



The perceptions of persons from six education categories regarding the office of county superintendent of schools in Montana  
by Mary Ann Brown

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education in  
General School Administration  
Montana State University  
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**Abstract:**

The problem of this study was to determine if there were differences in perceptions among six categories of education-related positions within the State of Montana regarding the duties and legal qualifications of the office of county superintendent of schools in Montana, whether the office of county superintendent of schools is necessary and whether the office should be abolished and if yes, to whom would the duties transfer.

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The findings were: 1. several duties need to be considered for elimination by the legislature; 2. K-12 school district respondents and K-12 district superintendents perceived the duties unimportant; 3. the hearing officer role needs to remain with the county superintendent of schools; 4. the support services for schools without administrators were considered appropriate for small-rural school districts and small K-12 school districts; 5. the county superintendent needs to hold an administrative certificate; 6. the position is needed; and 7. the position needs to remain.

The recommendations for implementation were: 1. preparation in legal procedures should be mandated for county superintendents; 2. increase the qualifications to an administrative certificate; 3. increase the county superintendent's salary to a level comparable to a county attorney's; and 4. the office should be redefined to consider regional superintendents, the duties of the office, and other viable means to provide services to smaller school districts. The recommendations for further investigation were: 1. what services would larger school districts need from the office of the county superintendent of schools and 2. if the survey was presented to other interested parties, would the results be different.

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A thesis submitted in partial fulfillment  
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Bozeman, Montana

May 1999

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Mary Ann Brown

This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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## ABSTRACT

The problem of this study was to determine if there were differences in perceptions among six categories of education-related positions within the State of Montana regarding the duties and legal qualifications of the office of county superintendent of schools in Montana, whether the office of county superintendent of schools is necessary and whether the office should be abolished and if yes, to whom would the duties transfer.

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## CHAPTER I

### ORIENTATION OF STUDY AND REVIEW OF LITERATURE

#### Introduction

The enactment of the Common School Act for the Montana Territory in 1865 established the office of the county superintendent of schools (Common School Act, 1865). With the ratification of the 1889 Constitution of the State of Montana, the office of the county superintendent of schools was established and has continued as part of the educational system in the state (Montana Constitution, 1889). Since Montana became a state, the office of county superintendent of schools has been considered important due to the number of small-rural schools, the limited accessibility of the state superintendent, the minimally trained and inexperienced rural teachers, and the long travel distances (Isenberg, 1969).

In the middle to late nineteenth century, mining and agriculture were the two main occupations for most people in Montana (Malone, 1976). The vastness of the state produced great

distances between mines and towns. Mining claims and camps were the boundaries for the first Montana school districts which contained very few children (Anderson, 1972, Malone, 1976). Virginia City opened the first school in 1866 followed by one in Bozeman in the winter of the same year (Malone, 1976). The distance and sparse population throughout Montana prohibited the creation of large-population school districts. The modes of transportation--horseback, wagon, horse and buggy, or foot--were a contributing factor toward the creation of small-population school districts. Consequently, the county superintendent of schools established school districts with small student populations to allow a reasonable travel distance.

In 1868, there were 704 children enrolled in 25 schools throughout the territory (Malone, 1976). According to the Montana State Superintendent's report for 1872-73, the number of students was 1,881, and these students were enrolled in 91 schools with 99 teachers (Anderson, 1972). With the travel of horse and buggy over poor roads, the Chief State Education Officer could not visit all the public schools in a year to meet the needs of the school districts. The state government realized that it was impossible to monitor all

of the schools in the state from the state capitol, therefore, the county unit was recognized as a means to provide better general supervision of the schools in the state. "With the structure of the state and the county being part of that structure, the logical conclusion was to have the county provide assistance to local school districts and to function as an agent of the state" (Isenberg, 1969). With the limits on existing modes of transportation, the vastness of the state, the poor salaries for rural teachers, the minimally trained and inexperienced teachers, and the time required for travel, the county superintendent of schools was important for both the local school districts and the Montana State Superintendent (State Superintendent's Report, 1920, 1922, 1926, Isenberg, 1969).

Beginning in 1865, the office of county superintendent of schools provided assistance to the school board, teachers, students, and the community (Common School Act, 1865). The county superintendent of schools was required by law to visit each public school in her/his county at least once a year, to observe conditions of the school, to observe teaching and training methods employed by the teacher, to advise and direct the teacher in regard to instruction and discipline, and to consult with trustees and clerks (School Laws



of Montana, 1897). This law provided the county superintendent of schools with the opportunity to gain first-hand knowledge of the school districts in her/his county. Along with these duties, the county superintendent of schools was also to assist school boards and school clerks with matters pertaining to finance, curriculum, or other school-related concerns.

In 1908, the homestead boom began to bring thousands of immigrants to Montana to cultivate the land. Settlers came to Montana to begin farming with free or inexpensive land. They were convinced that the dry farming method would provide a way to use the land in eastern Montana. "The Homestead Act of 1862 offered free farms to all American citizens from the federal government. The farmer would be allowed a quarter-section of land, 160 acres, free except for an incidental filing fee. Then following a five-year 'prove-up' period, the homesteader acquired full legal title to his land" (Malone, 1976). Immigrants moved to Montana because of the dry farming system of agriculture, the availability of land either for free or at low prices, and the promotional campaigns by the railroads (Malone, 1976). Hardy Campbell, a South Dakota farmer, was the best known developer of the dry farming method for raising

crops in regions with low precipitation. The Montana Agricultural Experiment Station did support this dry farming method. With this support, these new farmers believed in Campbell's farming method and began to cultivate the opened regions of the state. During the first years, the moisture was high and crop yields were very good.

Between 1910 and 1920 the population of the state increased by 172,836. The 1920 Montana census listed 548,889 Montanans and 57,677 farms and ranches (Malone, 1976). The increase in farms and ranches from 1910 was 31,463. In 1930, there were 2,819 school districts in Montana (State Superintendent's Report, 1930).

With the beginning of World War I, the government asked farmers to produce more crops, so they responded by turning over uncultivated land. While more land was cultivated and prices rose, farmers began making a profit. As the drought spread from north to south over Montana, the settlers had difficulty producing enough crops to pay for the newly purchased land. "In 1917, the drought came first in the 'High Line' counties and moved southward in 1918 encompassing the eastern two-thirds of the state" (Malone, 1976). Along with the drought came gophers, locusts, forest fires and wind. The farmer watched as the wind produced great clouds of their top

soil. The farmers could not combat the gophers, locusts and wind. These forces of nature led to disaster for the Montana farmer (Malone, 1976).

With the conclusion of World War I, the prices for wheat declined. These new farmers had cultivated the land but were left with low wheat prices and a drought that eroded the top soil. Farm families suffered, and agriculture collapsed in Montana. When agriculture collapsed, the tax base for the small-rural school districts also collapsed. The funding mechanism for the school districts was gone.

With the erosion of the small-rural school district's tax base, parents looked for other ways to educate their children. Consolidation with larger school districts had to be considered with the dwindling tax base, improved roads, and available transportation. Parents also desired a broader educational program than was available in the small rural schools (State Superintendent's Report, 1905-06, Isenberg, 1969, Malone, 1976). Larger school districts provided more educational opportunities for teachers, students, and families. Consolidation was considered an improvement over the one-room school due to enhanced finances for better facilities and

salaries. As schools consolidated, parents and students realized the advantages of larger schools. "In states where consolidation has been tried it has proved a complete success. There is no desire to return to the old order of things" (State Superintendent's Report, 1906).

City school districts were large enough to need the leadership of a district superintendent. These district superintendents had credentials that exceeded those required for county superintendents (State Superintendent Report, 1906, Peabody, 1958). The qualifications for the office of county superintendent of schools approved by the Montana Legislature in 1895 required a certificate of the highest county grade and twelve months' of successful teaching experience in Montana public schools. A district superintendent was required to be a graduate of a college, university, or normal school, hold the highest grade teaching certificate, and have five years of teaching experience. Local school boards had two reasons to hire their own superintendent: (a) requirements from the state legislature for preparation of school superintendents (School Laws of Montana, 1929) and (b) the need to facilitate operations in the school districts with a larger student

population. Because of the combined effects of the increasing number of city superintendents, consolidation of rural school districts, increasing town populations and decreasing rural populations, the necessity for services from the county superintendent naturally decreased.

Over time, the office of county superintendent of schools in Montana has evolved to become almost exclusively the administrator for small-rural school districts with only a head or supervising teacher (Anderson, 1972). With such a change in the role of the county superintendent, the necessity for maintaining the position has come into question. The following questions are often heard in the halls of the Montana Legislature, city school districts, county commission meetings, and even small-rural school districts: What repercussions would result if small-rural K-8 school districts were consolidated with their high school district? Why is the office of county superintendent of schools needed when technology has progressed so that school districts can interact directly with the state office of public instruction and bypass the county superintendent? If the school district superintendent has more administrative credentials and qualifications than the county

superintendent, why does the school district have to interact with the county superintendent? In 1993, a Montana State Legislator introduced a bill to eliminate the duties of the office of county superintendent of schools. In 1995, the Governor's Task Force recommended elimination of the duties but not removal of the office from the Montana Constitution. Because of the recommendation from the Governor's Task Force, a bill was introduced to the 1995 legislature. Neither of these two bills was passed.

#### Statement of the Problem

The problem of this study was to determine if there were differences in perceptions among six categories of education-related positions within the State of Montana regarding the duties and legal qualifications of the office of county superintendent of schools in Montana, whether the office of county superintendent of schools is necessary and whether the office should be abolished and if yes, to whom would the duties transfer. The six categories of positions in the study included county superintendents, school district superintendents, school district clerks/business officials, head/supervising teachers, school board chairpersons of small-rural

districts, and principals of independent K-8 school districts.

Additionally, the study determined if perceptions were independent of the respondents' age, the number of years in education, the size of the school district, and gender.

### Need for the Study

The office of county superintendent of schools was established with the Common School Act of 1865 by the Montana Legislature (Common School Act, 1865). During the last 35 years of the nineteenth century and the first quarter of the twentieth century, the office was considered to be beneficial for the rural school in Montana (State Superintendent's Report, 1920, 1922, 1928). The county superintendent provided the supervision for the teachers and offered assistance where needed.

The office duties are quite varied. The work involves interaction with school administrators, school clerks/business officials, head teachers, school boards, and other county superintendents. The office is an arm of the State Office of Public Instruction and a county center of school information for the public

(Peabody, 1958). As the number of school districts gradually declined, the necessity of the office has been questioned.

Legislators have introduced bills to consolidate or reduce the number of offices of county superintendent of schools. They have also introduced two bills to eliminate the duties of the office of county superintendent of schools. In 1993, the option for a county commission to reduce the office to part time was passed. During the 1993 legislature, a bill was introduced to eliminate the duties of the office, but the bill was not approved.

Forty years ago, the Montana Legislature commissioned a study to review education and taxation in Montana. In 1957-58, the Division of Surveys and Field Services of George Peabody College for Teachers of Nashville, Tennessee contracted with the Montana Taxation-Education Study Commission for a comprehensive study of selected public school problems. The study was limited to four major areas: Organization and Administration; Elementary Education; Secondary Education; and School Finance. In chapter II of the report, the Peabody survey staff reviewed Local School Organization and Administration which included the office of county superintendent of schools. The office of county superintendent of schools was



described as established to provide clearinghouse services and to serve as an arm of the State Office of Public Instruction (Peabody, 1958). The report also stated that technical and professional duties were assigned to a person who may have had no training in administration. The Peabody Report of 1958 recommended the reorganization of the educational system in Montana with the elimination of the office of county superintendent of schools or at the very least, upgrading the qualifications for the office (Peabody, 1958). This recommendation was never implemented by the 1961 Montana Legislature.

A professional paper by Jeff Pence in 1979 indicated that differences existed between the perceptions of Montana county superintendents and Montana district superintendents regarding the duties and status of the office of county superintendent of schools in Montana. Pence used a small sample and discovered differences between these two education groups.

In 1994, a Governor's Task Force to Restructure Montana was formed with one segment devoted to education. After public meetings to gather information, the recommendation to eliminate the duties of the office of county superintendent of schools and

transfer the duties to other county officers or the local school district was made by the education committee (Governor's Task Force, 1994). During the 1995 Legislative Session, this recommendation was introduced as a bill but it did not pass.

County commissions in Montana have the option to reduce the office to part time or consolidate the office of county superintendent of schools with another county office, such as the treasurer, clerk and recorder, or auditor (Montana Codes Annotated, 20-3-213 and 7-4-2301, 1995). Twenty-eight county commissions have consolidated the office or changed the office to part time; the remaining 28 county commissions have opted to leave the office at full time.

With the Montana Legislature, the Peabody report of 1958, Jeff Pence's professional paper, the Governor's Task Force for Restructuring Montana Report, and County Commissions all considering the restructuring or elimination of the office of county superintendent of schools, the need has been established for more research. Montana needs to decide if the office of county superintendent of schools is an essential part of its educational administrative structure.

### Definitions

County superintendent is a person elected or appointed to oversee the schools in the county.

School district superintendent is a person hired by the board of trustees to be the chief administrator for the school district.

School district clerk/business official is the manager of the finances and records for a school district.

Head/supervising teacher is a teacher in a small-rural school with kindergarten through eighth grade who assumes responsibility for some leadership duties.

Chairperson of a small rural school district is the trustee who is voted to serve as head of the board of trustees of a K-8 school district.

Principal of an independent K-8 school district is the administrator hired by the board of trustees of a K-8 district to administer the school district.

Research Questions

1. Which duties were considered important by a majority (51 to 100%) of the education groups?
2. Which qualifications were considered important by the majority of the education groups?
3. Did a majority of the respondents perceive the office was necessary?
4. Did a majority of the respondents perceive the office should be abolished?
5. Was there a difference in the perceptions of the respondents on the variable of age regarding the duties, qualifications, necessity, or abolishment of the office of county superintendent of schools?
6. Was there a difference in the perceptions of the respondents on the variable of the number of years in education regarding the duties, qualifications, necessity, or abolishment of the office of county superintendent of schools?
7. Was there a difference in the perceptions of the respondents on the variable of the size of school district regarding the duties,

qualifications, necessity, or abolishment of the office of county superintendent of schools?

8. Was there a difference in the perceptions of the respondents on the variable of gender regarding the duties, qualifications, necessity, or abolishment of the office of county superintendent of schools?

9. Was there a difference in the perceptions of the respondents on the variable of position regarding the duties, qualifications, necessity, or abolishment of the office of county superintendent of schools?

### Review of Literature

The review of literature for this study covered three areas of the office of county superintendent of schools: (1) a historical overview of the duties of the office; (2) a historical overview of the qualifications for the office, and (3) a historical overview of the consolidation/elimination attempts for the office.

### History of Duties and Qualifications

Originally and until 1821, Montana was an area within the Louisiana Territory. From 1821 to 1863, Montana was incorporated within six different territories and lastly located within the Idaho Territory (Anderson, 1972). In 1864, Montana was established as a separate territory and named the Territory of Montana.

On May 26, 1864, Congress passed the Organic Act establishing a temporary government for the new Territory of Montana (Organic Act for the Territory of Montana, 1864). In Article 1 Section 14 of this Act, Congress provided for sections 16 and 32 of each township to be reserved for the benefit of the public schools. However, schools were not specifically mentioned in any other article of this act. Article 1 Section 7 establishes all county officers. It was another year before the office of county superintendent of schools was established and given specific duties and qualifications. The Act establishing a Common School System for the Territory of Montana was unanimously approved on February 7, 1865 by the Montana Legislature (Common School Act, 1865). In this school act, qualifications for the office of county superintendent of schools

were established and the position was given duties and a salary. The term of office was three years, and any person in the office would be allowed to stay until the next election. The 1864 public laws of the Territory of Montana defines the duties as follows:

1. Divide the county into school districts, so every student will be in some convenient district and keep in the office a map of the districts of the county.
2. Divide the old districts as the "public good required it".
3. Examine all persons wanting to teach. This examination was to cover orthography, reading, writing, arithmetic, English, grammar, and geography. If the county superintendent was satisfied with the examination and was satisfied that the candidate was of good moral character, he/she could then issue a revocable certificate, good for one year. This certificate could be revoked by the county superintendent for good cause.
4. Visit each school in his/her county taught by a "qualified" teacher.
5. Apportion the school fund of the county among the school districts.
6. Receive reports from teachers and boards and to make a report before December 1st on enrollments, school houses, operating districts, books used and salaries paid teachers.
7. Prevent trespassing on state school lands. (Montana Codes Annotated, 1864)

For the next 24 years, the status of county superintendents and public schools remained the same. With the Enabling Act of 1889, Congress allowed the people of North and South Dakota, Washington,

and Montana to discuss and form constitutions prior to admittance into the Union (Enabling Act, 1889). The provision for "the establishment and maintenance of systems of public schools, which shall be open to all the children of said states, and free from sectarian control" was included in Part Four, Number Four of the Enabling Act for the Montana Constitutional Convention of 1889 (Enabling Act, 1889). In the 1889 Constitution of the State of Montana, the office of county superintendent of schools was established along with the other county officers in Article XVI, Section 5 (Montana Constitution, 1889). Representative Goddard of Yellowstone County introduced the resolution for county officers on the fifth day of the Constitution Convention, Tuesday, July 9, 1889 at the 2:00pm session (Proceedings and Debates, 1889). The clerk read the following resolution:

Resolution in Relation to County Officers. All county and precinct officers who may be in office at the time of the adoption of this Constitution shall hold their respective offices for the full time for which they may have been elected, and until such time as their successors may be elected and qualified in accordance with the provisions of this Constitution and the laws now in force; and the official bonds of all such officers shall continue in full force and effect, as though this Constitution had not been adopted.



Like other county officers, the county superintendent of schools is an elected office. In the 1889 Montana Constitution, only men age 21 or older possessing the required qualifications were allowed to vote in the State of Montana (Montana Constitution, 1889). But Article XVI Section 5 of the Constitution does not distinguish between a man or a woman being eligible to hold the office of county superintendent of schools. Article IX, Section 10 of the 1889 Montana Constitution states that women shall be eligible to hold the office of county superintendent of schools or any school district office and shall have the right to vote at any school district election (Montana Constitution, 1889).

### Duties

With the 1897 Laws of Montana, the official duties of the county superintendent increased from seven to fifteen (Laws of Montana, 1897). These original laws that accompanied the 1889 Montana Constitution are included in Appendix A. Each legislature could amend, eliminate, or enact laws referring to the duties of the county superintendent.

During the first decade of the twentieth century, the county

superintendent was given many new duties: (a) the apportionment of school monies, so trustees could pay the expenses of the school district. The county superintendent had to notify the school clerks and the county treasurer of the amount of money available (School Laws of Montana, 1901); (b) collection, preparation, and transmission of the school census to the Commissioner of the Bureau of Agriculture, Labor, and Industry (School Laws of Montana, 1907); and (c) visitation of school districts to consult with the trustees and clerks on matters relating to the good and welfare of their schools (School laws of Montana, 1909).

From 1910 to 1919, eight new duties were added to the county superintendent responsibilities: (a) hold trustees' meetings from time to time in convenient places regarding matters relating to the good of the schools; (b) issue temporary county teaching certificates if he deems it proper to do so; (c) serve on the County Board of Educational Examiners; (d) exercise supervision over the libraries; (e) act as truant officer in districts of the third class when no other provision is made; (f) notify the county treasurer to withhold payment of warrants issued to teachers not holding valid certificates; (g) hear and pass upon all petitions for the creation of

new school districts; and (h) attach to contiguous territory not a part of any district and shall declare school districts abandoned (School Laws of Montana, 1919).

From 1920-1969, county superintendents were given the responsibility to publish annual financial statements for school districts (School Laws of Montana, 1923). The application for temporary teaching certificates was repealed (School Laws of Montana, 1945). Other than these two duties, only minor amendments to the duties of the county superintendent were enacted.

From the 1971 Montana Codes Annotated to the current 1995 codes, the duties of the county superintendent have remained essentially the same with only minor amendments. The duties stated in the 1995 MCA are in Appendix B. The one duty that was eliminated was the reporting of the school census. During this period, discussions to eliminate the office occasionally took place and bills to eliminate or restructure the office were introduced, but to date, nothing has changed with regard to the office.

### Qualifications

In 1895, the qualifications for the office of county superintendent of schools were to "(a). hold a certificate of the highest county grade, (b). be a citizen of the United States, (c). have resided one year next preceding the election in Montana, (d). have resided one year in the county in which he is a candidate, (e). have twelve months successful experience in teaching in the public schools of Montana (School Laws of Montana, 1897)." E. A. Steere, Montana State Superintendent of Public Instruction, recommended in his 1894 Third Biennial Report for the State of Montana on Education that the qualifications for county superintendent of schools should be raised to equal those of the city superintendent. He continued to state that because the country children were recruited for the noble ranks of scholars, lawyers, and statesmen, they should have a better education (State Superintendent's Report, 1894). E. A. Steere stated that higher qualifications and better pay for the county superintendent of schools would attract people that would provide a better school system for the country schools and thus help the nation (State Superintendent's Report, 1894).

