisor who is a gifted teacher." (1)

"... [an administrator] instruction was seminar type, very close atmosphere, demanding but very beneficial." (1)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum: Humanities and Social Sciences (Cont'd.)

- desperately but I can't say I got that much out of the course as a lot was not geared to my courses taught in school." (3)
- "Variety - lecture, seminar, symposium, presentations, audio-visual." (f,1)
- "Social Science instruction is inadequate! Curriculum studies as a whole is pathetic in areas involving development." (3)
- "Less use of properly organized seminar instruction than I would have expected." (3)
- "The best techniques got students actively involved in the learning process - i.e. learning by doing - blending of theory and practical experience." (f,1)
- "Satisfactory at this level, students must realize that they are expected to 'dig up' information for their own satisfaction, under the professor's guidance, if necessary." (1)
- "Lecture, workshop, etc." (2)
- "Too many student presentations. Need more from Prof." (f,3)
- "Varies from professor to professor. I believe in Seminars and small group work. The technique must vary with 1) personality of the professor, 2) aims of the course, 3) size of the class." (1)
- "Already touched on - rather narrow - traditional - and by traditional, I mean seminar approach as well. Best technique instructors I've had were 3 Englishmen, summer of '72 - They showed how differently a course could be taught, and hence started my own ideas ticking on how I could teach differently." (3,1)
- "Various techniques, (1) discussion (small and large group) (2) Lecture. (3) student presentations." (1)
- "Yet to come." (2)
- "Poor - what technique?" (3)
- "Poor - the professor was seldom there. There was one good field trip to study a school system in North Dakota, but that is the only positive thing I remember. In fairness, I should point out that I was the only person in my class who was not an Administration major. The course was obviously geared to the majority of students, and I sometimes found it difficult to get very interested in an Admin.-oriented approach." (3)
- "Satisfactory." (f,1)

Curriculum: Humanities and Social Sciences (Cont'd.)

- "O.K." (1)
- "Some excellent, many abysmal." (f,1,3)
- "Some are pretty antiquated; others try." (f,3)
- "Pleased with them." (1)
- "Varies from professor to professor from very poor to excellent." (3,1)
- "Good." (1)
- "Majority very good - have finally in most cases left the antiquated lecture and exam approaches aside. More freedom of thought can be expressed." (1)
- "Too little input from faculty staff." (3)
- "Questionable." (3)
- "Felt at times it was not formal enough. A little more structure. I appreciated the freedom allowed in topic choices etc. but felt that more specific parameters within which to operate may have been beneficial." (f,3,1)
- "Fine." (1)
- "Traditional." (2)
- "Good." (1)
- "Some poor. Feel students at this stage should be left to work independently after professor has satisfied himself or the fact that topic is acceptable. A student giving talks in a certain topic to other students who are not at all interested in his field are a total waste of time. Limited lectures. However, professor should be available for discussion." (3)
- Curriculum: Mathematics and Natural Sciences
- "Again, would prefer more substantive input by some professors in some courses." (f,3)
- "Group work is often used, this is not usually productive. I would rather be exposed to many ideas either by reading or by lectures. Then do an assignment that can be of practical value in my classroom." (3)
- "I took only one course in my department. I found the instruction in this course adequate." (f,1)
- "Various techniques, but too often co-op!" (3)
- "Disappointing if one was to depend on Instructor's contributions - Good student interaction." (3,1)
- "Good." (1)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

- "Debating techniques are very helpful but listening for hours on end to student delivered papers, when an expert is available, leaves something to be desired." (1,3)
- "Fairly good - some seminar courses quite well organized to provide for student participation." (1)
- "Perhaps a too heavy concentration of 'discussion - seminar' techniques. Great danger of those becoming 'pooling of ignorance'." (3)
- "59,701 I enjoyed the technique." (1)
- "Bad." (3)
- "Satisfactory." (1)
- "Varies according to Professor." (2)
- "The courses I took were all dealt with in a seminar approach, which was ok, except that you didn't end up with anything concrete." (1,3)
- "Good." (1)
- "Average." (2)
- "Most are very good. I came across one course that was poorly taught out of 3." (1,3)
- "Satisfactory." (1)
- "Too much instruction by fellow students. I prefer listening to an instructor who knows his material." (3)
- "Seminar-reading-Seminar---Self initiated projects. (e.g. Television program related to mis-match curriculum to student's development." (2)
- "Too Laissez Faire." (3)
- "They were primarily seminars. This seems to be the most effective method at this level. More reports and essays would be profitable." (1,3)
- "I am satisfied. (Have only taken one 700 course)." (1)
- "Satisfactory." (f,1)
- "Varied, interesting, creative." (1)
- "Good." (1)
- "The course is left to the students. Prof does very little. The line of thought of the course is left on the course title." (3)
- "Adequate." (1)
- "Ok." (1)
- "Good - variety is offered." (1)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

- "For the kinds of courses offered the techniques are quite good - generally seminar and group interaction." (1)
- "Satisfactory." (1)
- "Vary from highly structured to independent study." (2)
- "Very Good." (1)
- "A good variety." (1)
- "Seminar and round table discussion plus reading research which is O.K. in summer sessions, but very rough for full time teachers in winter sessions if they have to travel over 100 miles (one way) as I did 2 years ago." (1,3)
- "Too much group work. Not enough individual assignments. Group work is good to a point, but not beyond." (3)
- "i.e. B.Ed. courses. Have not started M.Ed. courses. Good." (1)
- "Good." (1)
- "Discussion and presentation by students. Toured educational facilities in Winnipeg in one course." (f,2)
- "Less lecture should be utilized. It works at all other levels of education. Why not the M.Ed. level?" (3)
- "Poor - but I don't know what could be done to improve them. Perhaps if more were expected of a student." (3)
- "Satisfactory." (1)
- "I am disturbed by the recent trend in so-called Seminar courses where students are expected to make most of the class contribution, with very little input by Professor." (3)
- "Varied and enjoyable." (1)
- "Adequate." (1)
- "No comment." (f,2)
- "Too much verbosity and not enough practical techniques." (3)
- "Variety of techniques were used. Helpful." (1)
- "Occasionally too loose. Sometimes one has a sense of failure after a three-hour class of little import. (Probably the reason for this is that part-time students with jobs don't have adequate time for research, etc. Still, why are they allowed in?)" (f,3)

Educational Administration

- "Greater opportunity for student-student interaction. Student-professor interaction." (3)
- "This varies with various people. Some excellent while others very weak." (1,3)
- "Fortunately they are irrelevant. If you cannot educate yourself at Graduate level no professor can help you." (f,3)
- "Varied and could be updated in some instances." (3)
- "This is a real mixture." (2)
- "Not enough interchanging of ideas. Much more need for seminars. A great need for picking at each other's brains." (3)
- "Varied - adequate." (1)
- "Suggest fewer student presentations, usually they are boring." (f,3)
- "Good." (1)
- "Good - not lecture oriented, but I dislike the student presentation approach since it too becomes uninspiring, lethargic and an easy way out of teaching." (1,3)
- "Good. The new one this last year needs some revision." (1,3)
- "Open to select major term assignments. Seminars too large. Generally better than undergrad. courses." (1,3)
- "Satisfactory." (1)
- "Much emphasis placed on student presentations. I would prefer to have more small group discussions and more input from staff during classes." (3)
- "Good." (1)
- "Some good - some bad. . . . [an administrator] is head and shoulders above the others." (1,3)
- "Positive." (f, 1)
- "Too much student participation. I prefer more scholarly lectures." (3)
- "I think I'm one of the few who still believe that part of a professor's job is to teach, not let others do all the research for the course!" (3)
- "Fair. More decentralization required. Less book, write and talk, - more first hand observations, gathering of data, treating data and coming up with evaluative positions." (3)
- "Generally Good." (1)

Educational Administration (Cont'd.)

- "Weak." (3)
- "40 years old." (3)
- "Adequate." (1)
- "I wasn't impressed with the level of academic work the majority of students were turning in. In view of the fact that these papers were the basis of the class discussion and hence instruction, the technique of instruction in this particular case was limited in value." (3)
- "Enough variation to keep interest is present." (1)
- "Poor. Many students make very poor presentations while the professor appears to do little but read papers." (3)
- "The seminar technique of class instruction is overworked and is or can be a cop out for the instructor. I would like lectures by the 'experts' rather than listen to presentations by classmates." (3)
- "The staff should teach! 90% of the time they sit and listen to what others have to say or report. This material we've heard before or have experienced. We want to hear or obtain information above what already bores us to death!" (3)
- "Students are too often expected to be the teachers. With little experience, I think many students become discouraged. Courses sometimes demand too much time from one who is employed full-time." (3)
- "Satisfactory." (1)
- "In the M.Ed. program, techniques have been reasonably good. I like the use of groups approach to seminar problems (intro to Ed. Admin.) and class interaction with professors." (1)
- "Generally very good." (1)
- "At master's level, too much emphasis is placed on assignment, class presentation method of teaching. Profs. have far more knowledge than even the masters students and I feel they should lead or instruct the majority of the classes, at least half." (3)
- "Some professors seem to think that they are facing a group of elementary students. Their criteria for evaluation (attendance, eager faces etc.) is a bit much to expect for an M.Ed. program." (3)
- "Usually lecture - seminar - assignments (to be discussed). This last course offered an enjoyable variety." (1)

Educational Administration (Cont'd.)

- "Usually satisfactory but some profs. could make their courses much more relevant." (1,3)
- "More interaction needed and much more solid theoretical work." (f,3)
- "Too much student prepared and presented papers as the course. Little evidence of prepared lectures on the part of the professor." (3)
- "Over emphasis on having students present papers in class as seminars." (3)
- "Some instructors need courses in teaching." (f,3)
- "I have found them suitable for my present style of learning." (1)
- "Use of students. Small group instruction. Student involvement." (2)
- "A built-in lag in the system whereby the people doing the instructing are teaching in the manner in which they were taught." (3)
- "Fair to excellent - depending upon prof." (2,1)
- "Poor." (3)
- "Very poor. Some instructors are very inadequately prepared. Expect students to do the lecturing for them." (3)
- "Satisfactory." (1)
- "Seminar type - very interesting and professional." (1)
- "Good." (1)
- "Depends on the course and instructor, in some cases far too much idle discussion and a sharing of knowledge or lack of it. Little input on the part of the professor who operates by having different members of the class give presentation - group or individual in a 'read along' presentation." (3)
- "I found these quite satisfactory. I found all my courses in the M.Ed. program very worthwhile, interesting and enjoyable." (1)
- "Adequate." (f,1)
- "Some profs. make use of different techniques of instruction in the same course. This is very good in providing the flexibility necessary to individual students needs, and in preventing boredom." (3)
- "Seminar - small group. Individual presentation. Low lecture. Term assignments." (2)

Educational Administration (Cont'd.)

- "Quite acceptable." (1)
- "Varies with personalities of instructors. Generally adequate." (f,1)
- "Quite pertinent." (1)
- "Good." (1)
- "Adequate. Some seminars seem to be an excuse for the professor to do little or no work." (1,3)
- "Good." (1)
- "Satisfactory in most cases." (1,3)
- "O.K." (1)
- "Fail to motivate many grad. students - though I am reluctant to attribute this to the faculty since I believe grad. students personally must take significant responsibility." (3)
- "I found the technique of instructor to be stimulating and very beneficial to me in practical terms." (1)
- "Fair to good." (2,1)
- "Excellent in one, good in a second, dull in a third." (1,3)
- "So far satisfactory." (1)
- "Professor lectures for the first class, there after he plans his strategy so that he lectures as little as possible. In between the first and last lecture all the other classes are left up to class members to provide presentations of written term papers." (3)
- "Balance of lecture and group work." (2)
- "Usually adequate or better." (1)
- "Good variety." (1)
- "It may be necessary to provide more audio-visual aids. The techniques of instruction seem adequate." (3,1)
- "Lectures poor. Seminars good." (3,1)
- "Adequate." (1)
- "Lecture and seminar chiefly. Personality of professor makes the difference. I am not opposed to good lecturing." (1)
- "Reasonably varied; new techniques should be explored." (1,3)
- "Discussions of theory and assignments." (2)

Educational Administration (Cont'd.)

- "Considering the numbers, and limited faculty available - Good." (1)
- "Except for the Ed. Statistics course, I found an 'open' relationship between instructor and student - your opinion valued according to the individual growth level attained over a period of a course." (3,1)
- "Some are good, some are not." (3,1)
- "Too much reliance on oral reporting by students. Most input needed by profs." (f,3)
- Educational Foundations
- "Education staff should visit the public schools on occasion and perhaps teach a week. Idealism is wonderful but practicality runs the world." (3)
- "Seminar style - Good." (1)
- "All of the M.Ed. courses I took were conducted on at least a 90% seminar discussion basis, which I consider to be the most satisfactory at the graduate level. The potential disadvantages of this method, however, are horrendous, and too often in my experience, potentiality became woeful reality. (see my 'biggest beef' for explication of this point)." (1,3)
- "I am satisfied with the instruction." (1)
- "Very sound." (f,1)
- "Where are all the new techniques of films, multi-media, lab, contract, individual progress, etc?" (3)
- "O.K." (1)
- "Fairly suitable." (2)
- "We need more formal lectures - both functional and analytical." (3)
- "Adequate." (1)
- "Little attention seems to be paid to this concern." (3)
- "Seminar technique quite effective, keeps up interest and spreads the work around." (1)
- "Lecturing." (2)
- "Seminars - (sometimes too large) but comfortable and interesting generally." (3,1)
- "Fine." (1)
- "Tutorials when available (about twice a year)." (2)

Educational Foundations (Cont'd.)

- "Seminar - almost exclusively. A change of pace needed. More actual lectures and more guidance in techniques of research and techniques of behaving more effectively in a seminar setting. Must be trained to participate effectively!" (3)
- "Very meaningful." (1)
- "Discussion does get tiresome when your classmates are both bored and retards - less emphasis on time in class and more on reading would benefit one of the courses I have completed. In other words, a more realistic judgement of possible reading capabilities is necessary. I read in the 97 percentile and had trouble doing it." (3)
- "Vary from lecture to correspondence." (2)
- "Good." (1)
- "Good." (1)
- "Have taken only one course. It was taught by seminar discussion, although quite interesting and informative, I felt much material was left out." (1,3)
- "Satisfactory." (1)
- "1-Lecture (useless); 4-Seminars (2 were quite good)." (3,1)
- "Again, as my experience is based on summer school and evening courses, I cannot judge this. Limited time produces limited techniques, although again some functioned much better than others under these circumstances." (2)
- "Acceptable." (1)
- "Good, extensive reading and seminars." (1)
- "I took only two courses where the so-called 'direct instruction' was involved, and in those cases I had no particular complaints." (1)
- "Lecture with some small group work - few films and other aids." (2)
- "Quite varied and attention is given to maintaining variation and student involvement." (1)
- "Need for improvement here!" (3)
- "I find them rather stereotyped- Seminars with individual or group presentations. I think a little diversity is needed." (3)

Educational Psychology (Cont'd.)

- "Not impressed. The class is run by the students' papers and presentations. I think the instructor should have to prepare something for the class once in awhile." (3)
- "I find them O.K." (1)
- "Some are good, others not so good depending of course on the instructor." (1,3)
- "Participation, seminar, discussion, video-tapes." (2)
- "Negative - inconsistent - searching." (3)
- "Room for improvement in Psych. of Human Relations." (3)
- "Seminar courses have always been the most beneficial. Others (lectures etc.) contain a tremendous amount of overlap from course to course." (1,3)
- "The courses are reasonably presented but the only learning is geared towards the evaluation." (1,3)
- "Only one course - good!" (1)
- "At the graduate level they should all be seminars with greater emphasis upon reading and less upon papers." (f,3)
- "As above, more input from Profs. needed. Courses completely set aside to student seminars are not adequate - the range of interest is too wide to be of specific interest to all students." (3)
- "Again, extremely varied - from incompetent and atrocious to excellent." (3,1)
- "In three of the five courses I have completed the professors did little instructing, the students prepared discussion papers and presentations." (3)
- "In some cases can be improved greatly - generally good." (3,1)
- "Under the guise of class participation may instructors sit back and let happen what happens. Feel instructors should take a more active role in directing the learning process. Have also had instructors who had no more knowledge of their courses than their students - some even less." (3)
- "Small groups - lecture; audio; visual - research paper presentation." (2)
- "A bit too much emphasis put on students providing the content for the courses. I personally could have used some more staff input into classes but still ~~not~~ reverting to

- the lecture-style of class. Some staff only 'teach' 9 hours a week and then do little more than turn up for a student presentation (this is not true of all of the staff in our dept.)." (f,3)
- "From pure lecture (to didactic small group discussions), to practicum with experiment for self growth and exploration. Use of video taping and tape recorders." (2)
- "Suitable." (1)
- "Unknown - haven't taken a course for 4 years." (2)
- "O.K." (1)
- "Poor." (f,3)
- "Good from full time staff, visiting firemen - POOR." (1,3)
- "Lecture and observation." (2)
- "Could be improved greatly. The dept. needs new blood with new ideas and techniques." (3)
- "Varied, usually a class decision with attending students approval. Fairly free in structure." (f,1)
- "Varied." (2)
- "Are varied and interesting." (1)
- "Varied - generally poor." (3)
- "Commendable." (1)
- "Some good - some not so good." (f,1,3)
- "Stimulating? Instruction is sometimes unimaginative!" (3)
- "Need updating." (3)
- "Could stand improvement." (3)
- "Conspicuous by its absence." (3)
- "Seminar - Great!" (1)
- "Seminar or lecture, it varies as to professor." (2)
- "O.K." (1)
- "Varies, some is excellent; other instruction techniques are antiquated - depending on the professor. I would prefer to see less rigidity and more freedom in some cases (rather than lecture methods and strict guidelines imposed), found seminars most beneficial and advantageous to learning." (f,1,3)
- "I have been fortunate in having many visiting professors." (1)

Educational Psychology (Cont'd.)

"Various techniques, more seminar course formats to draw out thoughts of all students. At a Masters level - more brain storming groups rewards working than problems." (3)

"Very adequate." (1)

"Mainly seminar - student run - Good - provided the professor has something to offer also." (1)
"Varied - which I appreciate - lectures, seminars, etc." (1)

"Leave it to the students - professors do not set a standard - do not challenge students and insist on justifications." (3)

"Some are excellent. Some are mediocre." (1,3)

"Seminars, presentations, papers." (2)

"Multi - Lecture, V.T.R., Seminar, Guest Speakers, A-V Techniques, Field trips. Most encompassing." (3)

"Seems to be either completely dominated by the profs. or completely dominated by certain individuals in class. I have seen one situation where the prof. contributed very little but aggravation." (3)

"For most part satisfactory." (1)

"O.K." (1)

"The first course was terrible." (3)

"Poor." (3)

"Disastrous!" (3)

"Sloppy at times; depends on certain instructors." (3)

"We (as teachers) were so frequently admonished to be relevant, enthusiastic, able to arouse the best in our students, etc. - so often it seemed to be a case of 'Do what I say, not what I do' because of the poor techniques used to challenge us. However - in all fairness - a graduate student should be self-motivated and mature enough to work in spite of." (f,3)

"Mostly adequate although some was a waste of time." (1,3)

"Can't make a generalized statement, ranged from excellent to poor depending upon the course." (1,3)

"Good at graduate level." (3)

Appendix Q

Suggestions for Innovative or

Alternate M.Ed. Programs

Curriculum Humanities and Social Sciences (Cont'd.)

"Credit should be given for work or school experiences e.g. A teacher may have developed a new curriculum (approach) which has proven successful in a certain situation or atmosphere. Learning and progress do evolve outside the University walls." (2)

"I know of none." (25)

"Uncertain." (f,25)

"Example: an interdisciplinary degree i.e. combination M.Ed. course program and M.A. courses in which thesis could be optional i.e. in place of thesis or research paper, an additional pair of courses." (14,10)

"Graduate courses in learning theory and technique within the dept." (1)

"I can't complain about the score of innovation that I have been given, but there is no direction nor very much help available in finding a direction." (22)

"This needs some careful planning and research since they should be consistent with the demands of society." (22)

"Need a course called Independent Study. I know what I need to explore further, and am responsible enough to do it. I am aware of the demands of my job re: areas of competency, far more so than the head of a department. This course would enable me to fill that need - with an advisor to talk with at times - or a student group - just for idea bouncing." (4)

"Offer something relevant to the thesis being written;" (9)

"More variety in courses offered so specialization available rather than a general M.Ed., one step up from a general B.Ed. This may require several things: a) either taking an undergraduate course for background for a certain course, or better still, fulfilling certain independent reading and study requirements for background. Graduate students not afraid of work, if interesting and challenging. b) Hiring staff with required specialization rather than only Ph.D. and near Ph.D. qualifications." (f,1,23)

"Programs could be offered whereby the practical and creative could be developed with less emphasis on philosophy and jargon!" (3)

"I don't really know what you mean here. I've already suggested that we need a non thesis M.Ed." (10)

"Part credit by: (1) Combinations of students who share similar interests, completing projects or research related to their course requirements but of value to schools or

Question 3. g) Comment on possible innovative or alternate M.Ed. program(s).

Comments made by the respondents are presented by department. A full-time graduate student's response is identified by (f); all responses are categorized as discussed in the study.

Curriculum Humanities and Social Sciences

"Credit should be given to teachers for work done in classrooms. This should be part of the program." (2)

"More student choice of research in lieu of faculty seminar courses, Example, seminar in English." (11)

"Teaching English as a second language, T.E.S.L." (1)

"The word 'innovative' makes me sick!" (25)

"Internships in schools; exchange programs with other University so that students can pursue an area of study even though the courses aren't 'given at U. of M.'." (12,13)

"I would like to see a combined administration - reading M.Ed. programme in which course work had the major emphasis, Major and Minor Thesis could be dispensed with if course requirements were broadened." (14,10)

"In consultation with each student." (11)

"M.Ed. program without thesis like U. of Calgary." (10)

"One thesis writing dept. TOO much fear within one dept. of overlapping with another." (f,20,9)

"Would like to explore possibility of re-establishing reading clinic at the U. or M. where graduate students could receive close supervision and training in the administration and interpretation of various instruments and techniques prior to field work." (15)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum: Humanities and Social Sciences (Cont'd.)