In 1929, the qualifications for the office of county superintendent of schools were strengthened to: "(a). hold a state certificate offered by the State of Montana, (b). be a graduate from a standard normal school, or college, or university, or (c). if not a holder of a Montana certificate, must be a holder of a state certificate granted by examination in accordance with the rules and regulations as prescribed by the Montana state board of educational examiners, and (d) have three years successful experience as a teacher, principal or superintendent of public schools." The grandfather clause does hold for the incumbent officers declaring that they may stay in their present position even if they do not possess the current qualifications (School Laws of Montana, 1929).

By 1995, the qualifications for the office of county superintendent of schools had been strengthened to "(a). be a qualified elector, (b). hold a valid, current class 1 professional certificate (master's degree in an appropriate educational field: a planned fifth year program: or 30 graduate semester credits beyond the bachelor's degree in consultation with and/or approved by an appropriate official), class 2 standard certificate (bachelor's degree and an appropriate approved teacher education program) , or class 3

administrative and supervisory certificate (master's degree and administrative course work required for a principal's or superintendent's endorsement at an accredited institution with approved programs) issued by the superintendent of public instruction, and (c). have at least 3 years of successful teaching experience (School Laws of Montana, 1995)."

The 1895 and the 1995 qualifications for the office of county superintendent of schools are very straight forward and simple. The county superintendent of schools essentially needs to be a teacher and a resident of the State of Montana and the county in which she/he desires to become a candidate for the office. There are two differences between the 1895 and 1995 qualifications: (1) In 1895, a candidate needed only one year of teaching experience in the public schools in Montana as compared to at least three years of successful teaching experience in 1995 (School Laws of Montana, 1995). (2) In 1895, a person had to have lived in the State of Montana and the county one year preceding the election; in 1995, an elector had to be a resident of the State of Montana and of the county for at least 30 days prior to an election. The differences in the qualifications indicate that in 1995 a one-month resident of Montana and a county

who has taught in another state in public or private schools is eligible to be a candidate for the office of county superintendent of schools as compared to a one-year resident of Montana and a county who must have taught 12 months in the Montana public schools before being eligible as a candidate for the office in 1895.

The 1958 Peabody Report raises the question of the qualifications for the office of county superintendent of schools. Several state superintendents wanted to increase the qualifications for the county superintendent (State Superintendent's Report, 1894, 1906, 1908, 1910, 1928). This report recommends raising the qualifications for the Montana county superintendency, "so that only highly qualified educational leaders may hold such positions" (Peabody, 1958). Other recommendations from the report specifies that "qualifications, status, and role of the Montana county superintendent need to be revised." It goes on to state that "the local city superintendent is better trained and more qualified to become the school leader." The report also recommends that all Montana school districts operate from grade 1 to grade 12, and if that recommendation would be implemented, the county superintendent's status would change. In 14 Montana counties, there

would only be one school district, and the services from the office of county superintendent would be reduced to only clerical duties (Peabody, 1958). These recommendations were presented to the Taxation-Education Commission in 1958. The commission submitted their report to the governor without mentioning the name of the office of county superintendent of schools (Taxation-Education Commission Report, 1958). In 1961, the Montana Legislature needed 12 more votes to pass these recommendations and revise the school district structure (Anderson, 1972). The bill for reorganization of the Montana school districts did not pass.

#### History of Consolidation/Elimination

Representative Whitehall of Deer Lodge, a member of the 1889 Constitution Convention, expressed concern over the office of county superintendent of schools (Proceedings and Debates, 1889). His preference was for the treasurer or even the county attorney to perform the duties of the county superintendent of schools. Representative Whitehall took the position that the county superintendent of schools is a useless office and that its only responsibility was to prepare the school census (Proceedings and



Debates, 1889). Representative Toole of Deer Lodge and Representative Burleigh of Custer also participating in the convention, disagreed with Representative Whitehall's analysis of the office of county superintendent of schools (Proceedings and Debates, 1889). Representative Toole and Representative Burleigh shared stories about their county superintendents and the good work they accomplished for the benefit of students and the schools in their counties. When the vote was taken on Mr. Whitehall's motion, it was declared lost.

Historically, school districts have been created by petitions to the county superintendent of schools. The petition had to be signed by parents of at least ten census children between the ages of six and 21. This method was implemented in the late nineteenth century and created a large number of school districts, varying in size. In 1890, there were 361 school districts. By 1906, the number had increased to 833 school districts. In 1916, there were 1,801 school districts with 2,315 one-room schools. In 1930, Montana had 56 counties with 2,819 school districts. Due to the large number of small school districts, concerns were raised that children were not given a quality education or were not serviced properly. These

concerns led to an increase in the attempts to reduce the number of school districts in Montana. Mrs. Minnie Bailey-Law, Ravalli County Superintendent, advocated the consolidation of districts in 1911 (State Superintendent Report, 1912). When parents of more than five-sixths of the children affected favored the change, Ravalli County consolidated schools (State Superintendent Report, 1912). Ravalli County's attempts to consolidate school districts also presumed the office of county superintendent of schools was no longer needed.

The first legislative attempt at school consolidation began with the county unit plan enacted in 1919:

The county unit plan allowed all third class school districts and parts of these school districts, plus minor portions of any district of the first and second class which are not contiguous to the main body of such districts, to form a single district to be known as the "Rural School District (School Laws of Montana, 1919).

Three counties, Cascade, Carbon, and Choteau, chose to accept the county unit plan in 1920 (Freshour, 1964). These counties all tried but were unable to continue with the county unit plan. By 1928, State Superintendent Trumper discontinued the county unit plan with the following remarks:

During the first year of this biennium Carbon County, the third and last county to continue the county-unit plan of school administration, voted to discontinue the plan... Fortunately for Carbon County the state equalization law went into effect the very year that county unit has been abandoned... There is no question but that county unit has never had a fair trial in Montana... The greatest handicap county unit has had in Montana has been due to the misinformation which the public has received regarding it (State Superintendent, 1928).

In 1958, the Peabody Report commissioned by the Taxation-Education Commission recommended the elimination of the office of county superintendent from the Montana Constitution (Peabody, 1958). This recommendation never reached the desk of the governor due to the Commission's letter to the governor mentioning only the "reorganization of K-12 school districts". It neglected to specifically recommend the office of county superintendent of schools be eliminated. The commission might have believed it was an understood recommendation, but it was never clearly stated in the letter to the governor (Taxation-Education Commission Report, 1958).

During the 1971 convention for the Montana Constitutional Commission, a discussion took place for the retention or elimination of the office of county superintendent. It was mentioned that

several reports over the years recommended the elimination of the office of county superintendent of schools. In particular, during 1933, 1937 and 1961 legislative sessions, amendments to eliminate the office of county superintendent of schools were introduced but they were rejected (Montana Constitutional Convention, 1971). In 1969, the Montana Legislative Council Study of the Constitution and the Montana Constitution Revision Commission both recommended elimination of Article XVI, Section 5 of the Constitution which creates the county superintendent of schools.

Every county commission has the ability to combine the office of the county superintendent of schools with another office in the county (Montana Codes Annotated, 1995). Twenty-eight of the 56 Montana counties have chosen to combine the office with another county office, reduce it to part-time, or contract out the duties. In 1994, the county commissions in Jefferson, Hill, Carbon, and Liberty counties proposed to reduce the office of county superintendent of schools to part time or combine it with another county office. However, these four counties retained their full-time county superintendents after receiving testimony from the public and school personnel.

In 1994, the Governor's Task Force recommended eliminating the duties of the county superintendent of schools and transferring the functions to other officials or to the school districts:

Task Force members believe the position of elected county superintendent of schools has become outdated and unnecessary. The Task Force believes that with local control of schools comes local responsibility for administering those schools (Governor's Task Force, 1994).

Governor Mark Racicot supported this bill before the Legislature.

The Task Force believed both savings in cost and simplified administration of schools would result if the office of county superintendent of schools were eliminated. However, the Task Force chose not to eliminate the office because it would require a constitutional amendment. County commissioners can combine the office with another office in the county but cannot redistribute the duties of the county superintendent of schools. Redistributing the duties is a state role (Governor's Task Force, 1994). This bill would have eliminated the duties of the office of county superintendent of schools and transferred them to other county offices or to the local school district and retained the office in the Montana Constitution.

The States of Washington, Wyoming, Oregon, North Dakota and South Dakota started with an administrative structure similar to

Montana's. They each had county superintendents due to the large number of small school districts. In 1959, Washington changed their administrative structure and eliminated the office of county superintendent of schools (S. Lewis, Personal Communication, July 10, 1997). Today, Wyoming has 48 school districts in 23 counties. In 1955, the newly elected Wyoming state superintendent started the consolidation movement. From 1967 to 1974, Wyoming went from 140 to 48 school districts. Wyoming does have Boards of Cooperative Education Services (BOCES), but they exist for special education students and for assistance in construction of new school buildings. Wyoming has a state department of public instruction and local school districts. There is no intermediate level administration, i.e. county superintendent, in Wyoming (R. Hammer, Personal Communication, July 9, 1997). Oregon does not currently have county superintendents (M. Walster, Personal Communication, July 9, 1997). North Dakota has 236 school districts of which the majority are K-12 districts. North Dakota, like Montana, retains the office of county superintendent of schools. In 1993, the office of county superintendent of schools in North Dakota became an appointed position rather than an elected office (P. Laubach,

Personal Communication, July 8, 1997). Pat Laubach, Office of State Superintendent Representative, states that the goal of the North Dakota Legislature is to eliminate the office of county superintendent of schools by the year 2000 if not sooner. South Dakota has retained 175 school districts and 75 percent of those districts service less than two hundred students. South Dakota has the state department of public instruction and the local school districts, but not an intermediate administrative level. School districts may join together to form a cooperative for special education programs. South Dakota completed consolidation of K-12 school districts in the mid-to-late 1960's (J. Toman, Personal Communication, July 10, 1997).

The office of county superintendent of schools continues to be questioned regarding its usefulness and necessity. During the 1889 Montana Constitution Convention, Representative Whitehall of Deer Lodge questioned the need for the office. From 1889 to 1997, the question continues to be asked: Is the office of the county superintendent of schools needed?

Politics and County Superintendents

This study does not address the politics of the office of county superintendent of schools. But it is known for a fact that frequently county superintendents are elected because of their party affiliation rather than their educational and leadership competencies. This researcher questions whether the candidates for the office of county superintendent should be identified by party affiliation in an election.



## Chapter II

### METHODOLOGY

#### Introduction

The problem of this study was to determine if there were differences in perceptions among six categories of education-related positions within the State of Montana regarding the duties and legal qualifications of the office of county superintendent of schools in Montana, whether the office of county superintendent of schools is necessary and whether the office should be abolished and if yes, to whom would the duties transfer. The six education categories in the study include county superintendents, school district superintendents, school district clerks/business officials, head/supervising teachers, school board chairpersons of small-rural districts, and principals of independent K-8 school districts. Additionally, the study determined if perceptions were independent of the respondents' age, the number of years in education, the size of the school district, and gender.

Chapter II discusses the conceptual framework and the description of populations and samples, followed by a description of the data collection method, method of analysis, hypotheses tested and delimitations.

### Conceptual Framework

"In Amendment X of the United States Constitution, the powers not delegated to the United States by the Constitution, nor prohibited by it to the State, are reserved to the States respectively, or to the people" (US Constitution, 1788). Education is not specifically stated in the U.S. Constitution and its amendments, therefore, states are allowed to address the issue of education in their individual state constitutions.

States in the West followed the lead from the eastern states regarding education and the education administrative structure. Montana is one of the western states that adopted their educational administrative structure with their 1889 Constitution.

The 1889 Montana Constitution addresses education in Articles V, VII, XI and XVI. Article V addresses the Legislature and its power and structure. The State Superintendent of Public Instruction is

named in Article VII, Section 3 of the Montana Constitution (Montana Constitution, 1889). In Article XVI, Section 5 county officers, including the county superintendent of schools, are named. Article XI in Montana's Constitution addresses education, public lands, school district trustees and the state board of education.

Article XI establishes schools, school district procedures for the election of trustees and the state board of public education. Section 7 establishes free quality public elementary and secondary schools. Section 11 gives the Board of Public Education general supervision over the public school system.

The Montana State Legislature, the State Board of Public Education, the State Superintendent of Public Instruction, the County Superintendents of Schools and school district trustees, all were established by the Montana Constitution and comprise the education administrative structure for the State of Montana. The study fits into the conceptual framework for the education administrative structure established through the 1889 Montana Constitution. The office of county superintendent of schools has duties and responsibilities toward the State Office of Public Instruction and the local school districts. The office was originally established and

continues to be a part of the Montana educational administrative structure.

### Description of Populations and Samples

The six populations for this study consisted of all individuals who served as: a county superintendent of schools, a school district superintendent, a school district clerk/business official, a head/supervising teacher, a chairperson of a small-rural school board or a principal of a K-8 independent school district in the State of Montana during the 1997-98 year. The list of individuals for the populations were obtained from the county superintendents' offices within the State of Montana during August of 1997 (Montana School Directory, 1997). The six populations totaled 841 individuals.

Samples for the study were randomly drawn from populations of school district superintendents, school clerks/business officials, head/supervising teachers, and chairpersons of small-rural school districts. The complete populations of the county superintendents and the principals of independent K-8 school districts were used. People who reviewed the questionnaire and the members of the pilot study were not included in the populations. The six populations

ranged in size from 21 to 332.

The size of the samples were determined by the work of Robert Krejcie and Daryle Morgan. In their article published "Determining Sample Size for Research Activities," Krejcie and Morgan in 1970 addressed "the need for an efficient method of determining the sample needed to be representative of a given population... A formula was available from the research division of the National Education Association but the table allowed for easy reference." The table allows the researcher to determine the sample size given the size of the population. The sample size is based on 95% confidence that the result is not different by more than 5%. The sample size table is in Appendix C.

A list of random numbers was drawn through the use of the MSU STAT software program. This list of randomly drawn numbers was used to choose individuals from the alpha-numeric list of each population.

The following table identifies the size of the sample for each population.

Table 1. Categories, population and sample size

| Categories                                 | Population | Sample |
|--------------------------------------------|------------|--------|
| County Superintendent                      | 55         | 55     |
| District Superintendent                    | 187        | 127    |
| School Clerk/Business Official             | 332        | 181    |
| Head/Supervising Teacher                   | 123        | 94     |
| Chairperson of small-rural school district | 123        | 94     |
| Principal of K-8 school district           | 21         | 21     |
| Total                                      | 841        | 572    |

### Data Collection Method

#### Instrument

The questionnaire for the study was developed by the researcher. In Section One of the questionnaire, the researcher listed the duties of the county superintendent based upon the 1995 Montana Codes Annotated and commonly acknowledged duties performed by county superintendents of schools. The additional duties included assisting school districts with legal issues, hiring personnel, planning and conducting staff development, curriculum development, grant writing and the school trustee election process. This section required the respondents to rate the importance of each

duty of the county superintendent of schools using a four point Likert scale. In the second and third sections of the questionnaire, the legal qualifications from the 1995 Montana Codes Annotated and the Montana Teacher and Administrator Certification Standards were stated. Using a four point Likert scale, the respondents rated the importance of the qualifications for county superintendent of schools. In the fourth section, the respondents were asked to respond to two questions. The first asked if the office of county superintendent of schools in Montana was a necessary administrative office in the State of Montana. The second asked if the office of county superintendent of schools should be abolished. In section five, demographic information which formed the basis of the analysis was requested. The questionnaire and accompanying request letters are included in Appendix D.

### Review of Instrument

Six educators reviewed the questionnaire during the 1997 spring and summer semesters. The researcher chose these educators because of their interaction with the office of the county superintendent of schools, their position in school districts, their

experience, and their reputation regionally and statewide as well as locally. These educators represented a cross section of the study populations. Of the six educators, two were superintendents, one was a county superintendent of schools, two were school district clerk/business managers, and one was a principal of a K-8 school district. They worked in different size school districts: two in Class AA school districts; another at a Class B school district; the fourth in a small-rural school; the fifth in a rural school with a population over 100 students; and the sixth was a county superintendent with 12 years in that position.

The educators were sent the questionnaire and a list of questions. The questions focused on: the ambiguity of the questions, understanding of the questions, suggestions for additional questions, clarity of directions, comprehensibility of response categories, format, ordering of the sections, understanding of one specific section, suggestions for improvements, and additional comments. Responses received were used to refine the questionnaire. All letters of correspondence to the reviewers, a blank response sheet, and the comments received from the reviewers are included in Appendix E.



### Validity

“For a test to have good content validity, it must have adequately sampled the appropriate content area” (Gay, 1996). Since the duties listed on the questionnaire were taken directly from the 1995 Montana Codes Annotated, the validity for the instrument was established. The qualifications listed on the questionnaire were taken directly from the 1995 Montana Codes Annotated and the Montana Teacher and Administrator Certification Standards.

Additionally, six commonly acknowledged duties which are performed by county superintendents within the State of Montana were included. These duties have been addressed informally among county superintendents for many years by the researcher. During conferences, regional and statewide meetings, these duties have been discussed among county superintendents.

### Reliability

A test-retest reliability coefficient was performed to determine consistency or stability over time (Huck & Cormier, 1996). The group piloting the instrument was randomly selected from the populations of district superintendents, school clerks/business officials, head teachers and chairpersons of small-rural school boards. Five percent of the population of four categories was used as the pilot study to determine reliability.

Table two identifies the size of the pilot study.

Table 2. Population and pilot study size

| Categories                                   | Population | Pilot Study |
|----------------------------------------------|------------|-------------|
| County Superintendent                        | 55         | 0           |
| District Superintendent                      | 197        | 10          |
| School Clerk/Business Official               | 349        | 17          |
| Head/Supervising Teacher                     | 130        | 7           |
| Chairperson of small rural school district   | 130        | 7           |
| Principal of Independent K-8 school district | 21         | 0           |
| Total                                        | 882        | 41          |

County superintendents and principals of independent K-8 school districts were not included in the pilot study because they each had small populations. The total populations for these two groups were used in the study sample and not included as part of the reliability test.

The individuals piloting the instrument were sent a letter asking for their assistance along with the questionnaire and a return envelope. They responded and returned the questionnaire. Two weeks from the mailing of the first questionnaire, a second one was mailed to the same pilot study group (Huck and Cormier, 1996). Again, they responded and returned the questionnaire. The researcher telephoned some pilot study members who had not returned their second questionnaire. In some instances, another questionnaire was mailed to the respondent. In other instances, the respondent agreed to return the questionnaire they had received earlier.

A test-retest reliability coefficient was computed on the responses received from the pilot study group. Reliability of Section One was .91, Section Two was .84, Section Three was .94 and Section Four was .93.

### Implementation

The process for implementation of this study was based on Dillman's (1978) Total Design Method (TDM). TDM consists of motivating the respondent to return the questionnaire and having a plan that will ensure implementation of the study (Dillman, 1978). With the results from this method, Dillman was able to project that response rates could be 70% for surveys to the general public and 77% for more specialized populations (Dillman, 1978).

The planned process for this study utilized an original and three-follow up mailings. The questionnaire, a cover letter stating the purpose of the study and the need for the respondent's participation, a self-addressed stamped envelope, and a reply post card were mailed to each participant. The participants were asked to respond to the questionnaire and return only the questionnaire in the self-addressed stamped envelope. The cover letter included a return date. After the questionnaire was completed and returned, the participant was to sign and separately return the reply post card. The questionnaire did not have any identifying marks. The reply post card served as the tracking mechanism of the respondents

for the questionnaire.

One week after the original mailing, participants were sent a post card reminder. This post card reminder had two purposes: a thank you for the participants who had responded and a gentle nudge that asked for the completion and return of the questionnaire if the respondent had not done so. Two weeks following the post card reminder, a revised cover letter and an original questionnaire mailing were sent to participants who had not returned their questionnaire. Since the return rate for the questionnaire was 82%, the third mailing was not sent.

### Method of Analysis

The chi square test of independence, a nonparametric technique, was used to test the hypotheses of the study (Ferguson, 1976). The data consisted of analyses of the six variables on the 60 questions that appeared on the instrument. The test of independence addressed the question, "Were the perceptions of the respondents independent of their age, their number of years in education, the size of K-8 school districts, the size of K-12 school districts, their gender and their position in education?"

In the tables, the observed frequencies were entered and the expected frequencies were calculated for each variable on each question. The chi square value was calculated and the associated p value was determined. If the p value was  $> .05$ , the null hypothesis was retained; therefore, the perceptions and the categories were independent of each other. If the p value was  $< .05$ , the null hypothesis was rejected; therefore, the perceptions and the categories were dependent on each other. When significance was found, the researcher compared the observed and expected frequencies to determine the direction of the dependency.

#### Level of Significance

All hypotheses were tested at the .05 level of significance. Setting the alpha level at .05 was chosen to provide a balance between the probability of committing a Type I and Type II error (Huck and Cormier, 1996). The consequences of a Type I error, rejecting a true null, may result in noting a difference in perceptions among education categories that does not exist. A Type II error, retaining a false null, has the consequence of not

considering a difference in perceptions among education categories that does exist. The researcher considered the consequences of Type I and Type II errors equal thus an alpha of .05 was chosen.