- school boards. (2) More independent study courses." (2, 4)
- "This might include work done in the preparation of curricular materials, development and evaluation of new and optional courses, revision and updating of present curriculum etc." (f, 2)
- "None." (25)
- "In the various facets of drama - mime, movement, improv. theatre - acting, directing, staging, producing. In Methodology re: teaching the above." (1)
- "Could relate more to creating innovative programs." (3)
- "Greater emphasis on the psychology of learning and interest in young people - i.e. the ones these teachers must teach. I find teachers are very course oriented but not student oriented. Teachers must learn to take greater interest in the conceptual development of their students." (5)
- "Substitute a) Creative writing b) Practical programme, for the critical blandness of the thesis/research paper." (10, 3)
- "Scrap the stuffy lectures and let's give the enrollers an opportunity to gather experiences and materials which they can relate back to their pupils in school." (16)
- "See outline of University of Ottawa's course offerings and programme. This programme coincides with my views. Unfortunately, it is too lengthy to write out for you." (1)
- "Correspondence, or off-campus courses." (6, 7)
- "Discontinue thesis requirement." (10)
- "More relevant courses for particular field of research. The basic problem however in this is that the student very often is not sure what he specifically needs to investigate." (1)
- "I believe course work and thesis is a good route. I have my doubts about 5 courses and research paper." (20)
- "Have a circular letter relative to changes in administration and other forwarded to the students." (23)
- "More curriculum and research of subject." (1)
- "Independent study programs - eg. independent travel and/or experience abroad." (4, 17)
- "What I want to do." (11)

Curriculum: Mathematics and Natural Sciences

- "A non-thesis route to M.Ed. unencumbered by research papers which are really expected to be minor theses." (f, 10)
- "Instead of one thesis that is formally written up - have the student do two, or more informal research studies. Right now too much time is used to write up the theses. The language arts types are churning out worthless theses. Also there is too much emphasis of late on statistical studies where the major part of the thesis is statistics. (Significant differences and all that.)" (10)
- "I think I will stop by and explain orally some of my ideas in June-July." (25)
- "Elementary Physical Education Administration. Creative approaches to teaching Physical Education." (1)
- "If courses are designed to fit the present educational framework only, it discourages innovation. A course should be offered that encourages 'boards' to provide facilities that allow professional upgrading at school plants and that encourage research during the teaching years, not always for credit." (1, 2)
- "No Thesis 6-7 courses much more valuable to many students and much less frustrating." (10)
- "The dept. is very accepting of innovative programs... perhaps they should generate more themselves." (25)
- "Refresher programs and courses. Course content programs that relate more to your teaching in the classroom." (8, 1)
- "Apprenticeship program - and, or, an honorary program - If a teacher merits M.Ed. rating because he's doing a good job in the classroom or in administration, offer it to him." (12, 2)
- "This part could possibly be expanded." (25)
- "None." (25)
- "There should be another route other than thesis. More course work would be more valuable." (10)
- "Seminar, self-initiated projects." (4, 8)
- "More course work - no Thesis." (10)
- "In the area of curriculum, I think, an M.Ed. program offering a wide range of courses (Faculty of Ed. and Faculty of Arts or Science) to update and to keep in touch with the changing ideas might be more valuable than concentrating in one area of research." (10)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

"Thesis requirement should be optional. Course work and a comprehensive exam should be a satisfactory alternative to a thesis." (f,10)

"No comment." (25)

"The 7 course, no thesis route." (10)

"- 5 Academic courses only. - Variety of in-services to supplement for courses. - entirely research work (oriented and guided)." (10)

"They should offer courses in Topology, Modern Algebra, Number Theory, Abstract Algebra and Computer Science." (1)

"M.Ed. program should allow student to do something other than a Thesis or research paper ie. work on a computer program." (10)

"Ok." (25)

"Relate the program more closely to the subject area of interest or instruction." (1)

"More choice, more half courses, a degree that involves course work (academic discipline) to give a degree specializing in instruction." (1)

"Existing program(s) are adequate." (25)

"Make one of the courses a compulsory stats course for any one doing a major. Also a seminar or readings course on a topic of their choice as long as it is related to their thesis topic." (8,1)

"I feel that it should be possible to take a very broad general M.Ed. program if you wish to remain in the teaching field rather than being required to concentrate on one very restricted topic for research." (14)

"Allowing students the opportunities with advisors to select a number of courses or clinics or workshops to be applied toward credit for a Master's." (2)

"See... [an administrator] proposal for Maths and Natural Sciences. This is a very good document incorporating many of the ideas of American Universities." (f,25)

"Piaget and Kolberg examined in detail with practical application to classroom setting." (1)

"Course work only - no thesis." (10)

"I am personally restricted for time off to do other than take evening courses, because I am a civil servant and only entitled to 3 weeks holiday." (1)

"No comment." (f,25)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

"More practical techniques and slightly less emphasis on Americanized theoretical methods." (3)

"How about a school (K-12) at the faculty for running experiments?" (f,18)

"Greater independent study for courses relevant to program." (4)

Educational Administration

"How to do research." (1)

"Take it into a school situation." (2)

"Eliminate thesis - substitute something meaningful." (f,10)

"Keep this channel open." (25)

"Course work only with greater student input into program." (11)

"At the moment I am 'turned off' with the idea of having to write a thesis." (10)

"Non thesis - course route." (10)

"Too limited at present." (1,11)

"Would like to see establishment of a university school like in Calgary, where pupils can be studied and observed." (18)

"Some thought should be given for cross of inter-departmental courses within the faculty, i.e. admin. with some psych. or other minor courses included." (f,14)

"Just 'beef-up' some of the present courses!" (1)

"More programs as the CORE Program with the Wpg. School Div. Many more mini-courses. Much closer liaison between student and advisor. Thesis topics and research proposals should come from students who have solicited problems to be researched from local school divisions." (2,21)

"Practicum in Ed. Admin. for Superintendents (or would-be supt.) Public Sch.-Finance Board dealings - building programs - architectural difficulties, etc." (1)

"Scope - 12 - 1/2 courses with wide scope - some on campus, some off. Some summer, some winter." (1,7)

"Some credit for field experience." (2)

"An intern-type of program whereby students in Administration can actually become more involved with Admin." (12)

Educational Administration (Cont'd.)

- "Field experience taken into account." (2)
- "Two (2) ideas mentioned earlier.
- (1) More use of student-initiated study programs on area of student's choice or need.
- (2) Instead of a regular ongoing course offering on one topic I'd be interested in a series of weekend seminars on topical issues which could be added together for a course credit. Pre-work and post-work could be expected as well as participation in the seminars." (11,2)
- "Provincial rural education studies i.e. - Whether finance is being used wisely. Is the general education as valuable as it could be. School size - any connection between this and education?" (1)
- "Five, six or even seven courses period, with no comprehensive or thesis (other institutions are already involved in such programs)." (10)
- "Credit for other study (not courses). Credit for travel - if of an educational type. Credit for positions held." (2,17)
- "Suggest a terminal program of straight course work for those who are interested in upgrading their background, with no ambitions of doctoral work." (10)
- "Less stress on research and more on a solid theoretical framework as well as seminar interactions. Group efforts on active research projects at the M.Ed. level. (1)
- "I would like to see a 'course work only' route available to an M.Ed. It should probably be terminal, with people who take this route not eligible to continue toward a Ph.D."
- "Haven't given this sufficient thought." (25)
- "M.Ed. program based on a course offering and papers required by the courses instead of major or minor thesis. This may accommodate part-time students better and cater to those who are most interested in a terminal program." (10)
- "Eliminate the term 'minor thesis'." (10)
- "Eliminate the comprehensive examination from the M.Ed. program. What does an exam of this nature try to ascertain?" (20)
- "In place of thesis would like to see perhaps more case study oriented work." (10,2)
- "More 'field' work for credit, less lecture-seminar work." (f,2)

Educational Administration (Cont'd.)

- "A relevant coursework program without a thesis of any kind. If I could take 5 or 7 really good courses, such as the Ed. Admin. one I took with . . . I'd be far more useful afterwards, than if I do a thesis. If every Principal or teacher, or supt. could take this route we'd have far more M.Ed.'s running around. (what's so sacred about post grad. degrees anyway?) but we'd have better quality education." (10)
- "Some human relations exposure for students." (1)
- "Mix M.Ed. with MBA Courses." (14)
- "Build sufficient confidence in grad. students so that they have the courage to address profs. on a more collegial basis and consequently can take initiative as students in determining the direction of their studies." (11)
- "Project and service centeredness. This would give the practitioner a chance to 'earn his badge' while in the field." (2,16)
- "Extra courses - no thesis." (10)
- "Research to see what other countries are doing in this aspect." (20)
- "Possibly more emphasis on social, political and economic atmosphere in which education takes place." (1)
- "More reality and less theory." (3)
- "One whose curriculum is field based and/or student based." (2)
- "Programs based on practical applications of theory. Process oriented courses could receive research equivalents." (9)
- "More flexibility in courses. Some type of interesting or practical work situations in school settings would be desirable." (1,2)
- "(1) Continuing Education. (2) Adult Education." (19)
- "Time." (25)
- "Primary education. There are 'no' books on the education or training of children from age 1 to age 4, - as if training is non-existent. Programs of study or interests are nowhere to be found, yet everyone knows 'they say' that this is an important developmental period." (19)
- "Most of the required courses are useless. We need courses that are practical. The theory can be left for those who want it. Research for a thesis should be in a field you are interested in, not the professors." (3,11)

Educational Administration (Cont'd.)

"Work program in school or division. Involvement with outside groups." (f,2)

Educational Foundations

"As stated earlier - more related to teaching." (1)

"Offhand, I cannot think of any. In my opinion, the spectrum of possibilities is well covered by the present offerings, unless they could offer more in the way of M.Ed. programmes for teachers of Industrial Arts." (19)

"With more thorough planning, the Inner City Project has great potential." (f,2)

"More student involvement in decision making processes re: program, supervision and related policies." (11)

"A course in African Studies." (1)

"Teacher certification requirement should be dropped." (20)

"Vocational Ed." (19)

"Excellent courses and programs in other faculties that could be combined with education courses." (14)

"Interdisciplinary studies among departments within the Faculty of Education and with other faculties." (14)

"Faculty or dept. could identify areas requiring research and then guide graduate students to those areas." (22)

"M.Ed. without a thesis." (10)

"Courses should be on specific area of specialization." (1)

"I was personally disappointed when the Master's continuing Education program was dropped because of financial cutbacks. That is one field needed. Another is Master's in Health Education - badly needed - as there is no such degree offered in Canada as yet." (19)

"Course work selected from a broader spectrum." (1)

"Teaching research program with some course work." (19)

"(1) Continuing Education. (2) Futuristics in Education." (1,19)

"Fewer books, and more model construction of various approaches to an agreed upon goal." (5)

"This is not too helpful but I would like to restructure the whole approach to post graduate work by developing a whole new mind set as to the value of this type of work and its usefulness to the system the graduate student is to serve." (25)

Educational Foundations (Cont'd.)

"I feel too much time and stress is placed on major or minor thesis. I would prefer personally to concentrate on intellectual development, and broader understanding in a particular field, rather than selecting courses to prepare myself for thesis requirements. An alternate route suggested to a written major work, is a combination of written and practical, i.e. three tapes, photographic, slides or overhead. Mechanics of writing are not my personal forte." (10)

"No suggestions at this time." (25)

"Make them more challenging and expect a higher standard of work from students." (1)

"To be honest, I consider the faculty of education itself a useless frill; the M.Ed. or Ph.D. programmes are then nothing but 'par kinsouian' insignias. I know, there are teachers and master teachers. If you want to give the latter group an M.Ed. degree, ask the students to note you to it." (25)

"Staff members assisting student to work on program related to specific needs in field, i.e. For a superintendent, assistance in obtaining a general knowledge of programs not included in B.A. or B.Ed. work. If one wishes to take programs now, usually they cannot be used on M.Ed. program." (2)

"The Ed. Admin. program seems to be relevant to running a business but not relevant to learning about learning. I think a drastic change is required in this area." (25)

"I would like to see more practical rather than theory developed into courses." (3)

"Lots of possibilities here!" (25)

Educational Psychology

"Could be a greater opportunity for personal growth and development, possibly through interaction with other faculties or departments in similar areas of study." (14)

"Changes that I have already mentioned (a) Define goals of program, (b) How to reach those goals, (c) Effective evaluations, (d) Entrance requirement? In Regards to (c) - Hopefully, a rigorous program which meets the needs of the students." (22)

"More approachable staff! Especially . . . [an administrator]." (21)

"Very much needed." (25)

"Non-existent." (25)

Educational Psychology (Cont'd.)