### Statistical Hypotheses

The following hypotheses were tested:

1. Perceptions regarding the duties of the office of county superintendent of schools in Montana are independent of the position held by the respondent.
2. Perceptions regarding the qualifications for the office of county superintendent of schools in Montana are independent of the position held by the respondent.
3. Perceptions regarding the necessity of the office of county superintendent of schools in Montana are independent of the position held by the respondent.
4. Perceptions regarding the abolishment of the office of county superintendent of schools are independent of the position held by the respondent.
5. Perceptions regarding the duties of the office of county

superintendent of schools in Montana are independent of age of respondent.

6. Perceptions regarding the qualifications for the office of county superintendent of schools in Montana are independent of age of respondent.

7. Perceptions regarding the necessity of the office of county superintendent of schools in Montana are independent of the age of the respondent.

8. Perceptions regarding the abolishment of the office of county superintendent of schools are independent of the age of the respondent.

9. Perceptions regarding the duties of the office of county superintendent of schools in Montana are independent of gender of respondent.

10. Perceptions regarding the qualifications for the office of county superintendent of schools in Montana are independent of gender of respondent.

11. Perceptions regarding the necessity of the office of county superintendent of schools in Montana are independent of the gender of the respondent.



12. Perceptions regarding the abolishment of the office of county superintendent of schools are independent of the gender of the respondent.

13. Perceptions regarding the duties of the office of county superintendent of schools in Montana are independent of the number of years in education of the respondent.

14. Perceptions regarding the qualifications for the office of county superintendent of schools in Montana are independent of the number of years in education of the respondent.

15. Perceptions regarding the necessity of the office of county superintendent of schools in Montana are independent of the numbers of years in education of the respondent.

16. Perceptions regarding the abolishment of the office of county superintendent of schools are independent of the number of years in education of the respondent.

17. Perceptions regarding the duties of the office of county superintendent of schools in Montana are independent of the size of the school district of the respondent.

18. Perceptions regarding the qualifications of the office of county superintendent of schools in Montana are independent of the

size of the school district of the respondent.

19. Perceptions regarding the necessity of the office of county superintendent of schools in Montana are independent of the size of the school district of the respondent.

20. Perceptions regarding the abolishment of the office of county superintendent of schools in Montana are independent of the size of the school district of the respondent.

#### Delimitations

1. The study used six education groups that work closely with the office of county superintendent.

2. The populations for the study were people from within the State of Montana serving in education related positions during the 1997-98 school year.

## CHAPTER III

ANALYSIS OF DATA

The analyses of the data are presented in two sections. First, the characteristics of the six education related positions that responded to the questionnaire are explained. Second, the analyses are presented in tables summarizing the results of the chi square tests of independence followed by an analysis of each variable on the 60 questions from the questionnaires. A p-value table is in appendix F.

Characteristics of Respondents

Table 3. Number and percentage of responses

| Categories                                 | Population | Sample | Responses | Percentage |
|--------------------------------------------|------------|--------|-----------|------------|
| County Superintendent                      | 55         | 55     | 45        | 82         |
| District Superintendent                    | 187        | 127    | 110       | 87         |
| School Clerk/Business Official             | 332        | 181    | 152       | 84         |
| Head/Supervising Teacher                   | 123        | 94     | 65        | 69         |
| Chairperson of small rural school district | 123        | 94     | 58        | 62         |
| Principal of K-8 school district           | 21         | 21     | 18        | 86         |
| Did not list a position in education       | 0          | 0      | 19        | 5          |
| Total                                      | 841        | 572    | 467       | 82         |

Table 3 presents the number and percentage of each position responding to the questionnaire. The total response percentage was 82 with a low response of 69 and 62 respectively from head teachers and chairpersons of small-rural school districts. District superintendents responded with an 87 percent rate, and principals of K-8 school districts responded with an 86 percent rate. The school district clerks followed with 84 percent, and county superintendents responded, as did the total of all categories, which was an 82 percent. Of the returned questionnaires, five percent did not list a position.

The six education-related categories of respondents were divided into eight categories because of the difference between district superintendents either as a superintendent of a K-12 or a K-8 school district. The other category which was divided was the school clerks. It was also divided in K-12 and K-8 clerks. With these two categories divided, the number of positions was increased to eight.

Table 4. Number and percentage of respondents by age

| Position         | 18-30 | 31-40 | 41-50 | 51-60 | Over 60 | Total | Percentage |
|------------------|-------|-------|-------|-------|---------|-------|------------|
| CS               | 1     | 3     | 14    | 19    | 8       | 45    | 10         |
| K-12 DS          | 1     | 8     | 42    | 45    | 0       | 96    | 21.5       |
| K-8 DS           | 0     | 0     | 8     | 5     | 1       | 14    | 3.1        |
| K-12 Clerks      | 3     | 24    | 28    | 23    | 5       | 83    | 18.5       |
| K-8 Clerks       | 2     | 18    | 22    | 22    | 5       | 69    | 15.4       |
| Head Teacher     | 18    | 11    | 24    | 9     | 3       | 65    | 14.5       |
| Chairperson      | 3     | 24    | 27    | 2     | 2       | 58    | 13         |
| Principal        | 0     | 6     | 6     | 5     | 1       | 18    | 4          |
| Total Percentage | 6.25  | 21    | 38    | 29    | 6       | 448   | 100        |

Table 4 presents the percentage of responses by age of the respondent. The 41-50 age range contained the largest number of the respondents which was 38 percent. County superintendents and K-12 school district superintendents had the largest number of respondents in the 51-60 age range. The other positions had their largest number of respondents in the 41-50 age range. Head teachers had 18 percent in the 18-30 age range which was the highest in that age group.

Table 5. Number and percentage of responses the number of years in education.

| Position     | 0-5 | 6-10 | 11-20 | 21-30 | Over 30 | Total | Percentage |
|--------------|-----|------|-------|-------|---------|-------|------------|
| CS           | 3   | 4    | 12    | 14    | 12      | 45    | 10.5       |
| K-12 DS      | 1   | 1    | 20    | 62    | 11      | 95    | 22         |
| K-8 DS       | 0   | 0    | 4     | 6     | 4       | 14    | 3.3        |
| K-12 Clerks  | 12  | 19   | 28    | 14    | 6       | 79    | 18.5       |
| K-8 Clerks   | 8   | 16   | 26    | 13    | 0       | 63    | 14.7       |
| Head Teacher | 18  | 11   | 22    | 10    | 3       | 64    | 15         |
| Chairperson  | 22  | 14   | 11    | 3     | 1       | 51    | 12         |
| Principal    | 0   | 2    | 5     | 9     | 1       | 17    | 4          |
| Total        | 15  | 16   | 30    | 31    | 8       | 428   | 100        |
| Percentage   |     |      |       |       |         |       |            |

Table 5 presents the numbers and percentages for positions and the number of years in education. The range from 11-30 years had 61 percent of the respondents. The ranges from 0-5 and 6-10 years were very close in percentage, which were 15 and 16 respectively. Of the total number of returned questionnaires, eight percent did not list the number of years in education.

Table 6. Numbers and percentage of responses by K-8 school districts.

| K-8 SD       | 1 -<br>20 | 21 -<br>50 | 51 -<br>300 | 301 -<br>600 | Over 600 | Responses | Percentage |
|--------------|-----------|------------|-------------|--------------|----------|-----------|------------|
| K-8 DS       | 0         | 0          | 10          | 3            | 1        | 14        | 6          |
| K-12 Clerks  | 1         | 0          | 1           | 0            | 0        | 2         | .8         |
| K-8 Clerks   | 20        | 13         | 26          | 4            | 6        | 69        | 30         |
| Head Teacher | 34        | 17         | 12          | 2            | 0        | 65        | 28         |
| Chairperson  | 34        | 10         | 16          | 1            | 0        | 61        | 27         |
| Principal    | 1         | 1          | 15          | 1            | 0        | 18        | 8          |
| Total        | 39        | 18         | 35          | 5            | 3        | 229       | 100        |
| Percentage   |           |            |             |              |          |           |            |

Table 6 presents the responses and percentage for positions and K-8 size school districts. The less than 20 population school districts had the largest return rate with 39 percent. School districts with a population between 51-300 had a 35 percent response rate. The majority of the K-8 district superintendents and K-8 clerks were in the 51-300 population range. Eight percent of the total K-8 school districts had a population of over 300.

Table 7. Number and percentage of responses of size K-12 school districts.

| K-12 School District | AA | A  | B  | C  | Responses | Percentage |
|----------------------|----|----|----|----|-----------|------------|
| K-12 DS              | 4  | 11 | 26 | 54 | 95        | 55         |
| K-12 Clerks          | 3  | 11 | 14 | 50 | 78        | 45         |
| Total by Percentage  | 4  | 13 | 23 | 60 | 173       | 100        |

Table 7 presents the number of responses and percentages of the K-12 school districts. Fifty-five percent of all responses came from district superintendents and the majority of them were from Class C size school districts.

Table 8. Number and percentage of responses and gender

| Gender                                         | Female | Male | Responses | Percentage |
|------------------------------------------------|--------|------|-----------|------------|
| CS                                             | 33     | 13   | 46        | 10.2       |
| K-12 DS                                        | 8      | 88   | 96        | 21.3       |
| K-8 DS                                         | 2      | 12   | 14        | 3.1        |
| K-12 Clerks                                    | 67     | 15   | 82        | 18.2       |
| K-8 Clerks                                     | 64     | 6    | 70        | 15.6       |
| Head Teachers                                  | 57     | 8    | 65        | 14.5       |
| Chairperson of small-rural<br>school districts | 17     | 42   | 59        | 13.1       |
| Principals                                     | 12     | 6    | 18        | 4          |
| Total Responses                                | 260    | 190  | 450       |            |
| Total by Percentage                            | 58     | 42   |           | 100        |

Table 8 presents the number of responses and percentages by position and gender. Females were the larger of the respondent categories with 58 percent compared to 42 percent for males. The male K-12 district superintendent category comprised the largest single group of respondents. The percentage of respondents in that category was 46 percent. K-12 clerk, K-8 clerk and head teacher categories contained high numbers of female respondents.

#### Chi Square Tests of Independence Analyses

Each section of the questionnaire was analyzed on the variables of age, the number of years in education, the size of the



school district, gender, and the position held by the respondent. The statistical hypotheses are presented by section beginning with the duties, qualifications, necessity and abolishment of the office of county superintendent of schools. Additionally, the variable of size of school district was divided into the size of the K-8 school district and the size of the K-12 school district. To provide more accurate information for analysis of data, the demographic information provided by the respondents on the questionnaire was divided into these two separate size school districts.

Throughout the analyses the rating scale was combined from four ratings to two. The extremely important and very important ratings were combined into important. The of little importance and not important at all were combined into unimportant. This combination was for ease of analysis.

## Duties

### Question 1

Question 1: the county superintendent determines, establishes, and reestablishes the trustee nominating districts.

Table 9: Test of Independence

Responses to Question 1 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                      | df | chi square | p value |
|-------------------------------|----|------------|---------|
| Age                           | 12 | 8.335      | .7585   |
| Numbers of years in education | 12 | 18.41      | .1144   |
| K-8 size school district      | 12 | 17.314     | .1382   |
| K-12 size school district     | 9  | 11.1       | .269    |
| Gender                        | 3  | 10.775     | .0130*  |
| Position                      | 21 | 42.457     | .0037*  |

\* significant at alpha=.05

Table 9 presents the analysis of the perceived importance of the duty in Question 1 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 1, perceptions were independent of age, number of years in education, K-8 size school district and K-12 size school district. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Gender

The chi square value was 10.775 with a p value of .013. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 42.457 with a p value of .0037. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, head teachers, and small-rural school board chairpersons perceived the duty as more important than did K-12 district superintendents. Fifty-nine percent of the total respondents rated this duty important.

## Question 2

Question 2: the county superintendent administers and files the oaths of trustees.

Table 10: Test of Independence

Responses to Question 2 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                   | df | chi square | p value |
|----------------------------|----|------------|---------|
| Age                        | 12 | 20.515     | .058    |
| Numbers years in education | 12 | 24.493     | .0174*  |
| K-8 size school district   | 12 | 21.786     | .0399*  |
| K-12 size school district  | 9  | 17.801     | .0376*  |
| Gender                     | 3  | 11.902     | .0077*  |
| Position                   | 21 | 82.757     | .0000*  |

\* significant at  $\alpha=.05$

Table 10 presents the analysis of the perceived importance of the duty in Question 2 cross tabulated with the variables: age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 2, perceptions were independent of age. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

Number of years in education

The chi square value was 24.493 with a p value of .0174. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have ten or less years in education rated the duty more important than did respondents with more than 20 years in education.

K-8 size school district

The chi square value was 21.786 with a p value of .0399. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty as more important than did respondents from school district with more than 50 students.

K-12 size school district

The chi square value was 17.801 with a p value of .0376. Therefore, the null hypothesis was rejected. The respondents of

size K-12 school districts and their perceptions were dependent on each other.

Class AA, A, and B school districts responded that the duty was less important than did Class C school districts.

### Gender

The chi square value was 11.902 with a p value of .0077. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 82.757 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had more importance than did K-12 district superintendents, K-12 clerks, principals and K-8 district superintendents. Fifty-five percent of the respondents rated the duty as unimportant.

### Question 3

Question 3: the county superintendent registers teacher, administrator and specialist certificates.

Table 11: Test of Independence

Responses to Question 3 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 33.132     | .0009*  |
| Number of years in education | 12 | 37.667     | .0002*  |
| K-8 size school district     | 12 | 28.578     | .0046*  |
| K-12 size school district    | 9  | 19.765     | .0192*  |
| Gender                       | 3  | 34.59      | .0000*  |
| Position                     | 21 | 103.58     | .0000*  |

\* significant at  $\alpha=.05$

Table 11 presents the analysis of the perceived importance of the duty in Question 3 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

#### Age

The chi square value was 33.132 with a p-value of .0009. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents 40 and younger and over 60 rated the duty more important than did respondents who were between 40 and 60 years old.

#### Number of years in education

The chi square value was 37.667 with a p value of .0002. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have been in education for 20 or less years compared to respondents who have over 20 years in education rated the duty important.

#### K-8 size school district

The chi square value was 28.578 with a p value of .0046. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty of greater importance than did respondents from school districts over 20 students.



K-12 size school district

The chi square value was 19.795 with a p value of .0192. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents rated the duty less important than did Class C respondents. Sixty percent of the Class AA and A school districts compared to 35 percent of the Class C school districts rated this duty less important.

Gender

The chi square value was 34.59 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 103.58 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had greater importance than did K-12 and K-8 district superintendents. Forty-seven percent of the K-12 district superintendents responded more favorably relative to the importance of the duty compared to 89 percent of the county superintendents.

#### Question 4

Question 4: the county superintendent acts on tuition and transportation contracts.

Table 12: Test of Independence

Responses to Question 4 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 12.913     | .3754   |
| K-8 size school district     | 12 | 16.247     | .1802   |
| Number of years in education | 12 | 25.869     | .0112*  |
| K-12 size school district    | 9  | 22.499     | .0074*  |
| Gender                       | 3  | 13.744     | .0033*  |
| Position                     | 21 | 71.949     | .0000*  |

\* significant at  $\alpha=.05$

Table 12 presents the analysis of the perceived importance of the duty in Question 4 cross tabulated with the variables, age,

number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 4, perceptions were independent of age and K-8 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Number of years in education

The chi square value was 25.869 with a p value of .0112. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have 20 or less years in education rated the duty important compared to respondents with over 20 years in education.

#### K-12 size school district

The chi square value was 22.499 with a p value of .0074. Therefore, the null hypothesis was rejected. The respondents of K-12 size school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents rated the duty not important compared to Class C school districts responses. One-hundred percent of the Class AA respondents compared to 28 percent of the Class C school districts rated the duty unimportant.

### Gender

The chi square value was 13.744 with a p value of .0033. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 71.949 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had importance compared to the K-12 and K-8 district superintendents and principals.

### Question 5

Question 5: the county superintendent files a copy of districts' annual audit report.

Table 13: Test of Independence

Responses to Question 5 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 23.522     | .0236*  |
| Number of years in education | 12 | 31.304     | .0018*  |
| K-8 size school district     | 12 | 47.385     | .0000*  |
| K-12 size school district    | 9  | 17.158     | .0463*  |
| Gender                       | 3  | 12.544     | .0057*  |
| Position                     | 21 | 119.713    | .0000*  |

\* significant at alpha = .05

Table 13 presents the analysis of the perceived importance of the duty in Question 5 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

#### Age

The chi square value was 23.522 with a p value of .0236. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents of age 40 and younger perceived the duty of greater importance than did respondents between 50 and 60.

#### Number of years in education

The chi square value was 31.304 with a p value of .0018. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have ten or less years in education rated the duty more important than did respondents who have over 20 years in education.

#### K-8 size school district

The chi square value was 47.385 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents of K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 50 and less students rated the duty of greater importance than did the other respondents.

#### K-12 size school district

The chi square value was 17.158 with a p value of .0463.

Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

All K-12 school districts respondents rated the duty unimportant.

### Gender

The chi square value was 12.544 with a p value of .0057. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 119.713 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, head teachers and small-rural school board chairpersons responded that the duty had more importance than did K-12 school district superintendents, K-8 school district superintendents, K-12 clerks, and principals.

### Question 6

Question 6: the county superintendent classifies school districts.

Table 14: Test of Independence

Responses to Question 6 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 18.001     | .1157   |
| K-12 size school district    | 9  | 13.562     | .1388   |
| Number of years in education | 12 | 36.007     | .0003*  |
| K-8 size school district     | 12 | 29.372     | .0035*  |
| Gender                       | 3  | 25.79      | .0000*  |
| Position                     | 21 | 85.966     | .0000*  |

\* significant at  $\alpha=.05$

Table 14 presents the analysis of the perceived importance of the duty in Question 6 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 6, perceptions are independent of age and K-12 size school districts. For these analyses, the p values associated with the chi square statistic was greater than 0.05. Therefore, the null hypotheses were retained.



Number of years in education

The chi square value was 36.007 with a p value of .0003. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have 20 years or less in education rated the duty more important than did respondents who have over 20 years in education.

K-8 size school district

The chi square value was 29.372 with a p value of .0035. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 50 and less students rated the duty of greater importance than did the school district with over 50 students.

Gender

The chi square value was 25.79 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents'

gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 85.97 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 clerks, head teachers and small-rural school district chairpersons responded that the duty had more importance than did the K-12 and K-8 school district superintendents. Twenty-six percent of the county superintendents rated the duty unimportant compared to 74 percent of the K-12 school district superintendents.

### Question 7

Question 7: the county superintendent reconciles the district boundaries of the county and keeps a transcript.

Table 15: Test of Independence

Responses to Question 7 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Number of years in education | 12 | 18.277     | .1075   |
| K-8 size school district     | 12 | 13.804     | .3134   |
| Age                          | 12 | 23.545     | .0234*  |
| K-12 size school district    | 9  | 17.365     | .0433*  |
| Gender                       | 3  | 14.473     | .0023*  |
| Position                     | 21 | 39.97      | .0075*  |

\* significant at  $\alpha=.05$

Table 15 presents the analysis of the perceived importance of the duty in Question 7 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 7, perceptions were independent of the number of years in education and size K-8 school district. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Age

The chi square value was 23.545 with a p value of .0234. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

A majority of all respondents rated the duty important.

K-12 size school district

The chi square value was 17.365 with a p value of .0433. Therefore, the null hypothesis was rejected. The respondents' of size K-12 school districts and their perceptions were dependent on each other.

Class AA school districts respondents rated the duty less important than did respondents of Class A, B, and C school districts.

Gender

The chi square value was 14.473 with a p value of .0023. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 39.97 with a p value of .0075. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers, K-12 clerks, chairpersons, and principals responded that the duty had more importance than did the K-12 school district superintendents. Eleven percent of the county superintendents rated the duty unimportant compared to 43 percent of the K-12 school district superintendents.

### Question 8

Question 8: the county superintendent acts on organization, alteration, or abandonment of districts.

Table 16: Test of Independence

Responses to Question 8 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Number of years in education | 12 | 17.224     | .1414   |
| K-8 size school district     | 12 | 8.305      | .7609   |
| K-12 size school district    | 9  | 12.985     | .1633   |
| Age                          | 12 | 25.529     | .0125*  |
| Gender                       | 3  | 11.755     | .0083*  |
| Position                     | 21 | 54.102     | .0001*  |

\* significant at alpha = .05

Table 16 presents the analysis of the perceived importance of the duty in Question 8 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 8, perceptions were independent of the number of years in education, K-8 size school district and K-12 size school district. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Age

The chi square value was 25.529 with a p value of .0125. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

A majority of all respondents rated the duty important.

#### Gender

The chi square value was 11.755 with a p value of .0083. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 54.102 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had more importance than did K-12 and K-8 school district superintendents. Sixty-nine percent of the respondents rated the duty important.

Question 9

Question 9 the county superintendent acts on school unification.

Table 17: Test of Independence

Responses to Question 9 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                      | df | chi square | p value |
|-------------------------------|----|------------|---------|
| Age                           | 12 | 10.282     | .5913   |
| Numbers of years in education | 12 | 17.060     | .1474   |
| K-8 size school district      | 12 | 14.476     | .2713   |
| K-12 size school district     | 9  | 12.988     | .1632   |
| Gender                        | 3  | 11.417     | .0097*  |
| Position                      | 21 | 60.95      | .0000*  |

\* significant at alpha = .05

Table 17 presents the analysis of the perceived importance of the duty in Question 9 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 9, perceptions were independent of age, number of years in education, K-8 size school districts and K-12 size school districts. For these analyses, the p values associated with the chi square were greater than 0.05. Therefore, the null hypotheses were retained.



Gender

The chi square value was 11.417 with a p value of .0097. Therefore, the null hypothesis was rejected. The respondent's gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 60.65 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 school superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty was more important than did the K-12 school district superintendents.

Question 10

Question 10: the county superintendent estimates the average number belonging (ANB) for a new or reopening of a school.

Table 18: Test of Independence

Responses to Question 10 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                      | df | chi square | p value |
|-------------------------------|----|------------|---------|
| Age                           | 12 | 13.303     | .3474   |
| Numbers of years in education | 12 | 20.094     | .0653   |
| K-12 size school district     | 9  | 14.48      | .1062   |
| K-8 size school district      | 12 | 32.243     | .0013*  |
| Gender                        | 3  | 21.895     | .0001*  |
| Position                      | 21 | 78.326     | .0000*  |

\* significant at alpha = .05

Table 18 presents the analysis of the perceived importance of the duty in Question 10 cross tabulated with the variables: age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 10, perceptions were independent of age, number of years in education and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-8 size school district

The chi square value was 32.243 with a p value of .0013. Therefore, the null hypothesis was rejected. The respondents' size of K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 600 students rated the duty of greater importance than did respondents from school districts with populations over 600.

Gender

The chi square value was 21.895 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 78.326 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondent's position and their perceptions were dependent on each other.

County superintendents, K-12 clerks, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty was more important than did K-12 district superintendents, K-8 district superintendents, and principals. Twenty-nine percent of the K-12 school district superintendents compared to 80 percent of the county superintendents rated the duty important.

### Question 11

Question 11: the county superintendent acts on school isolation applications.

Table 19: Test of Independence

Responses to Question 11 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 9  | 9.376      | .4033   |
| Age                          | 12 | 29.207     | .0037*  |
| Number of years in education | 12 | 25.245     | .0137*  |
| K-8 size school district     | 12 | 22.08      | .0367*  |
| Gender                       | 3  | 9.778      | .0206*  |
| Position                     | 21 | 76.249     | .0000*  |

\* significant at alpha = .05

Table 19 presents the analysis of the perceived importance of the duty in Question 11 cross tabulated with the variables, age,

number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 11, perceptions were independent of the size of K-12 school districts. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

#### Age

The chi square value was 29.207 with a p value of .0037. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages 51 and 60 rated the duty less important than did other respondents.

#### Number of years in education

The chi square value was 25.245 with a p value of .0137. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have ten or less years in education considered the duty more important than did respondents who have been in education for 21 to 30 years.

#### K-8 size school district

The chi square value was 22.08 with a p value of .0367. The null hypothesis was rejected. The respondents of K-8 size school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty of greater importance than did respondents of school districts with a population over 50.

#### Gender

The chi square value was 9.778 with a p value of .0206. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 76.249 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, head teachers and small-rural school board chairpersons responded that the duty had more importance than did the K-12 district superintendents, K-8 district superintendents, K-12 clerks and principals. Eighty-eight percent of the county superintendents rated the duty important compared to 43 percent of K-12 school district superintendents.

Question 12

Question 12: the county superintendent submits an annual financial report for each school district in the county to the State Superintendent of Public Instruction.

Table 20: Test of Independence

Responses to Question 12 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 16.923     | .1525   |
| Number of years in education | 12 | 18.309     | .1066   |
| K-8 size school district     | 12 | 26.203     | .0100*  |
| K-12 size school district    | 9  | 20.927     | .013*   |
| Gender                       | 3  | 13.419     | .0038*  |
| Position                     | 21 | 100.05     | .0000*  |

\* significant at alpha = .05

Table 20 presents the analysis of the perceived importance of the duty in Question 12 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 12, the perceptions were independent of age and the number of years in education. For these analyses, the p values associated with the chi square statistic were greater than 0.05.

Therefore, the null hypotheses were retained.



K-8 size school district

The chi square value was 26.203 with a p value of .0100. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty more important compared to school districts with populations over 50.

K-12 size school district

The chi square value was 20.927 with a p value of .013. Therefore, the null hypothesis was rejected. The respondents of K-12 size school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents rated the duty less important than did respondents of Class B and C school districts.

Gender

The chi square value was 13.419 with a p value of .0038. Therefore, the null hypothesis was rejected. The respondents'

gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 100.05 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had importance compared to the K-12 district superintendents, K-8 district superintendents and K-12 clerks. Six percent of the county superintendents rated the duty unimportant compared to 43 percent of K-12 district superintendents.

Question 13

Question 13: the county superintendent submits an annual financial report for each school district in the county to the State Superintendent of Public Instruction.

Table 21: Test of Independence

Responses to Question 13 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 15.99      | .1918   |
| Number of years in education | 12 | 22.295     | .0344*  |
| K-8 size school district     | 12 | 26.882     | .008*   |
| K-12 size school district    | 9  | 22.708     | .0069*  |
| Gender                       | 3  | 22.654     | .0001*  |
| Position                     | 21 | 103.053    | .0000*  |

\* significant at alpha = .05

Table 21 presents the analysis of the perceived importance of the duty in Question 13 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 13, perceptions were independent of age. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

Number of years in education

The chi square value was 22.295 with a p value of .0344. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have been in education for 20 or less years rated the duty important compared to respondents who have been in education for 21 to 30 years.

K-8 size school district

The chi square value was 26.882 with a p value of .008. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty more important than did respondents from school districts with a population over 50.

K-12 size school district

The chi square value was 22.708 with a p value of .0069. Therefore, the null hypothesis was rejected. The respondents of

size K-12 school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents rated the duty less important than did respondents from Class C school districts.

### Gender

The chi square value was 22.654 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 103.053 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had more importance than did K-12 district superintendents, K-8 district superintendents and K-12 clerks.

Question 14

Question 14: the county superintendent orders the county treasurer monthly to apportion state, county and other monies.

Table 22: Test of Independence

Responses to Question 14 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 12.546     | .4029   |
| K-8 size school district     | 12 | 11.377     | .4969   |
| Number of years in education | 12 | 23.151     | .0265*  |
| K-12 size school district    | 9  | 17.241     | .0451*  |
| Gender                       | 3  | 21.071     | .0001*  |
| Position                     | 21 | 69.60      | .0000*  |

\* significant at alpha = .05

Table 22 presents the analysis of the perceived importance of the duty in Question 14 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 14, perceptions were independent of age and K-8 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Number of years in education

The chi square value was 23.151 with a p value of .0265. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have ten or less years in education considered the duty of greater importance than did respondents who have been in education for 21 to 30 years.

K-12 size school district

The chi square value was 17.241 with a p value of .0451. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents regarded the duty less important than did Class B and C school districts respondents. Fifty-five percent of Class AA and A school districts compared to 36 percent of Class B and C school districts rated the duty unimportant.

Gender

The chi square value was 21.071 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 69.6 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had more importance than did K-12 district superintendents and principals.



Question 15

Question 15: the county superintendent acts on any request to transfer ANB( Annual Number Belonging).

Table 23: Test of Independence

Responses to Question 15 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 9  | 16.173     | .0634   |
| Age                          | 12 | 21.565     | .0427*  |
| Number of years in education | 12 | 35.069     | .0005*  |
| K-8 size school district     | 12 | 30.996     | .002*   |
| Gender                       | 3  | 24.622     | .0000   |
| Position                     | 21 | 73.344     | .0000*  |

\* significant at  $\alpha = .05$

Table 23 presents the analysis of the perceived importance of the duty in Question 15 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 15, perceptions were independent of the size K-12 school districts respondents. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

Age

The chi square value was 21.565 with a p value of .0427. Therefore, the null hypothesis was rejected. The respondent's age and their perceptions were dependent on each other.

A majority of all respondents rated this duty important.

Number of years in education

The chi square value was 35.069 with a p value of .0005. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have ten or less years in education rated the duty of greater importance than did respondents who have been in education for 21 to 30 years.

K-8 size school district

The chi square value was 30.996 with a p value of .002. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

A majority of respondents from school districts with populations less than 300 students rated the duty more important than did the remaining population groups.

### Gender

The chi square value was 24.622 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 73.344 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, head teachers, and small-rural school board chairpersons responded that the duty had importance compared to the responses of the K-12 district superintendents and principals.

Question 16

Question 16: the county superintendent calculates the revenues for the district and the county levy requirements in each fund and reports the computation to the county commissioners.

Table 24: Test of Independence

Responses to Question 16 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | P value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.854     | .5415   |
| Number of years in education | 12 | 15.049     | .2388   |
| K-8 size school district     | 12 | 16.366     | .1751   |
| K-12 size school district    | 9  | 19.037     | .0249*  |
| Gender                       | 3  | 19.132     | .0003*  |
| Position                     | 21 | 62.36      | .0000*  |

\* significant at alpha = .05

Table 24 presents the analysis of the perceived importance of the duty in Question 16 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 16, perceptions were independent of age, numbers of years in education and size K-8 school districts. For these analysis, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-12 size school district

The chi square value was 19.037 with a p value of .0249. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA school districts respondents rated the duty less important than did Class A, B, and C school districts respondents.

Gender

The chi square value was 19.132 with a p value of .0003. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 62.36 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-8 clerks, head teachers and small-rural school board chairpersons

responded that the duty had more importance compared to the K-12 district superintendents, K-12 clerks, and principals.

### Question 17

Question 17: the county superintendent files and forwards bus drivers certificates, transportation contracts, and state transportation reimbursement claims to the state office.

Table 25: Test of Independence

Responses to Question 17 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 5.879      | .922    |
| Number of years in education | 12 | 17.986     | .1161   |
| K-8 size school district     | 12 | 36.586     | .0003*  |
| K-12 size school district    | 9  | 17.211     | .0455*  |
| Gender                       | 3  | 15.396     | .0015*  |
| Position                     | 21 | 69.216     | .0000*  |

\* significant at alpha = .05

Table 25 presents the analysis of the perceived importance of the duty in Question 17 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 17, perceptions were independent of age and the numbers of years in education. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-8 size school district

The chi square value was 36.586 with a p value of .0003. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty more important than school districts of over 20 students.

#### K-12 size school district

The chi square value was 17.211 with a p value of .0455. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA, A and B school districts respondents considered the duty less important than did Class C school districts respondents.

Gender

The chi square value was 15.396 with a p value of .0015. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 69.216 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 clerk, K-8 clerks, head teachers and small-rural school board chairpersons regarded the duty more important compared to the K-12 district superintendents, K-8 district superintendents, and principals.



Question 18

Question 18: the county superintendent administers without payment the oath of office to trustees.

Table 26: Test of Independence

Responses to Question 18 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 15.801     | .2005   |
| Number of years in education | 12 | 16.18      | .1831   |
| K-12 size school district    | 9  | 10.833     | .2874   |
| K-8 size school district     | 12 | 30.861     | .0021*  |
| Gender                       | 3  | 8.206      | .042*   |
| Position                     | 21 | 68.325     | .0000*  |

\* significant at alpha = .05

Table 26 presents the analysis of the perceived importance of the duty in Question 18 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 18, perceptions were independent of age, the numbers of years in education and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-8 size school district

The chi square value was 30.861 with a p value of .0021. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty more important than did school districts with populations over 20.

Gender

The chi square value was 8.206 with a p value of .042. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 68.326 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks and small-rural school board chairpersons responded that the duty had greater importance than did the K-12 district superintendents, K-8 district superintendents, K-12 clerks, head teachers, and principals.

### Question 19

Question 19: the county superintendent recommends library books and textbook selections to districts without an administrator.

Table 27: Test of Independence

Responses to Question 19 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 3.716      | .988    |
| Number of years in education | 12 | 8.293      | .7618   |
| K-12 size school district    | 9  | 13.585     | .1379   |
| Gender                       | 3  | 6.538      | .0882   |
| Position                     | 21 | 23.491     | .3184   |
| K-8 size school district     | 12 | 23.151     | .0265*  |

\* significant at alpha = .05

Table 27 presents the analysis of the perceived importance of the duty in Question 19 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 19, perceptions were independent of age, the numbers of years in education, K-12 size school district, gender and position. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-8 size school district

The chi square value was 23.151 with a p value of .0265. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts with populations between 51 and 300 rated the duty more unimportant compared to the remaining school districts.

Question 20

Question 20: the county superintendent notifies the State

Superintendent of a textbook dealer's activities under 20-7-605.

Table 28: Test of Independence

Responses to Question 21 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 14.346     | .2792   |
| Number of years in education | 12 | 16.943     | .1517   |
| K-12 size school district    | 9  | 5.605      | .7787   |
| K-8 size school district     | 12 | 22.139     | .036*   |
| Gender                       | 3  | 8.583      | .0354*  |
| Position                     | 21 | 52.642     | .0002*  |

\* significant at alpha = .05

Table 28 presents the analysis of the perceived importance of the duty in Question 20 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 20, perceptions were independent of age, the numbers of years in education and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-8 size school district

The chi square value was 22.139 with a p value of .036. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 20 students rated the duty of greater importance than did respondents from school districts over 20 students.

Gender

The chi square value was 8.583 with a p value of .0354. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi-square value was 52.642 with a p value of .0002. The null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

Small-rural school board chairpersons responded that the duty had importance compared to the majority of the other positions.

### Question 21

Question 21: the county superintendent acts on district requests to allocate federal money for indigent children for school food services.

Table 29: Test of Independence

Responses to Question 21 cross tabulated with age, number of years in education, K-8 \* size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 19.715     | .0727   |
| Number of years in education | 12 | 12.514     | .4053   |
| K-8 size school district     | 12 | 10.765     | .5491   |
| K-12 size school district    | 9  | 18.092     | .0341*  |
| Gender                       | 3  | 11.699     | .0085*  |
| Position                     | 21 | 52.642     | .0002*  |

\* significant at alpha = .05

Table 29 presents the analysis of the perceived importance of the duty in Question 21 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 21, perceptions were independent of age, the numbers of years in education and K-8 size school districts. For

these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-12 size school district

The chi square value was 18.092 with a p value of .0341. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents rated the duty less important than did Class C school district respondents.

#### Gender

The chi square value was 11.699 with a p value of .0085. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

#### Position

The chi square value was 52.642 with a p value of .0002.



Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had importance compared to the K-12 district superintendents, K-8 superintendents, K-12 clerks, and principals. Sixty-six percent of county superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had importance compared to 42 percent of the remaining groups.

#### Question 22

Question 22: the county superintendent performs any other duty prescribed from time to time by law, any other act of the legislature, the policies of the board of public education, the policies of the board of regents relating to community college districts, or the rules of the state superintendent.

Table 30: Test of Independence

Responses to Question 22 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 22.333     | .034*   |
| Number of years in education | 12 | 30.72      | .0022*  |
| K-8 size school district     | 12 | 21.158     | .0481*  |
| K-12 size school district    | 9  | 22.741     | .0068*  |
| Gender                       | 3  | 26.876     | .0000*  |
| Position                     | 21 | 87.111     | .0000*  |

\* significant at alpha = .05

Table 30 presents the analysis of the perceived importance of the duty in Question 22 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

### Age

The chi square value was 22.333 with a p value of .03395. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages of 18 and 50 and over 60 rated the duty more important compared to the respondents between the ages of 51 and 60.

Number of years in education

The chi square value was 30.72 with a p value of .0022.

Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have 20 years or less in education rated the duty more important than did respondents who have been in education for over 20 years. Seventy-two percent of the respondents with 20 years of less in education compared to 51 percent of the over 20 years group rated the duty important.

K-8 size school district

The chi square value was 21.158 with a p value of .0481.

Therefore, the null hypothesis was rejected. The respondents of K-8 size school districts and their perceptions were dependent on each other.

Respondents from school districts of 301 to 600 students rated the duty unimportant compared to the other size school districts.

K-12 size school district

The chi square value was 22.741 with a p value of .0068. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA, A and B school districts respondents rated the duty less important compared to Class C school districts respondents. Sixty-seven percent of Class AA, A and B school districts rated the duty less important compared to 41 percent of Class C school districts respondents

Gender

The chi square value was 26.876 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 87.111 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents'

position and their perceptions were dependent on each other.

County superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had importance compared to the K-12 district superintendents and K-8 district superintendents.

### Question 23

Question 23: the county superintendent keeps a record of official acts and all materials stated by law.

Table 31: Test of Independence

Responses to Question 23 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Number of years in education | 12 | 18.397     | 0.1042  |
| Age                          | 12 | 23.75      | 0.022*  |
| K-8 size school district     | 12 | 32.684     | .0011*  |
| K-12 size school district    | 9  | 18.039     | .0347*  |
| Gender                       | 3  | 28.381     | .0000*  |
| Position                     | 21 | 75.1       | .0000*  |

\* significant at alpha = .05

Table 31 presents the analysis of the perceived importance of the duty in Question 23 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 23, perceptions were independent of the number of years in education. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

#### Age

The chi square value was 23.75 with a p value of .022. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages of 51 and 60 rated the duty less important than did the other age categories.

#### K-8 size school district

The chi square value was 32.684 with a p value of .0011. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of with less than 300 students rated the duty more important than did the school districts with over 300 students.

K-12 size school district

The chi square value was 18.039 with a p value of .0347. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA, A, and B school district respondents rated the duty less important than did Class C school districts respondents. Fifty-seven percent compared to 40 percent rated the duty less important.

Gender

The chi square value was 28.381 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 75.1 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12

clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had more importance than did the K-12 district superintendents.

### Question 24

Question 24: the county superintendent publishes an annual report from each district in the county within 90 days after the close of the school fiscal year.

Table 32: Test of Independence

Responses to Question 24 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 9  | 16.7       | .0536   |
| Age                          | 12 | 21.928     | .0383*  |
| Number of years in education | 12 | 22.623     | .0311*  |
| K-8 size school district     | 12 | 32.539     | .0011*  |
| Gender                       | 3  | 22.088     | .0001*  |
| Position                     | 21 | 83.401     | .0000*  |

\* significant at alpha = .05

Table 32 presents the analysis of the perceived importance of the duty in Question 24 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 24, perceptions were independent of the size of K-



12 school district respondents. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

### Age

The chi square value was 21.928 with a p value of .0383. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents who are 50 or less years old and over 60 rated the duty more important than did respondents between the ages of 51 and 60.

### Number of years in education

The chi square value was 22.623 with a p value of .0311. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have 21 and 30 years in education rated the duty less important than did respondents who have been in education less than 20 years and over 30 years.

K-8 size school district

The chi square value was 32.539 with a p value of .0011.

Therefore, the null hypothesis was rejected. The respondents of K-8 size school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 300 students rated the duty important compared to the school districts with a population over 300.

Gender

The chi square value was 22.088 with a p value of .0000.

Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 83.401 with a p value of .0000.

Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 clerks, K-8 clerks, head

teachers, small-rural school board chairpersons and principals responded that the duty had importance compared to the K-12 district superintendents and K-8 district superintendents.

### Question 25

Question 25: the county superintendent serves as chairman of the county transportation committee.

Table 33: Test of Independence

Responses to Question 25 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 11.682     | .4715   |
| Number of years in education | 12 | 8.815      | .7187   |
| K-12 size school district    | 9  | 6.985      | .6387   |
| Gender                       | 3  | 2.489      | .4773   |
| K-8 size school district     | 12 | 23.635     | .0228*  |
| Position                     | 21 | 56.567     | .0000*  |

\* significant at alpha = .05

Table 33 presents the analysis of the perceived importance of the duty in Question 25 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 25, perceptions were independent of age, number

of years in education, K-12 size school districts and gender. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-8 size school district

The chi-square value was 23.635 with a p value of .0228. Therefore, the null hypothesis was rejected. The respondents of K-8 size school districts and their perceptions were dependent on each other.

The school districts with populations less than 30 rated the duty more important than did the school districts with over 300 students.

#### Position

The chi square value was 56.567 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions rated this duty important.

Question 26

Question 26: the county superintendent serves as a member of the high school boundary commission of the county.

Table 34: Test of Independence

Responses to Question 26 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 15.785     | .2013   |
| Number of years in education | 12 | 16.624     | .1643   |
| K-8 size school district     | 12 | 15.411     | .2198   |
| K-12 size school district    | 9  | 7.219      | .6143   |
| Gender                       | 3  | 7.287      | .0633   |
| Position                     | 21 | 41.406     | .005*   |

\* significant at alpha = .05

Table 34 presents the analysis of the perceived importance of the duty in Question 26 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender, and position.

On Question 26, perceptions were independent of age, number of years in education, K-8 size school district and K-12 size school district. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

### Position

The chi square value was 41.406 with a p value of .0050. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

K-12 district superintendents and principals responded that the duty was unimportant compared to the other positions.

### Question 27

Question 27: the county superintendent is the attendance officer for third class districts who do not appoint a person.