- "More courses geared to working with real-life situations at schools or students." (2,3)
- "More course selection." (1)
- "No M.Ed. student should graduate unless he or she has at least one 6 credit hour course or equivalent from Ed. Psych. in his or her B.Ed. or M.Ed. Preferably one course should be included in each year. Most ideally, the 3 course plus major should be gradually eliminated and be replaced by 5 course + thesis without distinguishing between major and minor thesis." (f, 20)
- "Clinic attached to M.Ed. program." (15)
- "I would like to see more opportunity to do 'practicums' etc., however this is hard during the school year. I also can see some arrangement where I might get an M.Ed. credit for supervision and guidance of an undergraduate practicum student in my special education classroom, rather than financial remuneration." (2)
- "No suggestions." (25)
- "At the masters level more opportunities to include practical on the job programs could be considered." (2)
- "Interdisciplinary approach - Greater interaction of Professors - more opportunity to graduate with a more varied Ed. background." (14,21)
- "I really don't think one year is enough! I'd like to see one year at faculty as now, but followed up by a year of internship at full-pay in a school or other setting under some reasonably close supervision by faculty staff. I think this is most important in the area of counselling." (f, 12)
- "1) Individual tutorial system - student centered.
2) No fixed curriculum allowing free choice of courses - no prerequisites. 3) More clinical experience - less theoretical. 4) One (1) year internship." (20,11,2,12)
- "If I were to commence an M.Ed. at present, considering my personal experience and alternative (non faculty) professional training I would very much like to 'write' and do my own credit course program." (11)
- "Less emphasis on established methodology, more emphasis on creative problem solving in real situations." (f, 3)
- "Make our half of M.Ed. program be internship and research in the school." (12)
- "More programs to help you in dealing with parents, teachers and administration. More courses on human awareness. If a person is to function well as a counsellor he has to be very aware of himself and other people." (1)

Educational Psychology (Cont'd.)

- "No thesis or research paper if student chooses." (10)
- "Innovative - except more business education programs at graduate level." (19)
- "More field work and closer supervision of field work experience." (f,2)
- "More attention should be paid to personal growth needs - not only to learning techniques and approaches." (1)
- "A program beyond guidance and special Ed. A program which would allow 50% Ed. Psych. and 50% Curriculum Development. A closer interdepartmental relationship between these two areas in particular." (14)
- "More practicum experience. Programs in human relations and interpersonal skills, which would include HR training and training in conductivity of sensitivity groups. More group counselling skills. Guidance programs oriented to counselling in other areas (not specifically to public school systems.)" (f,2,1)
- "More consultation on programs." (11)
- "Financial assistance for full time students. Combination of research, course work and practicum experience in project work in schools." (24,2)
- "Courses available by correspondence." (6)
- "Programs more relevant to actual job experience." (2)
- "Definite need to implement the Psychology Program with Psych. (Acts) Dept." (14)
- "Being able to use outside sources, work-shops, courses, instead of certain courses. Being able to sit down and design an individual program with advisor." (2,21)
- "No comment." (25)
- "Develop a more relevant approach to counsellor training re: 'Vocational Development'." (1)
- "More practical input in clinical situations." (3)
- "Because of my personal interest, I would like to see some courses directly related to school psychology eg: projective testing, interviewing the child with emotional problems, helping the parents and teachers of the child." (1)
- "Rather limited in my field." (25)
- "Program in continuing education." (19)
- "Courses taken all over the country, travel in summers to different places for various experience." (17)

Educational Psychology (Cont'd.)

"A good 'General Practitioner's' Course - probably longer than a year - two or even three, where more interests could be pursued with less specialization. Few people remain a lifetime in one area of teaching - why not prepare in more than one specialty? Some good courses could be done thru reading and with the help of a professor - not necessarily a 'course' - but individualization." (14)

"I think many students are capable of devising a program that could include work other than U. courses, e.g. Reading independently; related courses and experiences outside of the U. (I would have liked the chance)." (2,4)

"More internship programs." (12)

"Exchange study program (i.e.) half time at U. of Man. and rest of time spent involved in programs and research projects at other Universities - Canadian, British and American." (13)

Appendix R
 Graduate Students' "Beefs"
 and "Bouquets"

Biggest "Beef"

Biggest "Bouquet"

Curriculum, Humanities and Social Sciences (Cont'd.)

Question 4. a) Your biggest "beef" in your department.
 b) Your biggest "bouquet" in your department.

Responses to these two questions are presented by department. The response from a full-time graduate student is identified by (f); all responses have been categorized as discussed in the study. In the following format, responses in the left and right hand columns were given by the same student.

Biggest "Beef"

Biggest "Bouquet"

Curriculum, Humanities and Social Sciences

- "Lack of communication of people to people." (17)
- "Too little course variety." (4)
- "There should be more students." (18)
- "Nil." (27)
- "Poor Professors." (17)
- "None." (27)
- "Personal concern for students; receptivity to student opinion." (17)
- "Courses that tied in with my teaching (drama) . . . course for example." (4)
- "The attitude of the professors (positive, helpful)." (17)
- "It's a good thing somebody knows that rules are there to be bent." (17)
- "Staff-student relations." (17)
- "Good advisor." (15)
- "Qualified professors who have taken a personal interest in me." (17)

"Not enough feed back (one course)." (7)

"Department politics." (17)

"Losing my advisor due to lack of recognition and cooperation from . . . [an administrator] who is not up on educational needs in my opinion." (9,19)

"Not in touch with reality." (17)

"Lack of distinction between major and minor thesis. Clarify of goals. What is the main function of the dept? No Phd. program." (f,5,4)

"No major complaints." (27)

"The lack of courses and doctoral program." (4)

"A highly professional course presented in a most stimulating and informal manner. (one course)." (4)

"None now." (27)

"To . . ." (17)

"A good administrator." (19)

". . . [an administrator] - Great help anytime, all the time." (f,19)

"To . . . [an administrator] for his interest in and support of, his students." (19)

"The freedom to investigate areas of special interests." (4)

"Approachability of staff." (17)

"The outstanding professional abilities of the two people with whom I have contact." (17)

"I have always been encouraged to continue my studies." (17)

"Too much emphasis on theory - not enough practical teacher-student-classroom activities." (4)

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Biggest "Beef"

Biggest "Bonquet"

Curriculum, Humanities and Social Sciences (Cont'd.)

"The change in program. The professor in charge seemed to be feeling his way through the program. In addition, he appeared to have a 'chip on his shoulder'." (f, 17)

"Tradition-bound, without direction, in my contact and relations with some staff. I have not felt any sense of accomplishment in doing an M.Ed." (17, 25)

"Since involve personalities, I am not writing comment on this matter." (27)

"Lack of suitable courses." (4)

"There is no real Master's program in Music Ed. My master's courses have not included one course in music." (4)

"Not having the opportunity to know my fellow students and other profs. better or at all." (18, 17)

"No help for grad. students. Also, my advisor keeps trying to steer me into a minor thesis and he doesn't even have an M.Ed. degree." (17, 15)

"The fact that one professor broke up the class to allow full-time students to meet in the daytime. This enabled both him and his class to get more from the program. It allowed the students in this class to really get to know each other." (f, 17)

"Some professors are genuinely concerned about the faculty's credibility, as I think this research is trying to assess and make consequent recommendations upon." (17)

Biggest "Bonquet"

Curriculum, Humanities and Social Sciences (Cont'd.)

"Don't really have any as yet." (27)

"Too much a 'one man rule'." (f, 19)

"The Social Science aspect. They are indecisive and very disorganized." (17)

"Hard to tell. I spend very little time there and I merely do what I know or think is required of me. I have had no reason to be completely pleased or displeased with the department." (27)

"Not sufficient alternatives to meet my specific needs." (4)

"Perhaps too narrow a definition of 'research'. The humanities do not necessarily lend themselves to strict statistical analysis." (f, 5)

"None." (27)

"No courses at Master's level." (4)

"Poor quality seminar presentations." (f, 4)

"Inadequate advice on thesis selection. Ignorance of rural Manitoba." (5, 21)

Biggest "Beef"

Curriculum, Humanities and Social Sciences (Cont'd.)

"I've been able to use personal standards to achieve my goals without conflict with advisors. Was fortunate to have the best possible advisors." (15)

"The quality of instruction given in my specialty area." (17)

". . . [an administrator] for his accessibility and understanding." (19)

Biggest "Bonquet"

Curriculum, Humanities and Social Sciences (Cont'd.)

"They have been helpful." (17)

"Generally friendly, anyone ready to offer help references if you knock on their office doors." (f, 17)

"The Humanities personnel they are always ready to assist." (17)

"Understanding of most members." (17)

"To committed and understanding staff." (f, 17)

"Very versatile professors." (17)

"It can only improve." (27)

"Cordial staff." (f, 17)

"People are approachable." (17)

"Personnel and advisors appear to be intelligent and versed in their responsibilities." (17, 15)

"I have found . . . [an administrator] very encouraging." (19)

Biggest "Beef"

Biggest "Bouquet"

Curriculum: Humanities and Social Sciences (Cont'd.)

"Not enough warmth between students and professors - genuine warmth, not turn on/off stuff." (17)

"I hope to discover an improved atmosphere, no beef, I am hoping for bouquets." (27)

"Lack of good teaching." (17)

"Lack of direction from advisors." (14)

"Complaining students." (f,18)

"None." (f,27)

"That I ever got myself into it. I would never start on M.Ed. program again." (f,25)

"Profs. generally know their material - I think." (17)

"Helpfulness of faculty." (17)

"[an administrator]." (19)

"Personal contact with staff." (17)

"Professors are real people, nice guys!" (f,17)

"Minimum of interference." (f,4)

"Goes to [an administrator]." (f,19)

"[and [administrator]]." (19)

"Professionalism." (17)

"My advisor is really a fine and knowledgeable person; I appreciate him greatly!" (15)

"Already given, thanks for the kind and considerate assistance." (17)

"Financial support, stimulation, encouragement and support of several department faculty." (f,23,17)

"Good co-ordination." (19)

Biggest "Beef"

Biggest "Bouquet"

Curriculum: Humanities and Social Sciences (Cont'd.)

"Atmosphere which breeds 'neutrality.'" (17)

"Little interaction with night school graduate students - poor courses." (17,4)

"Not enough choice in courses offered." (f,4)

"Cliques people get into." (18)

"Lack of guidance in thesis." (5)

"A stimulating Prof. who can run a stimulating class." (17)

"Very understanding and co-operative staff." (f,17)

"One great Professor." (17)

"Honest try." (15)

"The freedom allowed to pursue my own research ends." (14)

Curriculum: Mathematics and Natural Sciences

"Lack of aggressiveness in assisting students in determining thesis topics." (f,5,14)

"Not enough contact with and direction from faculty advisors re: Thesis." (14,5)

"Cooperation of . . . an administrator (who is also advisor)." (f,19,15)

"The statisticians have been very helpful." (17)

"Difficult to get working space. Also I was not told that there were no day courses." (f,8,4)

"Faculty has low standards, gap in grading system (missing B+ 3.5) which is not very educational." (7)

"None that major." (27)

"[an administrator] availability." (19)

"Changes in courses." (4)

Biggest "Beef" Biggest "Rouquet"
Curriculum, Mathematics and Natural Sciences (Cont'd.)

Biggest "Beef" Biggest "Rouquet"
Curriculum, Mathematics and Natural Sciences (Cont'd.)