Table 35: Test of Independence

Responses to Question 27 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.14      | .6037   |
| Number of years in education | 12 | 12.664     | .3939   |
| K-8 size school district     | 12 | 12.707     | .3907   |
| K-12 size school district    | 9  | 5.805      | .7592   |
| Gender                       | 3  | 12.564     | .0057*  |
| Position                     | 21 | 42.067     | .0041*  |

\* significant at alpha = .05

Table 35 presents the analysis of the perceived importance of the duty in Question 27 cross tabulated with the variables, age,

number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 27, perceptions were independent of age, number of years in education, K-8 size school districts and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Gender

The chi square value was 12.546 with a p value of .0057. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

#### Position

The chi square value was 42.067 with a p value of .0041. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of K-12 district superintendents responded that the duty had little importance compared to the other categories.

### Question 28

Question 28: the county superintendent serves as clerk of a joint board of trustees for cooperatives.

Table 36: Test of Independence

Responses to Question 28 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 9.125      | .6922   |
| Number of years in education | 12 | 11.337     | .5003   |
| K-12 size school district    | 9  | 5.198      | .8168   |
| K-8 size school district     | 12 | 21.559     | .0428*  |
| Gender                       | 3  | 13.321     | .004*   |
| Position                     | 21 | 45.491     | .0015*  |

\* significant at alpha = .05

Table 36 presents the analysis of the perceived importance of the duty in Question 28 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 28, perceptions were independent of age, number of years in education and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.



K-8 size school district

The chi square value was 21.56 with a p value of .0428.

Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of less than 50 and between 301 and 600 rated the duty more important than did the school districts with populations between 51 and 300 and over 600.

Gender

The chi square value was 13.321 with a p value of .004.

Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 45.491 with a p value of .0015.

Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had more importance than did the K-12 district superintendents, K-8 district superintendents, K-12 clerks and principals.

### Question 29

Question 29: the county superintendent assists trustees with school supervision of districts without an administrator.

Table 37: Test of Independence

Responses to Question 29 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 11.36      | .4983   |
| Number of years in education | 12 | 17.471     | .1327   |
| K-8 size school district     | 12 | 16.03      | .1899   |
| K-12 size school district    | 9  | 21.667     | .01*    |
| Gender                       | 3  | 14.59      | .0022*  |
| Position                     | 21 | 53.008     | .0001*  |

\* significant at alpha = .05

Table 37 presents the analysis of the perceived importance of the duty in Question 29 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 29, perceptions were independent of age, number of years in education and K-8 size school districts. For these analyses, the p-values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-12 size school district

The chi square value was 21.667 with a p value of .010. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA school districts respondents rated the duty less important than did Class A, B, and C school districts respondents.

#### Gender

The chi square value was 14.59 with a p value of .0022. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 53.008 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions rated this duty important.

### Question 30

Question 30: the county superintendent directs teachers on instruction, pupil discipline, and other duties of schools without an administrator.

Table 38: Test of Independence

Responses to Question 30 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.109     | .6064   |
| K-12 size school district    | 9  | 16.807     | .0518   |
| Number of years in education | 12 | 23.84      | .0214*  |
| K-8 size school district     | 12 | 21.917     | .0385*  |
| Gender                       | 3  | 15.598     | .0014*  |
| Position                     | 21 | 59.535     | .0000*  |

\* significant at alpha = .05

Table 38 presents the analysis of the perceived importance of the duty in Question 30 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size

school district, gender and position.

On Question 30, perceptions were independent of age and K-12 size school districts. For these analyses, the p-values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Number of years in education

The chi square value was 23.84 with a p value of .0214. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

#### K-8 size school district

The chi square value was 21.917 with a p value of .0385. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

A majority of all respondents rated the duty important.

Gender

The chi square value was 15.598 with a p value of .0014. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 59.535 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all respondents rated the duty important.

Question 31

Question 31: the county superintendent observes the instructional methods, ability of the teacher progress and discipline of the pupils, and the general conditions of school districts without an administrator.

Table 39: Test of Independence

Responses to Question 31 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.938     | .5343   |
| Number of years in education | 12 | 15.808     | .2002   |
| K-8 size school district     | 12 | 14.727     | .2567   |
| K-12 size school district    | 9  | 11.229     | .2603   |
| Gender                       | 3  | 22.103     | .0001*  |
| Position                     | 21 | 62.552     | .0000*  |

\* significant at alpha = .05

Table 39 presents the analysis of the perceived importance of the duty in Question 31 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 31, perceptions were independent of age, number of years in education, K-8 size school districts and K-12 size school districts. For these analyses, the p-values associated with the chi

square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

### Gender

The chi square value was 22.103 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 62.552 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other. A majority of all respondents rated the duty important.

### Question 32

Question 32: the county superintendent consults with trustees of school districts without an administrator on all school matters that may be found during school visits or may otherwise come to the attention of the county superintendent.



Table 40: Test of Independence

Responses to Question 32 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 13.254     | .3508   |
| K-8 size school district     | 12 | 19.13      | .0854   |
| K-12 size school district    | 9  | 10.06      | .3457   |
| Number of years in education | 12 | 28.745     | .0043*  |
| Gender                       | 3  | 22.402     | .0001*  |
| Position                     | 21 | 70.573     | .0000*  |

\* significant at alpha = .05

Table 40 presents the analysis of the perceived importance of the duty in Question 32 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 33, perceptions were independent of age, K-8 size school districts and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Number of years in education

The chi square value was 28.745 with a p value of .0043. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions are dependent on

each other.

Respondents who have been in education between 20 and 30 years rated the duty less important compared to the other respondents.

### Gender

The chi square value was 22.402 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 70.573 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had importance compared to the K-12 district superintendents, K-12 clerks and principals. Seventy-nine percent of all the respondents rated the duty important.

Question 33

Question 33: the county superintendent has the authority to request, accept, and disburse money from federal, state, and private source for purposes of public education.

Table 41: Test of Independence

Responses to Question 33 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 15.7       | .2054   |
| Number of years in education | 12 | 18.978     | .0891   |
| K-8 size school district     | 12 | 17.467     | .1329   |
| K-12 size school district    | 9  | 29.233     | .0006*  |
| Gender                       | 3  | 22.741     | .0001*  |
| Position                     | 21 | 78.436     | .0000*  |

\* significant at alpha = .05

Table 41 presents the analysis of the perceived importance of the duty in Question 33 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 33, perceptions were independent of age, number of years in education and K-8 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-12 size school district

The chi square value was 29.233 with a p value of .0006. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA and A school districts respondents rated the duty less important than did Class B and C school districts respondents.

Gender

The chi square value was 22.741 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 78.436 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board

chairpersons, and principals responded that the duty had importance compared to the K-12 district superintendents.

### Question 34

Question 34: the county superintendent hears and decides all matters of controversy arising in the county resulting from decisions of the trustees of a district in the county.

Table 42: Test of Independence

Responses to Question 34 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 19.762     | .0717   |
| Number of years in education | 12 | 16.689     | .1617   |
| K-8 size school district     | 12 | 12.186     | .4309   |
| K-12 size school district    | 9  | 11.8       | .2248   |
| Gender                       | 3  | 13.473     | .0037*  |
| Position                     | 21 | 67.995     | .0000*  |

\* significant at alpha = .05

Table 42 presents the analysis of the perceived importance of the duty in Question 34 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 34, perceptions were independent of age, number of years in education, K-8 size school districts and K-12 size school

districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

### Gender

The chi-square value was 13.473 with a p value of .0037. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 67.995 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions rated this duty important.

### Question 35

Question 35: the county superintendent appoints trustees when vacancies occur during non-election periods.

Table 43: Test of Independence

Responses to Question 35 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 11.498     | .4868   |
| Number of years in education | 12 | 7.072      | .8529   |
| K-8 size school district     | 12 | 6.258      | .9025   |
| Gender                       | 3  | 5.115      | .1635   |
| K-12 size school district    | 9  | 27.334     | .0012*  |
| Position                     | 21 | 41.292     | .0052*  |

\* significant at alpha = .05

Table 43 presents the analysis of the perceived importance of the duty in Question 35 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 35, perceptions were independent of age, number of years in education, K-8 size school district and gender. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-12 size school district

The chi square value was 27.334 with a p value of .0012. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on

each other.

Class AA and A school districts respondents rated the duty less important than did Class C school districts respondents.

### Position

The chi square value was 41.292 with a p value of .0052. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

K-12 district superintendents responded that the duty had less importance than did the other positions.

### Question 36

Question 36: the county superintendent assists school districts with legal issues.

Table 44: Test of Independence

Responses to Question 36 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 12.645     | .3954   |
| Number of years in education | 12 | 15.906     | .1956   |
| K-8 size school district     | 12 | 22.685     | .0305*  |
| K-12 size school district    | 9  | 22.157     | .0084*  |
| Gender                       | 3  | 25.15      | .0000*  |
| Position                     | 21 | 95.549     | .0000*  |

\* significant at alpha = .05



Table 44 presents the analysis of the perceived importance of the duty in Question 36 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 36, perceptions were independent of age and the number of years in education. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-8 size school district

The chi square value was 22.685 with a p value of .0305. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts less than 600 rated the duty more important than did the school districts with a population over 600. Eight-two percent compared to 42 percent rated the duty important.

#### K-12 size school district

The chi square value was 22.157 with a p value of .0084.

Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA, A and B school districts respondents rated the duty less important than did Class C school districts respondents.

### Gender

The chi square value was 25.15 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 95.549 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

K-12 district superintendents responded that the duty had less importance than did the other positions.

Question 37

Question 37: the county superintendent assists with hiring personnel.

Table 45: Test of Independence

Responses to Question 37 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 14.643     | .2615   |
| K-8 size school district     | 12 | 14.484     | .2709   |
| K-12 size school district    | 9  | 10.094     | .3429   |
| Number of years in education | 12 | 21.509     | .0434*  |
| Gender                       | 3  | 19.806     | .0002*  |
| Position                     | 21 | 79.701     | .0000*  |

\* significant at alpha = .05

Table 45 presents the analysis of the perceived importance of the duty in Question 37 cross tabulated with the variables, age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 37, perceptions were independent of age, K-8 size school districts and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Number of years in education

The chi square value was 21.509 with a p value of .0434. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

A majority of all respondents rated the duty unimportant.

Gender

The chi square value was 19.806 with a p value of .0002. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 79.701 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, head teachers and small-rural school board chairpersons responded that the duty had more importance compared to the K-12 district superintendents, K-8 district

superintendents, K-12 clerks, K-8 clerks, and principals. Fifty-eight percent compared to 29 percent rated the duty important.

### Question 38

Question 38: the county superintendent plans and conducts staff development.

Table 46: Test of Independence

Responses to Question 38 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Number of years in education | 12 | 20.909     | .0517   |
| K-12 size school district    | 9  | 8.024      | .5318   |
| Age                          | 12 | 25.873     | .0112*  |
| K-8 size school district     | 12 | 33.569     | .0008*  |
| Gender                       | 3  | 30.677     | .0000*  |
| Position                     | 21 | 108.09     | .0000*  |

\* significant at alpha = .05

Table 46 presents the analysis of the perceived importance of the duty in Question 38 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 38, the perceptions were independent of the number of years in education and K-12 size school districts . For

these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Age

The chi square value was 25.873 with a p value of .0112. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages of 41 and 60 rated the duty less important than did the other respondents. Fifty-one percent compared to 35 percent rated the duty less important.

#### K-8 size school district

The chi square value was 33.569 with a p value of .0008. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 50 or less students rated the duty more important than did the other respondents.

#### Gender

The chi square value was 30.677 with a p value of .0000.

Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 108.09 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had more importance compared to the K-12 district superintendents, K-8 district superintendents and K-12 clerks.

### Question 39

Question 39: the county superintendent assists with curriculum development.

Table 47: Test of Independence

Responses to Question 39 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 9  | 9.503      | .3922   |
| Age                          | 12 | 21.13      | .0485*  |
| Number of years in education | 12 | 23.148     | .0265*  |
| K-8 size school district     | 12 | 32.393     | .0011*  |
| Gender                       | 3  | 25.90      | .0000*  |
| Position                     | 21 | 97.794     | .0000*  |

\* significant at alpha = .05

Table 47 presents the analysis of the perceived importance of the duty in Question 39 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 39, perceptions were independent of K-12 size school districts were independent. For this analysis, the p value associated with the chi square statistic was greater than 0.05.

Therefore, the null hypothesis was retained.

### Age

The chi square value was 21.13 with a p value of .0485.

Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.



Respondents between the ages of forty one and sixty rated the duty less important than did the other respondents

Number of years in education

The chi square value was 23.148 with a p value of .0265. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have between 21 and 30 years in education rated the duty less important than the other respondents. Fifty-nine percent compared to 43 percent rated the duty important

K-8 size school district

The chi square value was 32.393 with a p value of .0011. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 50 or less students rated the duty more important than did school districts of over 50 students.

Gender

The chi square value was 25.9 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 97.794 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had more importance than did the K-12 district superintendents, K-8 district superintendents, K-12 clerks and principals.

Question 40

Question 40: the county superintendent assists with grant writing.

Table 48: Test of Independence

Responses to Question 40 are cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 9  | 12.908     | .1668   |
| Age                          | 12 | 25.56      | .0124*  |
| Number of years in education | 12 | 42.007     | .000*   |
| K-8 size school district     | 12 | 25.861     | .0112*  |
| Gender                       | 3  | 24.855     | .0000*  |
| Position                     | 21 | 123.068    | .0000*  |

\* significant at alpha = .05

Table 48 presents the analysis of the perceived importance of the duty in Question 40 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 40, perceptions were independent of the size of K-12 school districts. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.

### Age

The chi square was 25.56 with a p value of .0124. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages of 51 and 60 perceived the duty to be less important than did the other respondents.

#### Number of years in education

The chi square was 42.007 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have 20 or less years in education rated this duty as more important than respondents with over 20 years in education.

#### K-8 size school district

The chi square was 25.861 with a p value of .0112. Therefore, the null hypothesis was rejected. The respondents size of K-8 school districts and their perceptions were dependent on each other.

A majority of all respondents perceived the duty important.

#### Gender

The chi square was 24.855 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square was 123.068 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-8 clerks, head teachers and small-rural school board chairpersons perceived the duty more important than did K-12 district superintendents, K-12 clerks and principals. 81 percent of the county superintendents rated the duty important compared to 25 percent of the K-12 districts superintendents.

Question 41

Question 41: the county superintendent assists with school trustee election information.

Table 49: Test of Independence

Responses to Question 41 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 18.124     | .112    |
| Number of years in education | 12 | 19.581     | .0754   |
| K-8 size school district     | 12 | 14.14      | .2919   |
| K-12 size school district    | 9  | 11.442     | .2467   |
| Gender                       | 3  | 7.87       | .0488*  |
| Position                     | 21 | 72.042     | .0000*  |

\* significant at alpha = .05

Table 49 presents the analysis of the perceived importance of the duty in Question 41 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 41, perceptions were independent of age, the number of years in education, K-8 size school districts and K-12 size school districts. For this analysis, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Gender

The chi square value was 7.87 with a p value of .0488.

Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

Position

The chi square value was 72.042 with a p value of .0000.

Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, head teachers and small-rural school board chairpersons responded that the duty had more importance than did the K-12 district superintendents and principals.

Question 42

Question 42 : the county superintendent acts as an intermediary between the State Office of Public Instruction (OPI) and school districts.

Table 50: Test of Independence

Responses to Question 42 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 20.826     | .053    |
| Number of years in education | 12 | 23.286     | .0254 * |
| K-8 size school district     | 12 | 32.932     | .0009*  |
| K-12 size school district    | 9  | 19.792     | .0192*  |
| Gender                       | 3  | 22.697     | .0001*  |
| Position                     | 21 | 102.622    | .0000*  |

\* significant at alpha = .05

Table 50 presents the analysis of the perceived importance of the duty in Question 42 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 42, perceptions were independent of age. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null hypothesis was retained.



Number of years in education

The chi square value was 23.286 with a p value of .0254. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have between 21 and 30 years in education rated the duty less important than did the other respondents.

K-8 size school district

The chi square value was 32.932 with a p value of .0009. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 600 or less students rated the duty more important than did school districts of over 600 students.

K-12 School Districts

The chi square value was 19.792 with a p value of .0192. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on

each other.

Class AA and A school districts respondents rated the duty less important than did Class C respondents. Eighty-six percent of the Class AA and A school districts compared to 50 percent of the Class C school districts rated this duty less important.

### Gender

The chi square value was 22.697 with a p value of .0001. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 102.622 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had more importance than did the K-12 district superintendents.

Question 43

Question 43: the county superintendent acts on all requests from the State Office of Public Instruction (OPI).

Table 51 : Test of Independence

Responses to Question 43 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 13.808     | .3132   |
| Number of years in education | 12 | 19.377     | .0798   |
| K-8 size school district     | 12 | 33.738     | .0007*  |
| K-12 size school district    | 9  | 17.251     | .0449*  |
| Gender                       | 3  | 36.063     | .0000*  |
| Position                     | 21 | 122.763    | .0000*  |

\* significant at alpha = .05

Table 51 presents the analysis of the perceived importance of the duty in Question 43 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 43, perceptions were independent of age and the number of years in education. For this analysis, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-8 size school district

The chi square value was 33.738 with a p value of .0007.

Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts between 301 and 600 students rated the duty less important than did the other size K-8 school districts.

K-12 size school district

The chi square value was 17.251 with a p value of .0449.

Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA school districts respondents rated the duty less important than did Class B and C respondents. Eighty-eight percent of the Class AA school districts compared to 44 percent of the Class C school districts rated this duty less important.

Gender

The chi square value was 36.063 with a p value of .0000.

Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the duty to be of greater importance than did male respondents.

### Position

The chi square value was 122.763 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the duty had more importance than did the K-12 district superintendents. Seventy-seven percent compared to 40 percent rated the duty as important.

### Hypotheses

#### Duties

Hypotheses 1, 5, 9, 13 and 17 state perceptions regarding the duties of the office of county superintendent of schools in Montana are independent of the age of the respondent, the number of years in

education of the respondent, the size of the school district of the respondent, the gender of the respondent and the position held by the respondent.

On Hypothesis 5, the perceptions of the respondents were independent of the variable of age on Questions 1, 2, 4, 6, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25 through 37, 41, 42 and 43; therefore, Hypothesis 5 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 5, the perceptions of the respondents on the variable of age were dependent on each other for Questions 3, 5, 7, 8, 11, 15, 22, 23, 24, 38, 39, and 40; therefore, Hypothesis 5 was rejected on those questions.

On Hypothesis 13, the perceptions of the respondents on the variable of the number of years in education was independent of each other on Questions 1, 7, 8, 9, 10, 12, 16, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 29, 31, 33, 34, 35, 36, 38, 41 and 43; therefore, Hypothesis 13 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 13, the perceptions of the respondents on the variable of the number of years in education were dependent on each other for Questions 2, 3, 4, 5, 6, 11, 13, 14, 15, 22, 24, 30, 32, 37, 39, 40 and 42; therefore, hypothesis 13 was rejected on those particular questions.

On Hypothesis 17, the perceptions of the respondents on the variable of the size of the K-8 school district were independent of each other on Questions 1, 4, 7, 8, 9, 14, 16, 21, 26, 27, 29, 31, 32, 33, 34, 35, 37, and 41; therefore, Hypothesis 17 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 17, the perceptions of the respondents on the variable of the size of the K-8 school district were dependent on each other for Questions 2, 3, 5, 6, 10 through 13, 15, 17, 18, 19, 20, 22, 23, 24, 25, 28, 30, 36, 38, 39, 40, 42 and 43; therefore, Hypothesis 17 was rejected on those particular questions.

On Hypothesis 17, the perceptions of the respondents on the variable of the size of the K-12 school district were independent of each other on Questions 1, 6, 8, 9, 10, 11, 15, 18, 19, 20, 24, 25, 26, 27, 28, 30, 31, 32, 34, 35, 37, 38, 39, and 41; therefore, Hypothesis

17 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 17, the perceptions of the respondents on the variable of the size of the K-12 school district was dependent on each other for Questions 2, 3, 4, 5, 7, 12, 13, 14, 16, 17, 21, 22, 23, 29, 33, 36, 40, 42 and 43; therefore, Hypothesis 17 was rejected on those particular questions.

On Hypothesis 9, the perceptions of the respondents on the variable of gender were independent of each other on Questions 19, 25 and 26; therefore, Hypothesis 9 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 9, the perceptions of the respondents on the variable of gender were dependent on each other for Questions 1 through 18, 20 through 24 and 27 through 43; therefore, Hypothesis 9 was rejected on those particular questions.

On Hypothesis 1, the perceptions of the respondents on the variable of position were independent of each other on Question 19; therefore, Hypothesis 1 was retained on question 19. The p value associated with the chi square statistic was greater than 0.05.



On Hypothesis 1, the perceptions of the respondents on the variable of position were dependent of each other for Questions 1 through 18 and 20 through 43; therefore, Hypothesis 1 was rejected on those questions.

### Qualifications

#### Question 44

Question 44: the county superintendent shall have general knowledge of school administration.

Table 52: Test of Independence

Responses to Question 44 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 9.41       | .6676   |
| Number of years in education | 12 | 13.857     | .3099   |
| K-8 size school district     | 12 | 10.277     | .5917   |
| K-12 size school district    | 9  | 10.203     | .3343   |
| Gender                       | 3  | 12.95      | .0048*  |
| Position                     | 21 | 43.144     | .003*   |

\* significant at alpha = .05

Table 52 presents the analysis of the perceived importance of the qualification in Question 44 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 44, perceptions were independent of age, the number of years in education, K-8 size school districts and K-12 size school district. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Gender

The chi square value was 12.95 with a p value of .0048. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

#### Position

The chi square value was 43.144 with a p value of .003. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents rated the qualification more important than did the K-12 district superintendents. Ninety-five percent of county superintendents rated the qualification important compared to 77 percent of K-12 district superintendents.

Question 45

Question 45: the county superintendent understands the role of guidance services.

Table 53: Test of Independence

Responses to Question 45 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 16.799     | .1573   |
| Number of years in education | 12 | 15.05      | .2387   |
| K-8 size school district     | 12 | 31.718     | .0015*  |
| K-12 size school district    | 9  | 23.446     | .0053*  |
| Gender                       | 3  | 9.274      | .0259*  |
| Position                     | 21 | 57.236     | .0000*  |

\* significant at alpha = .05

Table 53 presents the analysis of the perceived importance of the qualification in Question 45 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 45, perceptions were independent of age and the number of years in education. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-8 size school district

The chi square value was 31.718 with a p value of .0015.

Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

A majority of all respondents rated the qualification important.

K-12 size school district

The chi square value was 23.446 with a p value of .0053.

Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA and B school districts respondents rated the qualification less important than did Class A and C respondents. Fifty-five percent of the Class AA and B school districts compared to 35 percent of the Class A and C school districts rated this qualification less important.

Gender

The chi square value was 9.274 with a p value of .0259. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

Position

The chi square value was 57.236 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions responded that the qualification had importance.

Question 46

Question 46: the county superintendent understands the role of a supervisor of instruction.

Table 54: Test of Independence

Responses to Question 46 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 8.804      | .7196   |
| Number of years in education | 12 | 12.989     | .3699   |
| K-8 size school district     | 12 | 12.397     | .4143   |
| K-12 size school district    | 9  | 14.443     | .1074   |
| Gender                       | 3  | 10.49      | .0148*  |
| Position                     | 21 | 47.993     | .0007*  |

\* significant at alpha = .05

Table 54 presents the analysis of the perceived importance of the qualification in Question 46 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 46, perceptions were independent of age, the number of years in education, K-8 size school districts and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Gender

The chi square value was 10.49 with a p value of .0148. Therefore, the null hypothesis was rejected. The respondents'

gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

### Position

The chi square value was 47.993 with a p value of .0007. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions rated the qualification important.

### Question 47

Question 47: the county superintendent assists with the development of school curriculum.

Table 55: Test of Independence

Responses to Question 47 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 20.063     | .0659   |
| Number of years in education | 12 | 15.996     | .1914   |
| K-12 size school district    | 9  | 13.453     | .1432   |
| K-8 size school district     | 12 | 50.457     | .0000*  |
| Gender                       | 3  | 12.845     | .005*   |
| Position                     | 21 | 38.239     | .0121*  |

\* significant at alpha = .05

Table 55 presents the analysis of the perceived importance of the qualification in Question 47 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 47, perceptions were independent of age, the number of years in education and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### K-8 size school district

The chi square value was 50.457 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 50 or less students rated the qualification more important than did school districts of over 50 students.

#### Gender

The chi square value was 12.845 with a p value of .005.



Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

### Position

The chi square value was 38.239 with a p value of .0121. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 district superintendents, K-12 clerks, K-8 clerks, head teachers and small-rural school board chairpersons responded that the qualification had more importance than did the K-8 district superintendents and principals.

Question 48

Question 48: the county superintendent shall understand school finance.

Table 56: Test of Independence

Responses to Question 48 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 9.944      | .6209   |
| Number of years in education | 12 | 3.09       | .9949   |
| K-8 size school district     | 12 | 9.368      | .6713   |
| K-12 size school district    | 9  | 13.776     | .1305   |
| Gender                       | 3  | 5.93       | .1150   |
| Position                     | 21 | 17.931     | .6534   |

\* significant at alpha = .05

Table 56 presents the analysis of the perceived importance of the qualification in Question 48 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 48, perceptions were independent of age, number of years in education, K-8 size school district, K-12 size school district, gender and position. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Question 49

Question 49: the county superintendent shall understand school law.

Table 57: Test of Independence

Responses to Question 49 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.342     | .586    |
| Number of years in education | 12 | 8.549      | .7409   |
| K-8 size school district     | 12 | 5.525      | .9381   |
| K-12 size school district    | 9  | 9.502      | .3923   |
| Gender                       | 3  | 7.573      | .0557   |
| Position                     | 21 | 27.993     | .1404   |

\* significant at alpha = .05

Table 57 presents the analysis of the perceived importance of the qualification in Question 49 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 49, perceptions were independent of age, number of years in education, K-8 size school district, K-12 size school district, gender and position. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

Question 50

Question 50: the county superintendent shall understand facilities planning.

Table 58: Test of Independence

Responses to Question 50 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 13.302     | .3474   |
| Number of years in education | 12 | 5.281      | .948    |
| K-8 size school district     | 12 | 30.249     | .0026*  |
| K-12 size school district    | 9  | 18.827     | .0267*  |
| Gender                       | 3  | 23.309     | .000*   |
| Position                     | 21 | 49.207     | .0005*  |

\* significant at alpha = .05

Table 58 presents the analysis of the perceived importance of the qualification in Question 50 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 50, perceptions were independent of age and the number of years in education. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-8 size school district

The chi square value was 30.249 with a p value of .00256. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 300 or less students rated the qualification more important than did school districts of over 300 students.

K-12 size school district

The chi-square value was 18.827 with a p value of .0267. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions are dependent on each other.

Class AA, A and B school districts respondents rated the qualification less important than did Class C respondents. Sixty-six percent of the Class AA, A and B school districts compared to 39 percent of the Class C school districts rated this qualification less important.

Gender

The chi square value was 23.309 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

Position

The chi square value was 49.207 with a p value of .0005. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 clerks, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the qualification had more importance than did the K-12 district superintendents and K-8 district superintendents.

Question 51

Question 51: the county superintendent shall understand the purpose of collective bargaining.

Table 59: Test of Independence

Responses to Question 51 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.825     | .5457   |
| Number of years in education | 12 | 10.007     | .6154   |
| K-8 size school district     | 12 | 17.853     | .1202   |
| K-12 size school district    | 9  | 22.459     | .0075*  |
| Gender                       | 3  | 23.056     | .0000*  |
| Position                     | 21 | 37.137     | .0162*  |

\* significant at alpha = .05

Table 59 presents the analysis of the perceived importance of the qualification in Question 51 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 51, perceptions were independent of age, the number of years in education and K-8 size school districts were independent. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

K-12 size school district

The chi square value was 22.459 with a p value of .0075. Therefore, the null hypothesis was rejected. The respondents of size K-12 school districts and their perceptions were dependent on each other.

Class AA and B school districts respondents rated the qualification less important than did Class A and C respondents. Sixty-two percent of the Class AA and B school districts compared to 32 percent of the Class A and C school districts rated this qualification less important.

Gender

The chi square value was 23.056 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

Position

The chi square value was 37.137 with a p value of .0162. Therefore, the null hypothesis was rejected. The respondents'



position and their perceptions were dependent on each other.

A majority of all respondents rated the qualification important.

### Question 52

Question 52: the county superintendent shall understand advanced school finance.

Table 60: Test of Independence

Responses to Question 52 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 10.626     | .5612   |
| Number of years in education | 12 | 15.016     | .2406   |
| K-8 size school district     | 12 | 4.679      | .9679   |
| K-12 size school district    | 9  | 11.465     | .2452   |
| Position                     | 21 | 16.185     | .7591   |
| Gender                       | 3  | 8.028      | .0454*  |

\* significant at alpha = .05

Table 60 presents the analysis of the perceived importance of the qualification in Question 52 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 52, perceptions were independent of age, number of years in education, K-8 size school district, K-12 size school

district and position. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

### Gender

The chi square value was 8.028 with a p value of .0454. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

### Question 53

Question 53: the county superintendent shall understand the processes of community relations.

Table 61: Test of Independence

Responses to Question 53 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 4.062      | .9823   |
| Number of years in education | 12 | 4.209      | .9794   |
| K-8 size school district     | 12 | 10.397     | .5812   |
| K-12 size school district    | 9  | 15.62      | .0753   |
| Gender                       | 3  | 10.213     | .0168*  |
| Position                     | 21 | 39.405     | .0088*  |

\* significant at alpha = .05

Table 61 presents the analysis of the perceived importance of the qualification in Question 53 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 53, perceptions were independent of age, number of years in education, K-8 size school district and K-12 size school district. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Gender

The chi square value was 10.213 with a p value of .0168. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

Females perceived the qualification to be of greater importance than did male respondents.

#### Position

The chi square value was 39.405 with a p value of .0088. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions responded that the qualification had importance.

#### Question 54

Question 54: the county superintendent shall hold a Class 2 standard certificate with a bachelor's degree and appropriate approved teacher education program.

Table 62: Test of Independence

Responses to Question 54 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 9.843      | .6297   |
| K-12 size school district    | 9  | 16.245     | .0619   |
| Gender                       | 3  | 5.281      | .1524   |
| Number of years in education | 12 | 28.248     | .0051*  |
| K-8 size school district     | 12 | 32.460     | .0012*  |
| Position                     | 21 | 72.107     | .0000*  |

\* significant at alpha = .05

Table 62 presents the analysis of the perceived importance of the qualification in Question 54 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 54, perceptions were independent of age, K-12 size school district and gender. For these analyses, the p values

associated with the chi square statistic were greater than 0.05.

Therefore, the null hypotheses were retained.

#### Number of years in education

The chi square value was 28.248 with a p value of .0051.

Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

A majority of all respondents rated the qualification important.

#### K-8 size school district

The chi square value was 32.46 with a p value of .0012.

Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of 600 or less students rated the qualification more important than did school districts of over 600 students.

Position

The chi square value was 72.107 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 district superintendents, K-8 district superintendents, K-8 clerks, head teachers, small-rural school board chairpersons, and principals responded that the qualification had more importance than did the K-12 clerks.

Question 55

Question 55: the county superintendent shall hold a Class 1 professional certificate with a master's degree in an appropriate educational field: a planned fifth year program: or 30 graduate semester credits beyond the bachelor's degree in consultation with and/or approved by an appropriate official

Table 63: Test of Independence

Responses to Question 55 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Number of years in education | 12 | 15.319     | .2244   |
| K-12 size school district    | 9  | 9.573      | .3861   |
| Gender                       | 3  | 3.36       | .3394   |
| Age                          | 12 | 24.021     | .0202*  |
| K-8 size school district     | 12 | 25.131     | .0142*  |
| Position                     | 21 | 52.672     | .0002*  |

\* significant at alpha = .05

Table 63 presents the analysis of the perceived importance of the qualification in Question 55 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position. .

On Question 55, perceptions were independent of the number of years in education, K-8 size school district and gender. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

### Age

The chi square value was 24.021 with a p value of .0202. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages of 31 and 40 rated the qualification less important than did the other respondents.

#### K-8 size school district

The chi square value was 25.131 with a p value of .0142. Therefore, the null hypothesis was rejected. The respondents of size K-8 school districts and their perceptions were dependent on each other.

Respondents from school districts of over 600 students rated the qualification less important than did school districts of less than 600 students.

#### Position

The chi square value was 52.672 with a p value of .0002. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents, K-12 district superintendents, K-8 district superintendents, head teachers, chairpersons of small-rural school boards, and principals responded that the qualification had more importance than did the K-12 clerks and K-8 clerks.



Question 56

Question 56: the county superintendent shall hold a Class 3 administrative certificate with a master's degree and administrative course work required for a principal's endorsement at an accredited institution with approved programs.

Table 64: Test of Independence

Responses to Question 56 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 15.036     | .2395   |
| Number of years in education | 12 | 16.383     | .1743   |
| K-8 size school district     | 12 | 13.048     | .3656   |
| K-12 size school district    | 9  | 3.086      | .9608   |
| Gender                       | 3  | 1.656      | .6467   |
| Position                     | 21 | 51.295     | .0002*  |

\* significant at alpha = .05

Table 64 presents the analysis of the perceived importance of the qualification in Question 56 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 56, perceptions were independent of age, number of years in education, K-8 size school district, K-12 size school district and gender. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

#### Position

The chi square value was 51.295 with a p value of .0002. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

A majority of all positions rated this qualification important.

#### Question 57

Question 57: the county superintendent shall hold a Class 3 administrative certificate with a master's degree and administrative course work required for a superintendent's endorsement at an accredited institution with approved programs.

Table 65: Test of Independence

Responses to Question 57 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-8 size school district     | 12 | 12.922     | .3747   |
| K-12 size school district    | 12 | 5.943      | .7456   |
| Gender                       | 12 | 2.817      | .4208   |
| Age                          | 9  | 30.307     | .0025*  |
| Number of years in education | 3  | 23.787     | .0217*  |
| Position                     | 21 | 57.125     | .0000*  |

\* significant at alpha = .05

Table 65 presents the analysis of the perceived importance of the qualification in Question 57 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 57, perceptions were independent of K-8 size school district, K-12 size school district and gender. For these analyses, the p values associated with the chi square statistic were greater than 0.05. Therefore, the null hypotheses were retained.

### Age

The chi square value was 30.307 with a p value of .0025. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

Respondents between the ages of 18 and 30 rated the qualification more important than did the respondents over 60.

#### Number of years in education

The chi square value was 23.787 with a p value of .0217. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have been in education between eleven and twenty years rated the qualification less important than the other respondents. Thirty-nine percent compared to 30 percent rated the duty less important.

#### Position

The chi square value was 57.125 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

The K-12 district superintendents, K-8 district superintendents, head teachers and principals responded that the qualification had more importance than did county superintendents, K-12 clerks, K-8 clerks and small-rural school board chairpersons.

Question 58

Question 58: the county superintendent shall hold a Class 3 administrative certificate with a doctor's degree and administrative course work required for a superintendent's endorsement at an accredited institution with approved programs.

Table 66: Test of Independence

Responses to Question 58 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| Age                          | 12 | 18.882     | .0914   |
| K-8 size school district     | 12 | 18.852     | .0922   |
| K-12 size school district    | 12 | 9.733      | .3725   |
| Gender                       | 9  | 3.221      | .3587   |
| Position                     | 3  | 24.505     | .2692   |
| Number of years in education | 21 | 33.878     | .0007*  |

\* significant at alpha = .05

Table 66 presents the analysis of the perceived importance of the qualification in Question 58 cross tabulated with the variables of age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 58, perceptions were independent of age, K-8 size school district, K-12 size school district, gender and position. For these analyses, the p values associated with the chi square statistic

were greater than 0.05. Therefore, the null hypotheses were retained.

#### Number of years in education

The chi square value was 33.878 with a p value of .0007. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

Respondents who have less than ten years in education rated the qualification more important than respondents with over ten years in education. Thirty-nine percent compared to 22 percent rated the qualification important.

#### Qualifications

Hypotheses 2, 6, 10, 14 and 18 state: perceptions regarding the qualifications of the office of county superintendent of schools in Montana are independent of the age of the respondent, the number of years in education of the respondent, the size of the school district of the respondent, the gender of the respondent and the position held by the respondent.

On Hypothesis 6, the perceptions of the respondents on the variable of age were independent of each other on Questions 44 through 54, 56 and 58; therefore, Hypothesis 6 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 6, the perceptions of the respondents on the variable of age were dependent on each other for Questions 55 and 57; therefore, Hypothesis 6 was rejected on Questions 55 and 57.

On Hypothesis 14, the perceptions of the respondents on the variable of the number of years in education were independent of each other on Questions 44 through 53, 55 and 56; therefore, Hypothesis 14 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 14, the perceptions of the respondents on the variable of the number of years in education was dependent on each other for Questions 54, 57 and 58; therefore, Hypothesis 14 was rejected on Questions 54, 57 and 58.

On Hypothesis 18, the perceptions of the respondents on the variable of the size of the K-8 school district were independent of

each other on Questions 44, 46, 48, 49, 51, 52, 53, 57 and 58; therefore, hypothesis 18 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 18, the perceptions of the respondents on the variable of the size of the K-8 school district were dependent on each other for Questions 45, 47, 50, 54, 55 and 56; therefore, Hypothesis 18 was rejected on those particular questions.

On Hypothesis 18, the perceptions of the respondents on the variable of the size of the K-12 school district were independent of each other on Questions 44, 46, 47, 48, 49, 52 through 58; therefore, Hypothesis 18 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 18, the perceptions of the respondents on the variable of the size of the K-12 school district were dependent on each other for Questions 45, 50 and 51; therefore, Hypothesis 18 was rejected on those particular questions.

On Hypothesis 10, the perceptions of the respondents on the variable of gender were independent of each other on Questions 48,



49, 52, and 54 through 58; therefore, Hypothesis 10 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 10, the perceptions of the respondents on the variable of gender were dependent on each other for Questions 44, 45, 46, 47, 50, 51 and 53; therefore, Hypothesis 10 was rejected on those particular questions.

On Hypothesis 2, the perceptions of the respondents on the variable of position were independent of each other on Questions 48, 49 and 58; therefore, Hypothesis 2 was retained on those particular questions. The p values associated with the chi square statistic were greater than 0.05.

On Hypothesis 2, the perceptions of the respondents on the variable of position were dependent of each other for Questions 44, 45, 46, 47 and 50 through 57; therefore, Hypothesis 2 was rejected on those particular questions.

NecessityQuestion 59

Question 59: the office of county superintendent is a necessary administrative office in the State of Montana.

Table 67: Test of Independence

Responses to Question 59 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 3  | 1.535      | .6741   |
| Age                          | 4  | 10.534     | .0323*  |
| Number of years in education | 4  | 10.773     | .0292*  |
| K-8 size school district     | 4  | 12.573     | .0136*  |
| Gender                       | 2  | 10.023     | .0016*  |
| Position                     | 7  | 45.322     | .0000*  |

\* significant at alpha = .05

Table 67 presents the analysis of the perceptions of the necessity of the office in Question 59 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

On Question 59, perceptions were independent of size of the K-12 school districts. For this analysis, the p value associated with the chi square statistic was greater than 0.05. Therefore, the null

hypothesis was retained.

#### Age

The chi square was 10.534 with a p value of .0323. Therefore, the null hypothesis was rejected. The respondents' age and their perceptions were dependent on each other.

A majority of respondents in all categories affirmed the office of county superintendent of schools a necessary administrative office in the State of Montana.

#### Number of years in education

The chi square was 10.773 with a p value of .0292. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

A majority of respondents in all categories affirmed the office of county superintendent of schools as a necessary administrative office in the State of Montana.

#### K-8 size school district

The chi square was 12.573 with a p value of .0136. Therefore, the null hypothesis was rejected. The respondents of size K-8

school districts and their perceptions were dependent on each other.

A majority of respondents in all categories affirmed the office of county superintendent of schools as a necessary administrative office in the State of Montana. The respondents from school districts with 50 or fewer students rated the necessity for the office higher than did school districts with over 50 students.

#### Gender

The chi square was 10.023 with a p value of .0016. Therefore, the null hypothesis was rejected. The respondents' gender and their perceptions were dependent on each other.

A larger percentage of females perceived the necessity of the office than did males.

#### Position

The chi square was 45.322 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.

County superintendents and K-8 school clerks perceived the necessity of the office greater than did K-12 district superintendents. One-hundred percent of the county superintendents

compared to 59 percent of the K-12 district superintendents responded that the office was a necessity. A majority of the respondents rated the office of county superintendent of schools a necessary administrative office in the State of Montana.

### Necessity

Hypotheses 3, 7, 11, 15 and 19 state perceptions regarding the necessity of the office of county superintendent of schools in Montana are independent of the age of respondent, the number of years in education of the respondent, the size of the school district of the respondent, the gender of the respondent and the position held by the respondent.

On Hypothesis 19, perceptions were independent of size of the K-12 school district; therefore, the hypothesis was retained. For this analysis, the p value associated with the chi square statistic was greater than 0.05.

Hypotheses 3, 7, 11 and 15 were rejected because the p values associated with the chi square statistic were less than 0.05. The perceptions regarding the necessity of the office of county superintendent of schools were dependent on the variables of age,

the number of years in education, the size of K-8 school districts, the gender and the position of the respondent.

A majority of the respondents concluded the office of county superintendent of schools was needed in the State of Montana. The range of the percentages, from 78 to 85 affirmed the need for the office of county superintendent of schools in Montana.

### Abolishment

#### Question 60

Question 60: the office of county superintendent of schools should be abolished in the State of Montana.

Table 68: Test of Independence

Responses to Question 60 cross tabulated with age, number of years in education, K-8 size school district, K-12 size school district, gender and position.

| Variable                     | df | chi square | p value |
|------------------------------|----|------------|---------|
| K-12 size school district    | 3  | .188       | .9795   |
| Age                          | 4  | 7.21       | .1252   |
| Number of years in education | 4  | 15.29      | .0042*  |
| K-8 size school district     | 4  | 10.373     | .0346*  |
| Gender                       | 1  | 13.115     | .0003*  |
| Position                     | 7  | 50.231     | .0000*  |

\* significant at alpha = .05

Table 68 presents the analysis of the perceived importance of the office in Question 60 cross tabulated with age, number of years

in education, K-8 size school district, K-12 size school district, gender and position.