- "Poor advising on admission!" (2)
- "Clear enough definition of what adequate research consists of." (5)
- "Lack of help in Thesis writing...on my own basis ally." (5,15)
- "Library resources." (5)
- "Course restriction." (4)
- "Unprepared Professor." (17)
- "Existence of pretentious courses!" (4)
- "Thesis advisor." (15)
- "None." (27)
- "None." (27)
- "None." (27)
- "Instruction and courses are trivial." (17,4)
- "Not cohesive. Department does not function as a unit." (17)
- "Lack of direction." (19)
- "Lack of guidance in the thesis (research paper) beyond the initial stages." (5,14)
- "Good advisement to change program by instructor, this was appreciated." (15)
- "Congenial attitude of many professors." (17)
- "Courses well taught." (4)
- "Approachable staff." (17)
- "Good people." (17)
- "... is a fine fellow." (17)
- "Students treated as individuals." (17)
- "... [an administrator]..." (19)
- "... [an administrator]..." (19)
- "None." (27)
- "None." (27)
- "Relations with advisors. Seminars that are held to assist in research projects." (15,5)
- "Nice people; very supportive." (17)
- "Open-mindedness!" (17)
- "... and..." (17)
- "Nice bunch of people." (17)
- "Willingness to help! (This is not contradictory, willing and doing are two different things." (17)
- "To organizers of thesis seminars." (5)
- "Individuals who at least appear to listen and to take a sincere interest." (f, 17)
- "New dept. - with new ideas." (19)
- "Good courses and staff." (4,17)
- "Thesis orientation." (5)
- "These winter coffee and doughnut sessions where we all watch a chap give his thesis 'talk'." (5)
- "Excellent assistance with Professors." (17)
- "Helpful." (17)
- "The Professor you are assigned is quite helpful." (15)
- "Good individuals." (17)
- "Staff members are friendly and try to be helpful." (17)
- "... [an administrator] is very much interested in helping student. ... [an administrator] really goes out of his way to provide help but he is just too busy. There should be a limit on the total work load of a professor." (19)
- "Individuals who use many words but say little." (f, 17)
- "Need of an advisor." (9)
- "None." (27)
- "Practicality and lack of interest." (25)
- "Not up to date." (4)
- "None." (27)
- "None." (27)
- "Little time and lack of interest in pursuing course of studies." (25)
- "No feeling of personal gain from courses." (4)
- "Very often have difficulty seeing and meeting with staff members. (evening student)" (17)

Biggest "Beef"

Biggest "Pouquet"

Curriculum: Mathematics and Natural Sciences (Cont'd.)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

"None." (27)

"My advisor made it all worthwhile, I think I might not have made it with any other." (15)

Educational Administration

"Personal interest from advisor in the work I am doing." (15)

"Very genuine people as profs. in the department." (17)

"Helpful and intelligent faculty advisor(s)." (15)

"Excellent Professors." (17)

"Student interaction in class." (18)

"Thesis requirements and the unreal world of the profs." (f, 5, 17)

"They are trying to accommodate me in area which they lack many course offerings." (17)

"They are a pleasant group." (f, 17)

"Good department - interested staff." (17)

"Some excellent educators who are really producing." (17)

"Impersonality - institutional." (19)

"Accepted as one of the staff." (f, 17)

"Opportunity to meet and work with students." (18)

"My thesis work." (5)

"The seminar meetings we have had." (4)

"My advisor is fair and honest." (15)

"Lack of information re: minor thesis program and dept. on requirements of minor thesis program." (5)

"[an administrator]." (19)

"Co-operative, friendly manner of staff." (17)

"Might classes for full-timers! Again, however, the reasons must be considered." (4)

"None." (27)

"The attitude of the professors. They were not afraid to spend time with the students. That means a great deal! Furthermore they were extremely helpful and friendly." (17)

"Not enough personal interaction." (18)

"Some professors." (17)

"Some well qualified and competent professors." (17)

"Flexibile." (17)

"The assistance I received from my fellow student . . ." (f, 18)

"Most professors are up-to-date in education innovations." (17)

"The assistance I received from my fellow student . . ." (f, 18)

"None as yet." (27)

"Don't really have any kinship to the department. Lack of communication." (17)

"Communication between the Profs. and students." (17)

"I never felt I knew where I stood." (f, 23)

"I've run out of them." (f, 19)

"For an interesting year among interested people." (f, 17)

Biggest "Beef"Educational Administration (Cont'd.)

"Can't get enough opportunity to know professors - maybe its my fault." (17)

"Professors going away in summer." (17)

"To those profs. who are poor teachers. Non-accessibility to part time students. Part time students miss out on interaction with other students and staff." (17, 18)

"Too many 'Do Your own thing presentations' by students." (4)

"Lack of direct guidance." (14)

"Education and experience is hard to beat." (27)

"I don't have one of any consequence." (f, 27)

"Not enough literature." (4)

"The ambiguity of the minor thesis route also, its hypocrisy." (5)

"One very obviously inept professor." (17)

"Would you believe assignments (written), as a part-time student its nearly impossible to write assignments between board meetings, teachers meetings, etc." (7)

"Narrow offerings." (4)

"Thesis committee." (f, 7)

Biggest "Bouquet"Educational Administration (Cont'd.)

"Personable, humour, and don't appear to hold grudges." (17)

"Professors who lend out their own books." (17)

"To the profs. who are good teachers." (17)

"Some staff try to keep all students involved during classes." (17)

"The professors are quite knowledgeable in their area." (17)

"... [an administrator]." (19)

"The warm social and inter-personal environment within the department." (f, 17)

"Friendly people." (17)

"The real and genuine concern of some professors." (17)

"Two very competent professors." (17)

"... [an administrator] is damn good." (19)

"Some professors are approachable." (17)

"Personable instructors." (f, 17)

Biggest "Beef"Educational Administration (Cont'd.)

"Too many students who 'stuff-off'." (18)

"Good relationship (staff and students)." (17, 18)

"In several cases, having taken only one course with a prof. as an undergraduate student - he (they) still remember my first name." (17)

"Friendliness." (17)

"Quality of professors." (17)

"They allow freedom!! Also staff has an excellent relaxed staff-student relationship." (4, 17)

"A certain amount of freedom is allowed in selecting courses." (4)

"Shared experiences - both students and professors. responsible for lesson presentations or lectures." (17)

"Faculty has some of best men in 'anitoba.'" (17)

"Efforts in setting up courses at Brandon University." (21)

"Profs. capabilities, general knowledge and reading to keep up with innovations." (17)

"Availability and encouragement of professors." (17)

"Seminar technique of instruction." (4)

"The staff should teach and not sit and listen. The professors should ask the students what do they want to learn and how best should it be taught." (17)

"Lack of adequate guidance in course selection." (2)

"None - except perhaps 'dry' lectures." (17)

"I can't get enough study time." (23)

"1) Only one 700 course at once can be taken. 2) Thesis and comprehensive plus five courses." (4, 5)

"Size of classes, way too large to develop any student-prof. relationships which I feel are necessary for maximum learning." (4, 17)

"None really - but would like to know the evaluative technique." (7)

Biggest "Beef"

Educational Administration (Cont'd.)

"Lack of guidance re: setting up a thesis program." (f, 14)
 (5, 14)
 "Aloofness at the commencement of my program." (f, 2)
 "Poor courses." (4)
 "Lack of keys to outer doors." (f, 8)
 "Instructor of . . . course." (17)

Biggest "Bouquet"

Educational Administration (Cont'd.)

"The efforts of . . . [an administrator] re: Western Manitoba." (19, 21)
 "My advisor's patience and gentle prodding." (f, 15)
 "Certain good staff members." (17)
 "Curriculum development course." (4)
 "To people who go to the trouble to find out what the attitudes of people are who have begun the M.Ed. program. Hopefully some changes will come about as a result." (18)
 "Would be given to one Prof." (17)
 "They do have intellect." (17)
 ". . . 's attitude to education." (17)
 "Co-operative people." (17)
 "Competence of faculty." (17)
 "The sincere effort through some courses and professors to make courses relevant and interesting and challenging." (4, 17)
 "I like the professors - I feel they gave me a fair deal." (17)
 "The waste of time through some course offerings, whether it be the course or the method of instruction." (4)
 "The 'imitation' rites, attitude and treatment encountered during the preparation, research and writing of your thesis." (5)

Biggest "Beef"

Educational Administration (Cont'd.)

"Not enough thesis supervision and direction by the profs." (f, 5, 14)
 "Contact with student." (18)
 "Evaluation of students performance in some cases are unfair." (7)
 "Calibre of some of students in classes." (18)
 "Some members out of touch with the realities of education." (f, 17)
 "I've dealt with this I think." (27)
 "Approaches to M.Ed. too restricted. Thesis should not be a necessary part of all approaches." (5)
 "Being treated like a high school student." (17)
 "The lack of knowledge of subject matter and presentation of that 'lack' on the part of a particular professor." (17)
 "Lack of intimacy." (17)
 "Students who wish to do as little as possible and possess little initiative." (18)
 "Lack of guidance in selecting a thesis topic." (14, 5)
 "The professors, the atmosphere, etc." (f, 17)
 "We have some really good professors. They are helpful, kind and very knowledgeable." (17)
 ". . . - tops. So is . . ." (17)
 "Availability of chairman (Advisor) of my committee." (15)
 "My courses were better than I thought they'd be." (f, 4)
 "Nothing comes readily to mind." (27)
 "Friendliness, interest, and assistance of professors I worked with." (17)
 "Got me reading." (25)
 "The high quality of instruction and professional attitude of most professors." (17)
 "Professionalism" (17)
 "Receptiveness to my ideas and opinions." (17)
 ". . . - not enough of this type." (17)

Biggest "Beef"Biggest "Bouquet"Educational Administration (Cont'd.)

"Some faculty members." (17)

"Liaison." (21)

"Too few lectures from course Professors. Too much responsibility left up to class members. This is a 'cop out' as far as I am concerned by the professor." (17)

"Not enough women on staff." (17)

"It isn't in any sense 'my' department. No person has any interest in my progress toward M.Ed." (17)

"Only a small limited number are accepted to go on to a Ph.D." (8)

"Professors are not given enough time for consultation with part-time students." (17)

"More proficient profs. required." (17)

"Lack of intellectual challenge by many of the courses." (4)

"Conservative individual using liberal language." (17)

"Faculty appears to be preoccupied with administrative matters." (17)

"Lack of facilities and library material." (5)

"Men like . . . and his sincerity with people who wish to work." (17)

"Interesting course work." (4)

"Any professors I've dealt with were sincere in their professional efforts." (17)

". . . !" (17)

"Support." (17)

"Flexibility of professors, emphasis on high academic standards." (17)

". . ." (17)

"Generally the co-operation of the professor." (17)

"Personable individuals who treat me as a colleague." (17)

"Concern for students as people by faculty members." (17)

"The interest of faculty for the individual student." (17)

Biggest "Beef"Biggest "Bouquet"Educational Administration (Cont'd.)

"Professors draw the pay and you do the work." (17)

"Ed. Statistics course could be valuable as related to your major - but not as a pure science or maths." (4)

"Too many people in the dept. who have lost contact." (17)

"Lack of women in program." (f,18)

Educational Foundations

"Idealism." (17)

"The fact that all my profs. were always too polite in seminars to tell the ubiquitous radical loudmouths to shut up when those whiny cretins tried to monopolize the conversations." (17)

"Time tabling of profs. makes them almost unreach-able." (f,17)

"Can't get together with instructors." (17)

"U.M.S.U. fees and degree fees." (26)

"Parochialism or narrow-mindedness." (19)

"Feeling of equality among students taking one course whether one is a principal of a huge college and the other a simple classroom teacher." (18)

". . ." (17)

". . . 's classes." (f,17)

"Quality of professors." (17)

". . . - whose constant help and encouragement have given me the incentive to continue my studies." (17)

"Under the circumstances many of the profs. tried to be very flexible." (f,17)

"Recent reference librarian is encouraging use of library." (5)

". . . is tops in my book." (17)

"Long coffee breaks that allow personal inter-action." (17,18)

"To all members of the faculty for their interest in education." (17)

Biggest "Beef"

Biggest "Banquet"

Biggest "Beef"

Biggest "Banquet"

Educational Foundations (Cont'd.)

Educational Foundations (Cont'd.)

"The few top notch people available." (17)

"Lack of utility - and I think it is the most useful of all departments." (25)

"The odd enlightened instructor struggling to overcome the system." (17)

"When a professor does not know how to grade his students. When students make a fetish of a grade and ignore the learning process and intellectual growth." (7)

"Good instructors." (17)

"Some good professors . . . for example." (f, 17)

"Greater orientation of programs should be given." (2)

"Freedom to pursue independent research." (5)

"Inaccessibility of advisor." (15)

"None." (27)

"The courses, so far, have good bibliographies accompanying them." (4)

"Floundering about on my own initiative, or by experimentation in courses based on reading course offerings in the calendar." (2)

"My program was accelerated by a 'reading' course." (4)

"Lack of critical reflection and interdisciplinary research." (5)

"Flexibility according to student interest." (4)

"Too small a rose." (27)

"Helpful atmosphere." (17)

"That I have not been encouraged to go the major thesis route after showing ability." (5,14)

"Some of the instructors were just plain NICE and have been pleasant and friendly after." (17)

"The thesis requirement." (5)

"He seemed to know a lot and read a lot." (17)

"The atmosphere I felt when I talked to my advisor, I felt inadequate and inferior. He was not a warm sincere person." (15)

"Three (out of five) of the best courses I have ever taken, not only for their content, but for the thoughts (and after thoughts) they stimulated." (4)

"Must relate materials to needs of those in the field." (25)

"A dedicated faculty." (17)

"What's his face that came from . . . for a summer." (17)

". . . ." (17)

"Attempts to offer numerous programs." (4)

"My lack of intelligence." (18)

"Excellent professors . . . and . . ." (17)

"What's his face that came from . . . for a summer." (17)

"The ambition and never tiring efforts of . . . which provides both color and a reason for paying attention to an M.Ed. Program." (17)

"Empathy." (17)

". . . ." (17)

"What's his face that came from . . . for a summer." (17)

"Flexibility allowed the student." (4)

Biggest "Reef"Educational Psychology

- "Pressure they receive from other departments and the 'Administration'." (19)
- "The department appears to be in 'limbo'." (17)
- "Staff." (17)
- "Too narrow." (4)
- "... [an administrator]" (19)
- "Subjective evaluation based on personal feelings." (7)
- "Red tape in getting accepted." (1)
- "... " (f, 17)
- "The people who claim Faculty of Ed. is 'Mickey Mouse', as what you learn is really up to you - the lousy LOUAY library in Eduo. must be changed." (18, 5)
- "Inaccurate information, especially at commencement of program, permissible courses and permissible combinations thereof." (2)
- "Lack of direction on faculty's behalf." (14)
- "Lack of time - this is no fault of the department." (23)
- "Lack of inspiration" to some extent too little is demanded." (17)
- "Content." (4)
- Biggest "Bouquet"
- "Their independence and dedication to their goals and ideals." (17)
- "Helpful when approached." (17)
- "Approachable people." (17)
- "Courses are reasonably priced." (4)
- "One very helpful Prof." (17)
- "Lack of adequate office space for students and absence of a common room for that department." (f, 8)
- "Friendly colleagues and staff." (17, 18)
- "Certain keen and hard-working instructors who make the time to listen to student concerns." (17)
- "Generally nice people." (17)
- "My advisor." (15)

Biggest "Reef"Educational Psychology (Cont'd.)

- "Little evaluation on the basis of demonstrated competency in the area of counseling." (f, 7)
- "Not enough professor time available for tutorials and individual counseling, since this is an area where self growth is essential." (17)
- "Lack of personnel - not enough counsellor educators, no doctoral prog." (17, 8)
- "Research and thesis is a pain." (5)
- "Lack of enthusiasm and stimulation." (f, 25)
- "Can't find the professors." (17)
- "Turning out of book to book pupils (Mg. students)." (18)
- "A feeling that nobody cares about new ideas and about you." (17)
- "Financial assistance (lack of)." (f, 23)
- "Accessibility to faculty." (17)
- "Unable to take a vital course because it was 'closed' while I was waiting for program change to let me take it." (4)
- "Having to do a minor thesis." (5)
- "Course offerings - knowledge of profs. Profs. ability to teach." (14, 17)
- "Good relationship with faculty members." (f, 17)
- "The Professors are warm, respectful accepting and allow individuality to flourish." (17)
- "People." (17)
- "Some degree of personal interest in me." (17)
- "My advisor who cares!" (15)
- "One or two meaningful experiences with Professors." (f, 17)
- "Most of those remaining are humane." (17)
- "Easy to pass." (7)
- "To some people who are flexible in regard to their courses." (17, 4)
- "Advisor's encouragement." (f, 15)
- "They know who I am." (17)
- "Goes to all the Professors." (17)
- "Feel most are pleasant - concerned." (17)

Biggest "Bouquet"

Biggest "Beef"

Biggest "Bouquet"

Educational Psychology (Cont'd.)

Educational Psychology (Cont'd.)

Biggest "Bouquet"

"Non-recognition of business education." (4)

"Lack of involvement in the process of education in Manitoba." (f, 21)

"Impersonality of students. Intellectual egotism." (18)

"Limitation to two areas." (8)

"Need for a statement of philosophy and direction i.e. a rationale for the dept." (19)

"More 700 level courses during summer needed." (4)

"Lack of motivation on the part of the professors to keep up in their fields." (17)

"No one to help advise me for my research in the evenings. I work full-time and found no co-operation for part time students." (14)

"Disagreement within faculty as to what courses students 'should' take and pressure exerted upon students to choose courses in certain areas apparently to further status of that particular professor." (f, 4)

"Individual assistance." (14)

"Most of the people are easy to talk to and accessible." (f, 17)

"Great guidance." (17)

"Flexibility." (4)

"Freedom to scrounge around for the courses that best suit me." (4)

"Well-planned and successful seminars and positive attitude of staff to students." (4, 17)

"Very supportive, personally always helpful whenever they can or are available." (17)

"Staffing." (17)

"All my M.Ed. professors have been so very nice - especially and" (17)

"They allowed me to select someone from another department to act as my major advisor." (9)

"Willingness of specific professors to spend time with students, challenge, promote thinking, discuss problems, etc." (f, 17)

"Its permanency." (19)

"Too much following of American Programs or ideas and not enough grass roots work in our own back yard." (4)

"None." (27)

"The professor who doesn't bother to read my papers!" (17)

"The required thesis for a Masters." (5)

"Sent me to sleep." (25)

"Not assertive." (17)

"Courses offered." (4)

"No psychological testing courses." (4)

"It's going nowhere under the present leaders." (19)

"Inadequate library facilities (books)." (5)

"For a part time student the U. of M. was almost inaccessible." (21)

"No screening for counsellor candidate." (1)

"Too limited by lack of funds." (23)

"I do not like professors that work to put me into their own limited straight jackets." (17)

"Its permanency." (19)

"Chance to follow individual interests relation to educational psychology." (4)

"A well organized department." (19)

"The instructor who did read my papers very carefully and made very helpful comments." (17)

"Didn't wake me up." (25)

"Seem sincere." (17)

"Some intelligent, perceptive staff members." (17)

". . . . her dedication, perseverance, leadership." (17)

"It remembered my address to send me my degree." (19)

". . . . tries very hard." (17)

". . . . let me plan my course program." (14)

"There are some under-standing professors." (17)

"Good people." (17)

"Professors who let us invite speakers in that relate to the area in which you work." (17)

Biggest "Beef" Biggest "Bouquet"Educational Psychology (Cont'd.)

- "Compulsory practicum when already taken in B.Ed." (4) "Prof's. really try!" (17)
- "Being forced to do all my studies at the early elementary school child level." (4) "Fellow students are most supportive and informative." (18)
- "Get rid of ineffective professors." (17) "Excellent student-staff relations." (17)
- "Not being allowed to do any work in reading simply because I did not have the prerequisites - I was quite willing to put in much time and effort into a reading type course but was denied permission. I feel that after teaching reading for years, some insight and knowledge is gained that could be considered a prerequisite. Why not give us the same consideration as given to students entering U. on mature student basis?" (f,4)
- "1/2 - 3/4 of the course time was not beneficial learning for me." (4) "I did learn some useful things." (25)
- "... [an administrator] no cohesion, staff doesn't seem to work as a team. Certain mistrust of each other." (17) "."
- "Lack of clarity between 'major' and 'minor' thesis." (5) "Approach of professors to graduate students." (17)
- "Limited scope of course offerings." (4)

APPENDIX S

Other Comments by Graduate Students

Curriculum Humanities and Social Sciences (Cont'd.)

educational courses 'stink' and are totally useless. The professors do not work - the students do all the seminars. I can read the handouts myself without having to go to class." (3),(8,4)

"By improvement in the faculty during the last 4-5 years over what it was previous to that. Quite a number of dedicated people there now." (f,1),(17)

"Many of your areas I simply did not feel equipped to answer. I like to think that I did not give the faculty a fair chance so that I can go back and try again. I have learned that I must be much more informed before I go for advice because 'they' tell you nothing - you have to ask for all information. I also felt that because my B.A. was taken at Simon Fraser (B.C.) and my B.Ed. program was so varied (Music, Phys. Ed., Social Studies, elem., children's lit, and Public Art) that I established no relationship with Faculty members. There were many other students they knew much more personally so naturally 'they' focus their interests there." (3),(17)

"I am older than most of my classmates. I have taken all my courses in evening and summer courses. I have not been too involved in the 'reading' dept. at the faculty. I have just taken one course at a time - more for interest than for a desire to get a degree. I do not feel I can answer the 'overall' questions." (3),(25)

"While the program has not been completed, it has permitted me to reassess my attitude and performance as a teacher. In addition, it has given me new insights." (f,1),(25)

"I do not like questionnaires, one is never completely satisfied with the accuracy of one's response. Nor am I convinced of the confidentiality - hence my delay and completion of questionnaire." (3),(26)

"My replies are coloured by the frustration of not having a thesis topic selected and not seeing the time in the near future to spend on it." (3),(5)

"I am aware that my comments are coloured by the rumour that my advisor is leaving for another university. I haven't had the courage to check it out with him because I'm afraid it might be true. We can't afford to lose people of his calibre. I deeply resent whatever situation it was that caused him to make that decision." (3),(15)

"I've said so much already, you're likely tired of straining eyes and reading!" (f,2),(26)

"Departments within the Faculty should be innovating new ideas at all times. I would suggest members go on

Question 5. Other comments:

Many solicited comments appeared on the returned questionnaires. They are presented here by department. The response from a full-time graduate student is identified by (f); all responses have been ranked as discussed in the study.

Curriculum Humanities and Social Sciences

"It is very difficult to answer these final questions. Being a part-time student and not having begun my thesis I cannot at this time come to conclusions or make generalizations." (2),(8)

"... is inadequately prepared to teach a seminar course since he's still thinking at undergraduate level." (3),(17)

"Your letter seemed threatening, but I really knew you were not really. You are being asked." (2),(26)

"I hope the results will be available after completion of your thesis." (2),(26)

"Sorry for the lack of information in certain areas. As I have only completed one course, it is impossible for me to make comparisons." (2),(8)

"I hope the new Dean will get to know Manitoba's needs for a more knowledgeable and professional staff, who are willing to work with and for Manitoba's schools. The University needs to work more closely with school division administrators and teachers on a more professional basis rather than the present 'we know what you need better than you do' attitude." (3),(19,21)

"The open-ended questions are rather answered unfairly on my part in that I've taken only four educational courses in my B.Ed. and M.Ed. programme. Personally I think the

N.B. All comments in this appendix are shown as written. None have been corrected for spelling, punctuation, etc.