On Question 60, perceptions were independent of age and K-12 size school districts. For these analyses, the p values associated with the chi square statistic were greater than .05. Therefore, the null hypotheses were retained.

#### Number of years in education

The chi square was 15.29 with a p value of .0042. Therefore, the null hypothesis was rejected. The respondents' number of years in education and their perceptions were dependent on each other.

A majority of the respondents concluded that the office of county superintendent of schools should not be abolished. Sixty-eight percent of the people who have been in education for 20 to 30 years wanted to retain the office of county superintendent of schools compared to 89 percent of people who have been in education for five or less years.

#### K-8 size school district

The chi square was 10.373 with a p value of .0346. Therefore, the null hypothesis was rejected. The size of K-8 school districts

and perceptions were dependent on each other.

A majority of the respondents deemed not to abolish the office of county superintendent of schools. Sixty-seven percent of respondents of K-8 size school districts with 300 to 600 students, compared to 100 percent of respondents of K-8 school districts with over 600 students, responded in favor of maintaining the office of county superintendent of schools.

#### Gender

The chi square was 13.115 with a p value of .0003. Therefore, the null hypothesis was rejected. The respondent's gender and their perceptions were dependent on each other.

Females more than males concluded that the office of county superintendent of schools should not be abolished. Eighty-six percent of the females compared to 71 percent of the males concluded the office should not be abolished.

#### Position

The chi square was 50.231 with a p value of .0000. Therefore, the null hypothesis was rejected. The respondents' position and their perceptions were dependent on each other.



A majority of the respondents concluded that the office of county superintendent of schools should not be abolished in the State of Montana. One-hundred percent of the county superintendents, compared to 58 percent of the K-12 district superintendents, responded in favor of retaining the office.

### Abolishment

Hypotheses 4, 8, 12, 16 and 20 state perceptions regarding the abolishment of the office of county superintendent of schools in Montana were independent of the age of the respondent, the number of years in education of the respondent, the size of the school district of the respondent, the gender of the respondent and the position held by the respondent.

On Hypotheses 8 and 20, the perceptions of the respondents on the variables of age and the size of the K-12 school districts were independent of each other; therefore, Hypotheses 8 and 20 were retained. The p values associated with the chi square statistic were greater than 0.05.

Hypotheses 4, 12, and 16 were rejected because the p values associated with the chi square statistic were less than 0.05. The

perceptions of the respondents regarding the abolishment of the office of county superintendent of schools were dependent on the variables of the number of years in education, the size of K-8 school districts, the gender and the position of the respondent. Four variables were significant regarding the perceptions toward the abolishment of the office.

A majority of the respondents deemed the office of county superintendent of schools should not be abolished in the State of Montana. In each category, the responses for maintaining the office of county superintendent of schools were over 66 percent. The responses for retaining the position ranged from a low of 66 percent for the K-12 size school districts to a high of 100 percent from county superintendents.

### Findings

The following findings are grouped into four categories of duties, two qualifications, and two statements. Only the significant questions are addressed in these findings. A significant question means that there is a difference in the responses regarding a single duty, a single qualification, or a statement.

## Duties

### Duties For Districts Without Administrators

There are seven duties which relate to the small-rural school districts without an administrator: (1) recommending library books and textbooks, (2) assisting with school supervision, (3) directing teachers on instruction and pupil discipline, (4) observing general conditions of the school district, (5) consulting with the trustees regarding school matters, (6) clerk of a joint board of trustees for cooperatives, and (7) attendance officer for third class districts who do not appoint a person.

1. None of the seven duties were significant and therefore are independent of the variable of age.

2. Directing teachers with instruction and pupil discipline and consulting with the trustees regarding school matters were significant on the variable of the number of years in education. Both of these duties were rated important by a majority of the respondents.

3. The duties of recommending library and textbooks, directing teachers with instruction and pupil discipline, and being clerk of a joint board of trustees for cooperatives were significant on the

variable of K-8 size school districts. A majority of respondents of K-8 school districts with 51 to 300 students rated the duty of recommending library and textbooks unimportant. A majority of all respondents of the size K-8 school districts perceived that directing teachers with instruction and pupil discipline was important. A majority of the respondents of the size K-8 school districts with less than 50 students and between 301 to 600 students rated the duty of clerk of a joint board of trustees for cooperatives important.

4. The duty of assisting with school supervision was significant on the variable of size K-12 school districts. Class A, B, and C school districts rated this duty important compared to Class AA school districts which rated it unimportant.

5. The duties of assisting with school supervision, directing teachers with instruction and pupil discipline, observing general conditions of the school district, consulting with the trustees regarding school matters, being a clerk of a joint board of trustees for cooperatives, and being the attendance officer for third class districts who do not appoint a person were significant on the variable of gender.

6. Assisting with school supervision, directing teachers with

instruction and pupil discipline, observing general conditions of the school district, consulting with the trustees regarding school matters, serving as a clerk of a joint board of trustees for cooperatives, and serving as the attendance officer for third class districts were significant on the variable of position. A majority of the respondents of K-12 superintendents rated serving as a clerk of a joint board of trustees for cooperatives and serving as the attendance officer for third class districts who do not appoint a person unimportant. On the duty of serving as a clerk of a joint board of trustees for cooperatives, the majority of respondents of K-12 superintendents, K-8 superintendents, K-12 clerks, and principals rated the duty unimportant with a range from 18% to 46%.

### Annual Duties

There are twelve duties which relate to items that are usually completed once a year: (1) acting on tuition and transportation contracts, (2) completing budget revenues and levies, (3) submitting annual financial reports to the Office of Public Instruction, (4) calculating revenues for the district and the county levy requirements in each fund and reporting computation to the county

commission, (5) administering trustees oaths without payment, (6) publishing an annual report for each district in the county within 90 days from the close of the school fiscal year, (7) providing election information to school districts, and (8) chairman of the county transportation committee, (9) administering and filing the oaths of trustees, (10) registering certificates, (11) filing a copy of districts' annual audit reports, (12) filing and forwarding transportation information.

1. The duty of publishing an annual report for each district in the county within 90 days from the close of the school fiscal year, registering certificates, and filing a copy of districts' annual audit report were significant on the variable of age. A majority of only the respondents who are between 50 and 60 years old rated publishing an annual report for each district in the county within 90 days from the close of the school fiscal year and filing a copy of districts' annual audit reports unimportant.

2. The duties of acting on tuition and transportation contracts, submitting annual financial reports to the Office of Public Instruction, publishing an annual report for each district in the county within 90 days from the close of the school fiscal year,

administering and filing the oaths of trustees, registering certificates, and filing a copy of districts' annual audit report were significant on the variable of the number of years in education. A majority of all respondents rated acting on tuition and transportation contracts and submitting annual financial reports to the Office of Public Instruction important. Only respondents who were in education for 21 to 30 years rated publishing an annual report for each district in the county within 90 days from the close of the school fiscal year unimportant. Only respondents with ten or less years of experience rated the duty of administering and filing the oaths of trustees important. A majority of the respondents with less than 20 years in education rated the duty of filing the districts' annual audit report important.

3. The duties of completing budget revenues and levies, submitting annual financial reports to the Office of Public Instruction, administering trustees oaths without payment, publishing an annual report for each district in the county within 90 days from the close of the school fiscal year, serving as chairman of the county transportation committee, administering and filing the oaths of trustees, registering certificates, filing a copy of

districts' annual audit reports, and filing and forwarding transportation information were significant on the variable of size K-8 school districts. A majority of respondents of K-8 school districts with less than 600 students rated completing budget revenues and levies important. A majority of all respondents rated submitting annual financial reports to the Office of Public Instruction important. A majority of respondents of K-8 school districts with 20 or less students rated administering trustees oaths without payment important. A majority of respondents of K-8 school districts with less than 300 students rated publishing an annual report for each district in the county within 90 days from the close of the school fiscal year important. A majority of the respondents of the K-8 school districts with less than 300 students rated the duty of serving as chairman of the county transportation committee important. A majority of the respondents in K-8 school districts with less than 50 students and in K-8 school districts with 301 to 600 students rated the duty of administering and filing the oaths of trustees important. A majority of respondents in K-8 school districts with 300 or less students rated the duty of filing the districts' annual audit reports important. A majority of the



respondents in K-8 school districts with 300 to 600 students rated the duty of filing and forwarding transportation information unimportant.

4. The duties of acting on tuition and transportation contracts, completing budget revenues and levies, submitting annual financial reports to the Office of Public Instruction, calculating revenues for the district and the county levy requirements in each fund and reporting computation to the county commission, administering and filing the oaths of trustees, registering certificates, filing a copy of districts' annual audit reports, and filing and forwarding transportation information were significant on the variable of size K-12 school district. Only respondents from Class A, B, and C school districts rated acting on tuition and transportation contracts, and calculating revenues for the district and the county levy requirements in each fund and reporting computation to the county commission important. Only respondents from Class B and C school districts rated completing budget revenues and levies important. Only respondents from Class C school districts rated submitting annual financial reports to the Office of Public Instruction important. A majority of all

respondents of K-12 school districts rated the duty of administering and filing the oaths of trustees and filing the districts' annual audit report unimportant. A majority of Class AA and A size K-12 school districts rated the duty of registering certificates unimportant. Filing and forwarding transportation information was rated unimportant only by Class AA, A, and B size K-12 school districts.

5. Eleven duties were significant on the variable of gender. The only duty rated unimportant by both genders was administering trustees oaths without payment. The other ten duties were rated important by both genders. Both genders rated the duty of administering and filing the oaths of trustees unimportant. Filing the districts' annual audit reports was rated important only by females.

6. All twelve duties were significant on the variable of position. The duties of acting on tuition and transportation contracts, calculating revenues for the district and the county levy requirements in each fund and reporting computation to the county commission, and serving as chairman of the county transportation committee were rated important by a majority of all positions. A majority of K-8 clerks and chairpersons rated administering

trustees oaths without payment important. A majority of the respondents of K-12 superintendents rated serving as a member of the high school boundary commission unimportant.

### Occasional Duties

There are fourteen duties which are completed when needed or requested: (1) determining trustee nominating districts, (2) classifying school districts, (3) reconciling the district boundaries, (4) acting on organization of districts, (5) acting on school unification, (6) estimating the ANB (average number belonging) for a new or reopening of a school, (7) acting on school isolation applications, (8) acting on a request to transfer average number belonging, (9) acting on allocation of federal money for indigent children for food services, (10) appointing trustees when vacancies occur, (11) member of the high school boundary commission, (12) hearing and deciding all matters of controversy arising in the county resulting from decisions of the trustees of a district in the county, (13) assisting school districts with legal issues, and (14) notifying the state superintendent of a textbook dealer's activities.

1. The duties of reconciling the district boundaries, acting on

organization of districts, acting on school isolation applications, acting on a request to transfer average number belonging, and appointing trustees when vacancies occur were significant on the variable of age. A majority of all respondents rated at least four of the five duties important. A majority of respondents who were over 60 years old rated appointing trustees when vacancies occur unimportant.

2. The duties of classifying school districts, acting on school isolation applications, and acting on a request to transfer average number belonging were significant on the variable of the number of years in education.

3. The duties of classifying school districts, estimates the average number belonging for a new or reopening of a school, acting on school isolation applications, acting on a request to transfer average number belonging, assisting school districts with legal issues, and notifying the state superintendent of a textbook dealer's activities were significant on the variable of the size of K-8 school districts. A majority of respondents of K-8 school districts with less than 300 students rated acting on school isolation applications and acting on an request to transfer average number belonging

important. A majority of the respondents on size K-8 school districts with less than 600 students rated assisting school districts with legal issues important. A majority of the respondents of K-8 school districts with 20 or less students rated the duty of notifying the state superintendent of a textbook dealer's activities important.

4. The duties of reconciling the district boundaries, acting on allocation of federal money for indigent children for food services, and assisting school districts with legal issues were significant on the variable of size K-12 school districts. Only a majority of respondents of Class A, B, and C school districts rated reconciling the district boundaries important. A majority of respondents of Class C school districts rated acting on allocation of federal money for indigent children for food services important. A majority of the respondents of only Class C school districts rated assisting school districts with legal issues important.

5. Thirteen duties were significant on the variable of gender. The duties of classifying school districts, estimating the average number belonging for a new or reopening of a school, and acting on allocation of federal money for indigent children for food services

were rated unimportant by males. The other seven duties were rated important by both genders. Both genders rated notifying the state superintendent of a textbook dealer's activities unimportant.

6. All fourteen duties were significant on the variable of position. A majority of K-12 district superintendents rated the duties of determining trustee nominating districts, classifying school districts, acting on a request to transfer average number belonging, acting on allocation of federal money for indigent children for food services, and appointing trustees when vacancies occur unimportant. On the duty of hearing and deciding all matters of controversy arising in the county resulting from decisions of the trustees of a district in the county, the percentages rating these duties important ranged from 60% to 93%. A majority of all respondents except for K-12 superintendents rated the duty of assisting school districts with legal issues important. Only the chairpersons of small-rural school districts rated notifying the state superintendent of a textbook dealer's activities important.

#### Miscellaneous Duties

These ten duties relate to monies and assisting school

districts with a variety of services: (1) ordering monthly apportionment, (2) requesting monies for public education purposes, (3) assisting with hiring personnel, (4) planning and conducting staff development, (5) assisting with curriculum development, (6) assisting with grant writing, (7) keeping a record of official acts, (8) performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent, (9) acting as an intermediary between the state office and local school districts, and (10) acting on any requests from the state office.

1. The duties of planning and conducting staff development, assisting with curriculum development, assisting with grant writing, keeping a record of official acts, and performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent were significant on the variable of age. A majority of respondents who were between 51 and 60 years old rated these three duties unimportant. On the duty of performing any duty prescribed by law, the legislature, policies

of the board of public education and the board of regents relating to community college districts and rules of the state superintendent, a majority of all respondents rated it important.

2. The duties of ordering monthly apportionment, assisting with curriculum development, assisting with grant writing, performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent, and acting as an intermediary between the state office were significant on the variable of the number of years in education. A majority of all respondents rated ordering monthly apportionment important. Only a majority of respondents who have been in education for over 20 years rated the duties of assisting with curriculum development, and assisting with grant writing unimportant. A majority of the respondents with 20 or less years of experience and over 30 years of experience rated the duty of performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent important. A majority of all of the respondents rated the duty of



acting as an intermediary between the state office and local school districts important. The rating of importance ranged from 52% to 81%.

3. The duties of planning and conducting staff development, assisting with curriculum development, assisting with grant writing, keeping a record of official acts, performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent, acting as an intermediary between the state office and local school districts, and acting on any requests from the state office were significant on the variable of the size of K-8 school districts. A majority of respondents who were in K-8 school districts with less than 50 students rated the duties of planning and conducting staff development and assisting with curriculum development important. A majority of all respondents rated assisting with grant writing important. A majority of respondents of K-8 school districts with 300 or less students rated the duty of keeping a record of official acts important.

4. The duties of ordering monthly apportionment, requesting monies for public education purposes, assisting with grant writing, keeping a record of official acts, performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent, acting as an intermediary between the state office and local school districts, and acting on any requests from the state office were significant on the variable of size K-12 school districts. A majority of Class B and C school districts rated the duties of ordering monthly apportionment and requesting monies for public education purposes important. A majority of all respondents rated assisting with grant writing unimportant. Keeping a record of official acts was rated unimportant only by Class AA, A, and B size K-12 school districts. A majority of respondents of K-8 school districts between 300 and 600 students rated the duty of performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent unimportant. Only K-8 school districts with less than 600 students rated the duty of acting as an

intermediary between the state office and local school districts important. Only K-8 school districts with 300 to 600 students rated the duty of acting on any requests from the state office unimportant. A majority of respondents of Class C school districts rated performing any duty prescribed by law, the legislature, policies of the board of public education and the board of regents relating to community college districts and rules of the state superintendent important. A majority of all respondents rated acting as an intermediary between the state office and local school districts unimportant. A majority of the respondents of Class B and C school districts rated acting on any requests from the state office important.

5. All ten duties were significant on the variable of gender. A majority of females rated the duties of ordering monthly apportionment and requesting monies for public education purposes important. A majority of both genders rated assisting with hiring personnel unimportant. A majority of females rated the duties of planning and conducting staff development, assisting with curriculum development, assisting with grant writing, and keeping a record of official acts important.

6. All ten duties were significant on the variable of position.

A majority of K-12 district superintendents rated the duties of ordering monthly apportionment and requesting monies for public education purposes unimportant. A majority of K-12 district superintendents, K-8 district superintendents, K-12 clerks, K-8 clerks, and principals rated assisting with hiring personnel unimportant. A majority of K-12 district superintendents, K-8 district superintendents and K-12 clerks rated planning and conducting staff development unimportant. A majority of K-12 district superintendents, K-8 district superintendents, K-12 clerks, and principals rated assisting with curriculum development unimportant. A majority of K-12 district superintendents, K-12 clerks, and principals rated assisting with grant writing unimportant. A majority of K-12 district superintendents rated all four duties unimportant.

## Qualifications

### Knowledge Area Qualifications

There are qualifications which relate to the course work one would take for a masters degree with an administrative

endorsement: (1) understanding general knowledge of school administration, (2) understanding the role of guidance services, (3) understanding the role of a supervisor of instruction, (4) assisting with the development of school curriculum, (5) understanding school finance, (6) understanding school law, (7) understanding facilities planning, (8) understanding the purpose of collective bargaining, (9) understanding advanced school finance, and (10) understanding the processes of community relations.

1. None of the ten qualifications were significant and therefore independent of the variable of age.

2. None of the ten qualifications were significant and therefore independent of the variable of the number of years in education.

3. Understanding the role of guidance services, assisting with the development of school curriculum, and understanding facilities planning were significant on the variable of size of K-8 school districts. A majority of all respondents rated understanding the role of guidance services important. A majority of respondents of K-8 school districts with less than 600 students rated the duties of assisting with the development of school curriculum important. A

majority of respondents of K-8 school districts with less than 300 students rated understanding facilities planning important.

4. Understanding the role of guidance services, understanding facilities planning, and understanding the purpose of collective bargaining were significant on the variable of size of K-12 school districts. A majority of respondents of Class A, B, and C school districts rated understanding the role of guidance services important. A majority of respondents of Class C school districts rated understanding facilities planning important. A majority of respondents of Class B and C school districts rated understanding the purpose of collective bargaining important.

5. Understanding general knowledge of school administration, understanding the role of guidance services, understanding the role of a supervisor of instruction, assisting with the development of school curriculum, understanding facilities planning, understanding the purpose of collective bargaining, and understanding the processes of community relations were significant on the variable of gender. A majority of both genders rated all seven knowledge areas that were significant important.

6. Understanding general knowledge of school administration,

understanding the role of guidance services, understanding the role of a supervisor of instruction, assisting with the development of school curriculum, understanding facilities planning, understanding the purpose of collective bargaining, understanding advanced school finance, and understanding the processes of community relations were significant on the variable of position. Six knowledge areas were rated important by a majority of all respondents. Only K-8 district superintendents rated assisting with the development of school curriculum unimportant. A majority of K-12 and K-8 district superintendents rated understanding facilities planning unimportant.

### Certification Qualifications

Currently, a county superintendent may have one of these certificates: (1) a class 2 standard certificate with a bachelor's degree and appropriate approved teacher education program, (2) a class 1 professional certificate with a master's degree in an appropriate educational field: a planned fifth year program: or 30 graduate semester credits beyond the bachelor's degree in consultation with and/or approved by an appropriate official, (3) a class 3 administrative certificate with a master's degree and

administrative course work required for a principal's endorsement at an accredited institution with approved programs, (4) a class 3 administrative certificate with a master's degree and administrative course work required for a superintendent's endorsement at an accredited institution with approved programs, or (5) a class 3 administrative certificate with a doctor's degree and administrative course work required for a superintendent's endorsement at an accredited institution with approved programs.

1. The certificates of a class 1 professional and a class 3 administrative with a superintendent's endorsement were significant on the variable of age. A majority of respondents who are less than 30 and over 40 years old rated a class 1 professional important. A majority of all respondents rated a class 3 administrative with a superintendent's endorsement important.

2. The certificates of a class 2 standard certificate, a class 3 administrative with a superintendent's endorsement, and a class 3 administrative with a doctor's degree and a superintendent's endorsement were significant on the variable of the number of years in education. A majority of all respondents rated a class 2 standard certificate and a class 3 administrative with a superintendent's



endorsement important. A majority of all respondents rated a class 3 administrative with a doctor's degree and a superintendent's endorsement unimportant.

3. The certificates of a class 2 standard certificate, a class 1 professional, and a class 3 administrative with a principal's endorsement were significant on the variable of size of K-8 school districts. A majority of respondents of K-8 school districts with less than 600 students rated a class 2 standard certificate and a class 1 professional important. A majority of all respondents of K-8 school districts rated a class 3 administrative with a principal's endorsement important.

4. None of the five certificate possibilities were significant and therefore were independent of the variable of size K-12 school districts.