Curriculum, Humanities and Social Sciences (Cont'd.)

sabbatical to increase their knowledge or return to a classroom for first hand experience before they start philosophizing." (3), (17)

"There is a cleavage between what the faculty teaches and what is possible in classroom practice - this is inevitable but will widen as faculty lose touch with schools. The use of invited instructors from teaching service could assist the closing of this gap." (3), (4)

"My year at faculty allowed me to: - read widely and independently (both for courses and thesis, and for general interest). - take time to plan and deliberate (unlike the rush of regular teaching). Courses were enjoyable for the most part - Faculty helpful and interested - in all, a valuable experience." (f,1), (25,4,17)

"The 4 year B.Ed. course work is great. This is a sign of innovation and true preparation for Graduate work." (1), (4)

"I don't know how valuable this is, as I haven't been on campus since last summer (73)." (2), (26)

"I am enjoying the work." (1), (25)

"My graduate work in second language teaching dates from Summer schools in 1964, 1966, and 1973. Next year I hope to tie everything together, here in Manitoba - my three courses were in another province and in the U.S.A." (2), (25)

"Just remembered - why isn't there real and continuous and valuable contact between faculty and schools in the city? If they've got something worth saying, why not share it with poor miserable slob like your humble servant, sweating it out in the coal-cellar of the classrooms? I never see those people in schools, except for the lightning 1/2 hour when they're supervising some quivering student-teacher. Many of them have ideas, I believe. So let them share them where it matters most." (3), (21)

"My interest kept shifting from one of no interest to continue - to get the bloody thing (M.Ed.) over with. I can finally see the light. I took 2 half courses at O.I.S.E. (Toronto) and transferred those credits. I am just completing my last course through written assignments. My minor thesis will be part of my classroom experience in Sept. '74. I hope to have everything done by April '75. This quest for an M.Ed. is overrated but my interest is in teacher-admin. work and an M.Ed. is necessary plus I am not a quitter. I am too far into the program to quit. I doubt if I would start over. Special consideration should be given to out of town or out of province students. Con-

Curriculum, Humanities and Social Sciences (Cont'd.)

sideration in terms of number of courses required, thesis, etc. The part-time out of province, married student is a different breed. The drop-out rate must be high." (3), (25, 21)

"My M.Ed. year was disappointing. I entered hoping to learn more about teaching High School English, but I don't feel that I gained much. The academic English courses were more helpful to me than the Education course. If I had it to do over again, I would take an M.A. instead - I feel it would do me more good in the classroom." (3), (25,4)

"Graduate work is a privilege, not a right. Too many students feel it is a right. Perhaps I am conservative, but any student entering the faculty should accept it as a privilege and work very hard on his own initiative." (f,1), (26)

"I've only taken one course at the Dept., one has been transferred in from another University so I've had very limited contact with staff and facilities, and especially with things like policies, atmosphere, attitude, etc." (2), (4)

"I started my post-B.A. studies in 1969 for a B.Ed. through summer schools. I finished in 1971, then 'entered' the then Master's programme. I have taken only one course (current one) and it is an experimental one. I live 130 miles from the University and work as a full-time elementary Principal. Therefore I am unable to discuss or comment upon feelings about the Department, or the faculty, really, or instructors, etc. I do not feel cheated, either, as I seem to relate to the work more than to the people at the University. Of course, there is considerable interaction in the context of my job, and this, I feel, may fill this particular area. I feel that the Faculty must reflect the needs of the students, and work towards satisfying them. A University exists for its students, not vice-versa." (3), (17,21)

"The advisor can 'make or break' your program. This attitude can destroy the efforts of a most intelligent student or make a student rise to great heights in intellectual output." (2), (14)

"Generally very good faculty." (1), (17)

"I have taken one course towards my M.Ed. The class and Prof. were stimulating and made my summer worthwhile. Others, courses haven't interested me because they don't offer a self-development program. What is most damaging at the faculty is the attitude of the students, gunning for marks via socializing etc., intellectually many of these students couldn't stand on their own feet." (1,3), (4,18)

Curriculum: Humanities and Social Sciences (Cont'd.)

"I haven't been involved for a while and really don't care if I finish at Manitoba or not. I know what I want and probably will go to U.C.S.B. to get it. With no ill feeling to Manitoba, they just don't know what I want." (3),(24)

Curriculum: Mathematics and Natural Sciences

"Good luck. Surprised that you did not ask questions on the topics and natures of current thesis work." (2),(26)

"Since I have not yet started on my Thesis, my need for real assistance and support by my department has not yet been required. As a result I find myself temporarily satisfied." (1),(4)

"I have recently become a graduate student at the U. of M. Since registering I have completed one course which doesn't completely provide me with an excellent basis on which to comment." (2),(8)

"More clear objectives should be specified by instructors. Interdisciplinary approach desirable. Do not enjoy listening to 30 hrs. of student read papers on a 60 hr. course when Doctorate is standing by." (1),(17),(20)

"An interesting idea for research. How much attention will it receive by faculty?" (1),(26)

"I do not understand why you would send this form to every student. Being a part time student and new in the program I do not feel competent, in responding to many of your questions." (3),(8)

"At present I am not actively pursuing a M.E.D. program. I have completed my course work and during the past summer did start some work on a Thesis. Job pressure (and lack of initiation) have curtailed this." (2),(8)

"Your questionnaire was too long to devote much time or thought to your questions - however, I hope I've been of some help." (3),(26)

"The M.Ed. is mainly for schools. I am in technology which is different, but I want to know what the student coming to us has had and what is going on in the Education Field that could help us." (3),(25)

"Where blank spaces or (?) appear, indicates either 'I don't know' or I can't comment because of lack of knowledge of the situation." (2),(26)

"I hope your Thesis causes some changes." (3),(26)

Curriculum: Mathematics and Natural Sciences (Cont'd.)

"I hope your research leads to a closer link between the Fac. of Ed. and public schools, and empathy and sensitivity among all involved in the process of education." (3),(21)

"I wish there were some more advanced courses in Academic (Faculty of Science) in summer school. There are NO honours nor graduate course in summer! That's too bad. I am very unhappy that I cannot take such courses!" (3),(4)

"How about differentiated staffing at the University level? Let the professors do what they can do best- graduate research, lecturer, in-service, group leader, etc." (3),(17)

"My thesis is at present being read before final typing. If it is not acceptable my rather positive attitude would be somewhat altered." (1),(23)

"Sorry I couldn't answer all questions, but I detest making judgements or assessments without having some basic information which is at least acceptable to me." (f,2),(26)

"Some comments have not been answered fully, because of my position at this time, as a beginning M.Ed. student." (2),(8)

"I resigned from completing the program because I could not justify (money-wise, learning-wise, etc.) the time and effort spent on what I think is a useless program. I would not be proud of receiving an M.Ed. degree. I started the program with the intentions of learning about it and I did. I respect those who believe in it but I don't. I will possibly go into other areas of study in the near future." (3),(25)

"I am sorry for being late. My wife is very near her due date and we have been having a little problem regarding her physical well being in the hot weather. I had your other copy almost finished at work but when the end of term came I was very busy and on the last day after our farewell I remembered that your survey was locked up until Aug. in our school. Sorry for the delay." (2),(26)

"Eliminate thesis for those who have no desire to continue." (3),(5)

"I withdrew, not because of a lack of interest or ability, but because after a B.Sc., B.Ed., and part of a B.A. I decided I wanted sometime to myself and extra-curricular activities." (2),(23)

"Many questions were difficult to answer because I'm an off-campus part-time student and haven't been able to take full advantage of some of the benefits which the faculty has offered. I'll probably finish now at U. of M."

Curriculum Mathematics and Natural Sciences (Cont'd.)

because of proximity to my job and pressure to complete a Masters within a definite period (job requirement). If I was to start over again I would go to U.S.A. because I have since found out they offer courses and credits more in my interest areas." (3), (23)

"I wish I had more opportunity to get involved with them - and in my thesis work." (3), (17,5)

"A very interesting year in which I realized some of the things the Faculty are attempting to accomplish." (f, 1), (25)

"It has occurred to me that a survey of this sort should have been undertaken by the Faculty of Education on a periodic basis. But once again, the job is being done for the Faculty by a concerned student." (3), (26)

"I am sorry I took so long to respond, due to pressure of full time job, not in a classroom." (2), (26)

"Questions not attempted would need too long an argument to reflect my response to them." (2), (26)

Educational Administration

"I am just starting my graduate work so I know little about the department or its staff. I guess that very fact is only beef I have." (2), (8,17)

"Some of my comments may not apply in 1974 as I have not been taking classes for a couple of years." (2), (26)

"Nice place to visit but I wouldn't want to live there." (3), (19)

"Due to a loss of interest on my part my answers may be quite biased." (2), (25)

"A part-time graduate student is a special type of person. Usually they have a full-time job that should and does take the bulk of their energy, both physical and mental. Comparing these people with full-time students would appear to be a mistake." (3), (21)

"Generally, it was a rewarding program for me. I regret I could not get to know professors more personally. Maybe this was my fault, as mentioned above. I must now find ambition to compile thesis and hope the advisor and profs. will inspire and help me along." (1), (25,5)

"It amazes me that the faculty of education would employ some professors who are poor teachers. Some professors tend to be isolated from the schools." (3), (17)

"I've enjoyed taking all my courses in Ed. Admin." (1), (4)

Educational Administration (Cont'd.)

"Good work! Keep shaking the establishment; it's the only way to prevent what has already happened to our Faculty of Ed." (3), (26)

"My need is to deal with people - where would you enroll to get that help presently?" (2), (17)

"Regarding my comment on f, it seems to me that professors, in the faculty are willing to accept standards of work by graduate students which leave something to be desired simply because they are working full-time as teachers.

I believe this does little to stimulate the intellectual growth of students and certainly helps build up the negative view many students hold of the faculty. Probably higher admission standards and financial support to allow students who show they are capable - is another." (3), (17,7,1)

"Basically the problem lies in my inability to find uninterrupted time to 'break' into my thesis." (3), (5)

"I have started this survey and found that since I haven't been at the faculty for 2 years, I can't answer the questions too accurately. I have been renewing my registration every year, hoping to be able to come up with a thesis topic. However since this is to no avail, I plan to visit my Advisor next fall to see if I can get some assistance in starting and finishing my thesis." (3), (5)

"At this time I don't really feel immersed in my M.Ed. program and as a part-time student found many of these questions difficult to answer. You have really hit on some important issues and I wish you success in the completion of your doctorate." (3), (21,26)

"What is this 'comprehensive' based on - my statistics course taken 4 years ago - you 'gotta be kidding'." (3), (6)

"My comments reflect the attitudes of a part-time student and as such probably differ from a full-time student who has much more time and opportunity for inter-action. However, if we believe in life-long and life-wide learning, all students should get opportunities for positive inter-action. It's a tribute to a professor from another concentration that my degree has been completed. His encouragement, guidance and personableness carried me through periods of discouragement as well as moments of success. I wish we had many more professors like him." (3,1), (21,15)

"The professors should be evaluated in the same manner as teachers are in public schools. Some of them would not last one week." (3), (17)

Educational Administration (Cont'd.)

"The faculty should not lower the present admission requirements for M.Ed. program. This program of studies should be taken only by those students who have successfully completed the B.Ed. in administration. It is only by establishing some sort of standards will there be any respect or honour for anyone holding an M.Ed. in administration." (3),(1)

"I found that there were times during which I wasn't given specific enough direction for my thesis. Perhaps that's part of the experience." (3),(5),(14)

"As a mature and senior student I accept the responsibility to complete my own program. Still I feel absolutely swamped by the demands of my job and fear my course work will lapse before I get my major thesis started. The frustrating part is that I am already working above the level for which the M.Ed. program would prepare me." (3),(23)

"My course work was an intellectual experience that was worth having." (1),(4)

"My indifference to the department (Ed. Admin.) may relate chiefly to the scattered approach to my M.Ed. studies - full time students would possibly find a higher degree of satisfaction." (3),(23)

"Impressed with desire of faculty to fashion programs for students, which will assist students in growing self-actualization." (1),(4)

"I would love to complete my Master's if I could do it in my field of work; and if the course would have some meat in them. Professors today seem to teach very little or not at all; everything, you get from a course you put in yourself, therefore, why pay \$85.00 a course. If you want to learn, read. If you want a degree pay. I am still old fashioned I guess..and think that I should get something out of sitting in a class for 3 hours." (3),(17),(4)

"Now, I have another major - preparing or giving roots and wings to two little girls. I feel very far removed from this 'academic world'. I have not decided whether I will continue my course work in the very near future - or in a couple of years." (3),(23)

"The foregoing replies will not be very useful to you probably. It is two years since I was admitted to the M.Ed. programme and I have not been working at it. You may want to discard this altogether as not relevant to your study." (2),(26)

"I would like to receive results of this survey. It seems a waste of time for me to fill it out and you work with it, if nothing is done." (2),(26)

Educational Foundations

"Completing this questionnaire has been a most instructive experience. I think the questions are splendidly perceptive and analytic, and I have appreciated the opportunity to air my views in answering them. I send my sincere best wishes for your success in your doctoral programme." (1),(26)

"As you will have realized, I was involved in the Inner City Project. I only had one official course, a number of small package courses and lots of active field experience plus research time. All this has given me 5 full courses ('doctored' to fit into the computer). You may find it worthwhile to see what we were up to during the year, if you're presently unaware of the details of the program." (2,1),(21)

"The library seems to be difficult to use, holdings outdated, bare of current research material and understaffed in the way of assistance for problems." (3),(5)

"I would like to read a copy of your thesis (?), research paper (?) upon completion. It's nice to see somebody like you trying to find out what makes M.Ed. students tick." (1),(26)

"Courses for the M.Ed. program should be laid down. One finds that a B.Ed. Course can be included to supplement M.Ed. Course work. This practice should be done away with." (3),(4)

"Good or better than average M.Ed. Graduates should be helped to proceed to doctoral studies." (3),(17)

"The faculty is not impersonal." (1),(19)

"I began the program in 1964 within a very different structure; I received instruction from a variety of professors (mainly 'transients') in a variety of disciplines - I left Canada and taught in Europe for three (3) years and upon coming home found the organization and the nature of the faculty to be considerably different. Many of your questions, requiring generalized answers could not be fairly responded to in the light of my experience." (2),(19)

"Too much of a rat race for me at this stage of my life." (3),(25)

"Would like to see faculty types visit public school staffs in a P.R. and information giving sense!" (3),(21)

"I have never attended full-time university. I've been an extension student all the way. In 1967 I returned to classes. Prior to that I was in private business. Since '67 I have completed my B.A., B.Ed., and am taking the 5-course route for my M.Ed. Hope to Graduate in '75.

Educational Foundations (Cont'd.)

I am also working on a degree of Bachelor of General Studies, (Brandon University). I enjoy studying. I appreciate being with adult (and serious) students." (1),(25)

"I am pleased to see a very great change for the better in the faculty since my undergraduate days. I hope this is not only at the M.Ed. level as the undergraduate work influences your regard for the faculty forever - not to mention your benefits for your professional life." (1),(19)

"If you do end up in administration, keep smiling and worry about the introverts." (2),(26)

"I have the feeling that I have been very negative when in fact I have not meant to be. I feel changes are being made and these are useful. However, wholesale changes will not come until it is admitted in the faculty that its usefulness is in serving educational systems and its people not controlling and maintaining status quo situations. I am hopeful but also realistic." (1),(21)

"My lack of contact with the faculty prevents answering Sec. III properly." (2),(26)

"Wanted to enter Administration and had an interview with . . . I felt he was cold and aloof. Although I had my Bachel. of Education, I had only two education courses. He wanted me to take three additional courses, plus the 5 courses and minor thesis program in 5 years before he would accept me in his department. I thought this was unfair especially when no guidance was given when I set up my B.Ed. Program." (3),(4,2)

"Being a mature adult unable to continue further education due to family responsibilities for a decade, I have a large degree of self-motivation, and desire to develop my intellectual capacities and to broaden my understanding and professional requirements as a teacher. My MAJOR goal in advanced education is not to gain a higher salary, therefore find it somewhat surprising to hear complaints by some other students about course work load, amount of reading requirements, Research assignments have expanded my interests and motivated a great deal of self-instruction in other areas during the process." (1),(25)

"I have no strong feelings concerning the M.Ed. Program. The courses were generally all right. The thesis has been a long dragged out thing - hopefully finished this summer." (1),(3),(4,5)

"Some of my answers may seem to be written in a facile mood, but it is not so. Institutionalised education may be an integral part of society as institutionalised penal systems. As the latter has not prevented the recurrence of criminality, the former has never been able to teach, or help the learning process." (3),(25)

Educational Foundations (Cont'd.)

"Most thesis that I have seen required much time to produce but were pedagogical jokes. There is need for general upgrading of thesis work." (3),(5)

Educational Psychology

"I am not a typical student, but I really enjoy the time I spend on courses. Both from the interaction with the staff and the students, and from the opportunity to explore new areas in interest." (1),(4)

"Bring in a few 'new' ideas - shake up the whole dept." (3),(21)

"I am unable to complete many parts of this questionnaire. I have only taken one course and will not be continuing in the near future for family reasons. I have not been a full time student for several years (4) and then I was only a full time student for one year. I am not very familiar with faculty and department policy." (2),(8)

"Professors should not be allowed to remain on staff for more than 7 or 8 years unless they return to the public (or private) schools for one year to see where things are really at. You can only really experience change, not just read about it or hear it from others." (f,3),(17)

"Have not been in department long enough to make comments on some points." (2),(8)

"I have so many interests in life I find it difficult to give them all a fair share of my time." (2),(23)

"In our particular department, I would really like to see some improved method of acceptance of students into the M.Ed. counselling program. Right now if one has a B.Ed. and 2 years teaching, he or she is in! This is crazy! Most universities have some kind of competency-based entrance requirements into their graduate counselling programs and I think we need some too! Anyone who gets in and can fake it through the course work can get the credentials and that's bad news for counselling and for our clients!" (f,3),(1)

"Faculty members are of prime importance." (f,2),(17)

"It would be nice if you could make some differences in the education psychology dept. with your survey. It would make a difference in counselling in Manitoba. More money should be made available to bring in outside people once in awhile." (3),(21)

"Why are you using University of Manitoba materials, stamps, envelopes - etc., to get your Phd? I have serious doubts about the qualifications of anyone - aiming to be a leader, in education yet! - doing this - and that is one reason why I did not return your first questionnaire. The

Educational Psychology (Cont'd.)

faculty is brim full of people who are getting courses and graduate degrees in similar manners. I don't approve." (3),(26)

"I left Manitoba in May 1973, did not complete minor thesis although I've made two attempts to do some research. Fosted by job requirements and distance from University. I completed all the course requirements. Would like to be the holder of an M.Ed. degree but unwilling to complete minor thesis." (3),(5)

"Beef in (4a) probably arises from a political situation of long standing in Manitoba as well as from an attitude." (3),(19)

"I found it difficult to give a fair answer to many questions as I have taken only one course and am not certain that I will continue." (2),(8,23)

"I have not responded to some of the questions as I have just begun my M.Ed. and some questions I am not in a position to answer." (2),(8)

"As a part time student in the faculty, and never having been a full time student, I cannot make any real evaluation of the faculty." (2),(21)

"The faculty of Ed. consists of 50 to 60% part-time students yet the office facilities during registration are not open past 5:00. This is ridiculous, why should people have to get off work early to avail themselves of registration, it should be the other way around. Yes I know you can advance register by mail, but their is always some error, and yes you have to go out their to correct it. Perhaps a systems analysis of procedures at the Faculty of Ed. could help." (3),(21)

"Teacher training programs are atrocious and I feel that area is probably the one that currently needs the most examination. I strongly feel that the courses provided are inadequate in preparing competent people to go into the schools. Too often I believe M.T.S. attempts to provide professional development in areas that were highly neglected in teacher training. Having worked with teacher ed. students somewhat, I saw a number (too many) people being sent into the school system poorly prepared and thus incompetent - as a result students suffer. Perhaps too screening and evaluation policies should be more closely examined - standards may need to be raised, practicum experiences increased and improved, the entire program needs reviewing." (f,3),(1,4)

"Please contact me if you need some of those comments clarified." (2),(26)

Educational Psychology (Cont'd.)

"I would like to see a summary of the results of this survey - especially RE; Educational Psychology Department. Some of the questions in Sec. III are difficult to respond to because some of the people and programs are stimulating - while some were bummers. Generalizing the answer does not portray the entire picture." (2),(26,17)

"There sure needs to be greater flexibility in obtaining a Masters degree: - strictly thesis or major research, - combination of thesis and courses, - strictly course work, - student initiated projects, etc." (3),(5)

"My congratulations on your questionnaire, hope it doesn't get lost in the bushes." (1),(26)

"Open ended questions either require pages of detailed responses or short vague generalities." (3),(26)

"I really question the sincerity, integrity, enthusiasm and qualifications of many professors. In few, I question the whole teaching profession and wonder how many teachers really know why they are teaching what they are teaching wherever they are teaching, esp. at the senior high level. Too many of my colleagues feel they are in a terrible rut!" (3),(17,18)

"Some frustrations with faculty no doubt reflect confusion and dissatisfaction with education in general." (3),(26)

"Phone me for any further statement qualifications." (2),(26)

"My comments are based on my experience; hopefully a lot of my complaints have been rectified since I took a lot of the courses. If not and things are the same, then education in Man. is in trouble." (3),(19)

"Haven't been exposed to . . . I am looking forward to a class with her - perhaps she will alter my impressions somewhat." (2),(17)

"Another beef, choosing a minor thesis topic was almost impossible. I had to stand on my head to have what I considered meaningful research accepted. Getting the proposal accepted was a nightmare. I spent hundreds of hours writing up proposals. Some so called stats, expert would junk it. Nobody should have to go through what I did!" (3),(5)

"I have been wondering whether it would be better if a student were given such a bursary that he could afford taking a year off and going full time. It seems, maybe I'm wrong, that part time students just are not in tune with it. I think there should be money available and guidance to all those who sincerely want to go on into education." (3),(21)

Educational Psychology (Cont'd.)

"I was tempted not to send this in as many of the questions are not applicable for myself, I did my best. I hope it helps! Good luck with your thesis." (2), (26)

"I feel negative because, (1) It was very frustrating to get information on availability, content, and sequences of courses. (2) My last course was intensely frustrating. (3) Very little of what I must study can be directly applied to my work." (3), (4, 25)

"I hope my answers do not negatively skew your results. I assess my position as follows: (1) I am completing my final course in my M.Ed. program. (2) Previous M.Ed. and B.Ed. courses have been uninteresting, non-academic and impractical. (3) I have no idea who my advisor is. (4) I have no idea or enthusiasm for a research paper." (3), (4, 9, 5,)

"I hope this survey provides some needed flexibility in programming." (3), (4)

"The only part which I can respond to is the lack of information I have found available and the limited scope of the programs available in lieu of more advanced specialized work progressing in other parts of the world. I also feel there is a rigidity, an inability to respond to individual needs and talents of the Ed. students." (3), (3, 4)