5. None of the five certificate possibilities were significant and therefore were independent of the variable of gender.

6. The certificates of a class 2 standard certificate, a class 1 professional, a class 3 administrative with a principal's endorsement and a class 3 administrative with a superintendent's endorsement were significant on the variable of position. A

majority of K-12 clerks rated a class 2 standard certificate unimportant. A majority of K-12 and K-8 clerks rated a class 1 professional unimportant. A majority of all positions rated a class 3 administrative with a principal's endorsement and a class 3 administrative with a superintendent's endorsement important.

### Necessity

1. The necessity of the office of county superintendent was significant on the variable of age. A majority of all respondents rated the necessity important.

2. The necessity of the office of county superintendent was significant on the variable of the number of years in education. A majority of all respondents rated the necessity important.

3. The necessity of the office of county superintendent was significant on the variable of K-8 school districts. A majority of all respondents rated the necessity important.

4. The necessity of the office of county superintendent was not significant on the variable of K-12 school districts.

5. The necessity of the office of county superintendent was significant on the variable of gender. A majority of both genders

rated the necessity important.

6. The necessity of the office of county superintendent was significant on the variable of position. A majority of all respondents rated the necessity important.

### Abolishment

1. The abolishment of the office of county superintendent was not significant on the variable of age.

2. The abolishment of the office of county superintendent was significant on the variable of the number of years in education. A majority of all respondents responded that the office should remain.

3. The abolishment of the office of county superintendent was significant on the variable of K-8 school districts. A majority of all respondents responded that the office should remain.

4. The abolishment of the office of county superintendent was significant on the variable of K-12 school districts.

5. The abolishment of the office of county superintendent was significant on the variable of gender. A majority of both genders responded that the office should remain.

6. The abolishment of the office of county superintendent was

significant on the variable of position. A majority of all respondents responded that the office should remain.

### Summary

The 60 questions on the questionnaire were divided into four categories. Section One contained 43 questions related to duties of the county superintendent of schools. Section Two contained ten questions that related to knowledge areas and Section Three contained five questions relating to the possible certificates for the county superintendent of schools. The fourth section contained the final two statements asking about the necessity and the abolishment of the office of the county superintendent of schools.

In Section One, twelve duties were significant indicating that the respondents' perceptions were dependent on age. Seventeen duties were significant indicating that the respondents' perceptions were dependent on the number of years in education. Twenty-five duties were significant indicating that the respondents' perceptions were dependent on the size K-8 school districts. Nineteen duties were significant indicating that the respondents' perceptions were dependent on the size K-12 school district. Forty duties were

significant indicating that the respondents' perceptions were dependent on gender. Forty-two duties were significant indicating that the respondents' perceptions were dependent on position.

In Section Two of the questionnaire, the knowledge areas for the county superintendent of schools were listed. Two knowledge areas were significant indicating that the respondents' perceptions were dependent on age. Three knowledge areas were significant indicating that the respondents' perceptions were dependent on the number of years in education. Six knowledge areas were significant indicating that the respondents' perceptions were dependent on the size K-8 school districts. Three knowledge areas were significant indicating that the respondents' perceptions were dependent on the size K-12 school district. Seven knowledge areas were significant indicating that the respondents' perceptions were dependent on gender. Twelve knowledge areas were significant indicating that the respondents' perceptions were dependent on position.

In Section Three of the questionnaire, the possible certificates for the county superintendent of schools were listed. Two possible certificate questions were significant indicating that the respondents' perceptions were dependent on age. Three possible

certificate questions were significant indicating that the respondents' perceptions were dependent on the number of years in education. Three possible certificate questions were significant indicating that the respondents' perceptions were dependent on the size K-8 school districts. Four possible certificate questions were significant indicating that the respondents' perceptions were dependent on position.

In Section Four, Question 59, significance was found indicating that the respondents' perceptions were dependent on age, the number of years in educations, size K-8 school districts, gender, and position. In Question 60, significance was found indicating that the respondents' perceptions were dependent on the number of years in educations, size K-8 school districts, gender, and position.

The results of the analyses of the data indicate that the majority of the duties and qualifications for the office of county superintendent of schools in the State of Montana are appropriate to the eight education-related categories. The perceptions indicate that the office is necessary and should not be abolished.

## Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

During the researcher's tenure as a county superintendent of schools in the State of Montana, the question of eliminating the office of county superintendent was discussed often both in the legislature and among education groups within the state. Since the establishment of the office of county superintendent of schools in 1865, there has been controversy surrounding the office. During legislative sessions, bills have been introduced that have threatened the existence of the office of county superintendent of schools. This study was conducted to provide information that would assist county commissions and the legislature when the question of eliminating the office of county superintendent of schools is, again, raised.

The purpose of the study was to determine the perceptions of six education groups regarding the office of county superintendent of schools in Montana. An instrument was designed to elicit these perceptions. The instrument was mailed during the fall of 1997 to

county superintendents, school district superintendents, school clerks, head teachers, small-rural school board chairpersons, and independent K-8 school principals. The respondents were asked to respond to a number of questions addressing the duties and qualifications of county superintendent of schools and two questions regarding the necessity and abolishment of the office of county superintendent of schools.

The duties of the office of county superintendents of schools are stated and explained in the Montana Code Annotated, 1995. Six additional duties that are customarily provided to school districts by the county superintendent were included on the instrument. Qualifications consisted of two parts, knowledge areas and certifications. Knowledge areas and certificate information was obtained from the Certification Brochure on Licensure of Montana Administrators published by the Office of Public Instruction. In addition, the participants were asked to respond to two questions: (1) is the office necessary in the administrative structure in the State of Montana and (2) should the office of county superintendent of schools be abolished?



## Conclusions

### Duties

1. Not surprisingly, the county superintendents perceived the duties to be more important than did the other five groups. Their ratings may have been influenced by their concern about survival of the office and their jobs.

2. Respondents from the small-rural school districts that consisted of school clerks, head teachers, and chairpersons of school boards rated 41 or more duties important for their school districts. It appears that small-rural school districts, without an administrator, continue to rely on the county superintendent for services, assistance, and leadership. Clerks, head teachers, and school board members from small-rural school districts utilize assistance from the county superintendent in areas of teacher supervision, instructional methods, and overall operation of the school.

3. Of the 43 duties performed by county superintendents, nine were considered important by at least 50 percent of the respondents from each education position. The duties are: (1) acts on tuition and transportation contracts, (2) reconciles the district boundaries of

the county and keeps a transcript, (3) acts on organization, alteration, or abandonment of school districts, (4) calculates the revenues for the district and the county levy requirements in each fund and reports the computation to the county commissioners, (5) serves as chairman of the county transportation committee, (6) hears and decides all matters of controversy arising in the county resulting from decisions of the trustees of a district in the county, (7) assists trustees with school supervision of districts without an administrator, (8) consults with trustees of school districts without an administrator on all school matters that may be found during school visits or may otherwise come to the attention of the county superintendent, (9) observes the instructional methods, ability of the teacher, progress and discipline of the pupils, and the general conditions of school districts without an administrator. Duties' one through six are performed for all size school districts and the remaining three are specifically for small-rural school districts.

4. Educators from large school districts do not perceive a need for many duties provided by the county superintendent. Although large school district superintendents see a need for these duties to

be performed, they do not believe the duties should be performed for their school districts.

5. Respondents believe the county superintendent of schools in Montana should continue to serve as the hearing officer for school controversies. Although concerns have risen in the past, a majority of respondents of all six categories want the county superintendent to continue to serve in this capacity. The 1994 "Governor's Task Force to Restructure Montana" held hearings regarding the hearing officer function as a duty of the county superintendent of schools. During the hearings before this task force, testimony was taken from county superintendents from around the state and from a former OPI attorney. All provided information regarding the value of the administrative appeal procedure and the handling of cases by the county superintendent of schools. Despite this testimony, the task force voted to recommend elimination of the duties of county superintendent, including elimination of the county superintendent as hearing officer. The office itself cannot be eliminated without a change in the Montana Constitution. This recommendation was never acted upon by the legislature.

6. Included on the questionnaire were six duties that are not defined by state statutes but are typically provided by county superintendents. These six additional duties are: (1) assisting school districts with legal issues, (2) assisting with curriculum development, (3) planning and conducting staff development, (4) assisting with grant writing, (5) assisting with hiring personnel, and (6) assisting with school trustee election information. Small-rural school district respondents perceived these duties as important. The duties were not rated as important by respondents from large school districts. Inasmuch as academic preparation for the first three of these six duties are normally contained in the course work for a master's degree in administration, a certified school administrator likely would possess knowledge relevant to these duties. Duty number four may be acquired through work as a teacher or as an administrator. The fifth duty, assistance with hiring personnel, is included in the program for a certificate for a district superintendent. The sixth duty, assistance with school trustee election information, is in the job description of the county clerk and recorder, but the county superintendent frequently assumes aspects of this duty.

7. The results of this study found respondents between 51 and 60 years of age to have a less positive perception toward the duties of the office of county superintendent of schools than respondents in the other age brackets. However, since 47 percent of K-12 superintendents, 36 percent of K-8 superintendents, and 28 percent of K-8 principals were in the 51 to 60 years of age bracket and did not support the duties of the county superintendent of schools, the perceptions noted may be more of a function of position than age.

8. The results of this study found respondents who have been in education for 21 to 30 years (and obviously are older respondents) have a less positive perception toward the duties of the office of county superintendent of schools than respondents in the other number of years in education brackets. However, since 65 percent of K-12 superintendents, 43 percent of K-8 superintendents, and 53 percent of K-8 principals were in the bracket of 21 to 30 years in education and did not support the duties of the county superintendent of schools, the perceptions noted may be more of a function of position than of the number of years in education or age as noted above.

### Qualifications

1. Eight(with asterisk) of the ten knowledge areas were considered important by a majority of all respondents. Normally, all these knowledge areas are acquired through graduate education in a school administration program. The ten knowledge areas of an accredited program in school administration are: (1\*) general knowledge of school administration, (2\*) the role of guidance services, (3\*) the role of a supervisor of instruction, (4) development of school curriculum, (5\*) school finance, (6\*) school law, (7) facilities planning, (8\*) the purpose of collective bargaining, (9\*) advanced school finance, and (10\*) the processes of community relations. Since this course work is not part of undergraduate programs and the current requirement for a county superintendent is a current teaching certificate and three years of teaching, a county superintendent would not be required to have these courses and not necessarily possess these qualifications.

2. Superintendents from large school districts did not perceive a need for the county superintendent to have knowledge of facilities management while personnel from small-rural school districts did. A district superintendent's endorsement includes

course work in school management and/or facilities planning. Many large school districts hire an operations manager to oversee the maintenance of their buildings and work with architects on further development, so a need for this qualification is not perceived by large school superintendents.

3. Respondents believe the county superintendent of schools should hold a master's degree in administration with either a principal's or a superintendent's endorsement. Presently, the qualification for this office is a teacher's certificate and three years of teaching experience. Montana teaching experience is not required. The respondents were consistent in their perceptions of the need for an administrative certificate.

4. More than 65% of the respondents did not support a doctorate in administration for a county superintendent of schools in Montana.

#### Necessary Office

1. More than 59% of all respondents perceive a need for the office of county superintendent of schools. Personnel from large school districts perceive the office of county superintendent is

necessary but do not express a need for the same number of duties as personnel from the small-rural school districts.

### Abolish Office

1. A majority of respondents, who are all currently working in school districts or who are serving as board members, agreed the office of county superintendent of schools should continue in the State of Montana. The strongest support for retaining the office of county superintendent of schools came from the county superintendents, the K-8 school district clerks, the head teachers, and the chairpersons. In contrast, support from the K-12 school district superintendents and the principals of K-8 school districts was much less substantial.

### Additional Conclusions

1. The results of this study found women to have a more positive perception toward the office of county superintendent of schools than men. However, since 72 percent of county superintendents, 86 percent of all school clerks, 88 percent of head teachers were female and these three groups supported the office of county superintendent of schools, the gender difference might be due



to position. Females are usually employed in the three positions of county superintendent, school clerk, and head teacher, so the results would be expected.

2. County superintendents of schools and K-12 school district superintendents appear to differ regarding the office of county superintendent of schools. The county superintendents believe the duties for the office are important. The district superintendents believe the duties are not important for their own school districts. However, these two groups of respondents agreed that an administrative master's degree with either a principal's or superintendent's endorsement for the office of county superintendent of schools in Montana should be required.

### Recommendations

Based upon the findings and conclusions of this study, the following recommendations are proposed for implementation and for further investigation.

#### Recommendations for Implementation

1. County superintendents should receive preparation in legal procedures, arbitration, and school law for the role of the hearing

officer. For new county superintendents, a school law course should be required upon taking office. For current county superintendents, a school law course designed to expand knowledge of law procedures should be developed and should be mandatory. A procedural manual related to school hearings should be developed to assist this process.

2. All future county superintendents must hold a master's degree with a superintendent's endorsement. County superintendents who are currently in office should use a phase in program to assist them with compliance to the new qualification.

a. Current county superintendents who hold a master's degree in an area other than administration must acquire a class three administrative certificate with a superintendent's endorsement within three years.

b. Current county superintendents who do not hold a master's degree must acquire a master's degree with a superintendent's endorsement within five years.

3. The legislature should elevate the office of county superintendent's salary to be comparable to a school district position with commensurate duties. With the increase in

qualifications for the office of county superintendent of schools, a higher salary is justified.

4. The office of county superintendent of schools should be redefined. This definition should address the following issues: regional superintendents, the duties of the office, the association with small-rural school districts, and the responsibility to large school districts.

a. The office should be organized to supervise in more than one county. In some areas of the state, the office should be regional and, in other areas of the state, the county superintendent should remain as a single county superintendent. The region can be determined by the number of small-rural school districts in a region and by the distance between the county seat and the small-rural school districts.

b. The following four duties should be eliminated: (1) administering and filing the oaths of trustees, (2) administering without payment the oath of office to trustees, (3) notifying the State Superintendent of a textbook dealer's activities under 20-7-605, and (4) assisting with hiring personnel.

c. County superintendents should work more closely with school districts who do not have a superintendent. For their benefit, small-rural school district respondents want the office of county superintendent to remain. Since such school districts do not hire an administrator, the county superintendent is utilized for that purpose. The respondents gave praise for the assistance they receive from the county superintendent.

d. The assistance from the county superintendent provided should be on a yearly or as needed basis with large school districts. Larger school districts have their own certificated administrator(s) and do not need assistance from the county superintendent.

5. It is recommended that the office of county superintendent of schools in Montana be continued. Within the groups surveyed there was broad-based support for continuance of the office. In addition, the small-rural school districts utilize and need many of the services provided by the county superintendent of schools. Finally, it appears until another means of providing needed services for small-rural school districts is put in place, elimination of the office of county superintendent of schools would have detrimental

effects on those school districts.

Recommendations for further investigation

1. Further study should be conducted to determine if there are other viable means besides an office of county superintendent of schools for providing services to smaller school districts and assistance to the State Office of Public Instruction, eg. regional service areas. The office of county superintendent of schools has been eliminated or altered by legislatures in the states surrounding Montana.

2. Further research should be conducted on the services that would benefit large school districts that could be provided by the office of county superintendent of schools. The results of the study determined school district superintendents and K-12 school district clerks believed their respective school districts did not need many services from the office of the county superintendent of schools.

3. It is recommended that a qualitative study be completed with groups who interact periodically with the office of county superintendent of schools, eg. county commissioners, the state office of public instruction employees, members of the public, and

legislators. Their perceptions toward the office may offer a distinct perspective.

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APPENDICES

APPENDIX A

Laws from the 1889 Montana Constitution Regarding the Office of  
County Superintendent of Schools

1897 Laws accompanying the 1889 Montana Constitution for the office of county superintendent of schools.

"Section 1730. A county superintendent of schools shall be elected in each organized county in this state at the general election preceding the expiration of the term of office of the present incumbent, and every two years thereafter, who shall take office on the first Monday in January next succeeding his election, and hold for two years, or until his successor is elected and qualified. The person so elected shall take the oath or affirmation of office, and shall give an official bond to the county in a sum to be fixed by the board of county commissioners of said county. The county commissioners of any county shall by appointment, fill any vacancy that may occur in the office of county superintendent until the next general election: Provided, that all persons otherwise qualified shall be eligible to the said office of county superintendent of common schools without regard to sex.

Section 1731. The county superintendent shall have the general supervision of the public schools in his county.

Section 1732. He shall visit every public school under his supervision at least once each official year, and oftener if he shall deem it necessary to increase its usefulness. He shall at such visit carefully observe the conditions of the school, the mental and moral instruction given, the methods employed by the teacher in teaching, training and drill; the teacher's ability and progress of the pupils. He shall advise and direct the teacher in regard to the instruction, classification, government and discipline of the school and the course of study. He shall keep a record of such visits and by memoranda indicate his judgment of the teacher's ability to teach and govern, and the condition and progress of the school, which shall be open to inspection to any school trustee.

Section 1733. He shall carry into effect all instructions of the State Superintendent, given within his authority. He shall distribute to the proper officers and to teachers all blanks furnished him by the State Superintendent and needed by such officer and

teachers.

Section 1734. He shall keep a record of all his official acts. He shall preserve all books, maps, charts and apparatus sent him as a school officer, or belonging to his office. He shall file all reports and statements from teachers and school boards and shall turn them over to his successor in office.

Section 1735. He shall decide all matters in controversy arising in his county in the administration of the school law or appealed to him from the decisions of school officers or boards. An appeal may be taken from his decision; in which case a full written statement of the facts, together with the testimony and his decision in the case, shall be certified to the State Superintendent for his decision in the matter, which decision shall be final, subject to adjudication or the proper legal remedies in the State courts.

Section 1736. The county superintendent shall have power to administer oaths of office to all subordinate school officers, and to witnesses, and to examine them under oath in case of appeal, of petition, of revoking the certificate of a teacher, and in all controversies and questions arising in the administration of the school laws brought or coming before him for opinion, order or decision; but he shall not receive pay for administering such oaths.

Section 1737. The county superintendent shall apportion all school moneys to the school districts in accordance with the provisions of this title quarterly, and he may make apportionments at such other times as may be required or deemed necessary for the convenience of school officers. He shall certify to the several district clerks and county treasurers the amount so apportioned to the several district, and the trustees shall draw their warrants on the county treasurer in favor of persons entitled to receive the same. Such warrant shall show for what purpose the money is required, and no such warrant shall be drawn unless there is money in the treasury to the credit of such district.

Section 1738. He shall preside over all teachers' institutes held in his county, and shall elect suitable persons to instruct therein from the list of teachers commissioned by the State Board of Education.

Section 1739. He shall have power to issue, if he deem it proper to do so, temporary certificates, valid until the next regular

examination to persons holding certificates of like grade granted in other counties, or upon any certificates or diplomas possessed by the applicant showing his fitness for the profession of teaching: Provided, that no person shall be entitled to receive such temporary certificate more than once in the same county.

Section 1740. He shall, on or before the first day of November each year, make and transmit an annual report to the Superintendent of public Instruction, containing such statistics, items and statement, relative to the schools of the county, as may be required and prescribed by the Superintendent of Public Instruction. Such reports shall be made upon and conform to the blanks furnished by the Superintendent of Public Instruction for that purpose. He shall not be paid his salary for the last month in his official year until he presents to the county commissioners the receipt of the superintendent of Public Instruction for such annual report.

Section 1741. The county superintendent shall inquire and ascertain whether the boundaries of school districts in his county are definitely and plainly described in the records of the board of county commissioners, and to keep in his office a full and correct transcript of such boundaries. In case the boundaries of districts are conflicting, or are incorrectly described, he shall change, harmonize and describe them, and make a report of such action to the commissioners; and on being ratified by the commissioners the boundaries and descriptions so made shall be the legal boundaries and descriptions of the districts of that county. The county superintendent shall furnish the several district clerks with descriptions of the boundaries of their respective districts.

Section 1742. The county superintendent may provide for himself a suitable office for the transaction of official business, when not provided therewith by the county commissioners, and said commissioners shall audit and pay his reasonable accounts for the use and furniture of said office. They shall also furnish him with all necessary stationery and postage; Provided, that no more than one hundred and twenty-five dollars a year shall be paid by any county for office rent, stationery, postage and furniture; Provided, further, That when an office room is furnished by the county he shall not exceed fifty dollars a year for stationery and postage

Section 1743. Not county superintendent shall engage in teaching during his term of office.

Section 1744. No person shall be deemed legally qualified for the office of county superintendent unless he or she holds a certificate of the highest county grade, is a citizen of the United States, has resided one year next preceding the election in this State and one year in the county in which he is a candidate and has had twelve months successful experience in teaching in the public schools of this State: Provided, That in case a certificate held by any of the present incumbent of the office of county superintendents shall expire during the term of such superintendent, such person may apply to the superintendent of the nearest county for a certificate, as provided by law; and in case a certificate shall be refused the party feel grieved thereby may appeal to the Superintendent of Public Instruction, who may, upon examination of said person, determine whether a certificate shall be granted."

**APPENDIX B**

**Laws from the 1995 Montana Codes Annotated Regarding the Office  
of County Superintendent of Schools**



The 1995 Montana Codes Annotated list the following as duties for the office of county superintendent of schools:

- to determine, establish, and reestablish trustee nominating districts.

- register the teacher or specialist certificates or emergency authorization of employment of any person employed in the county as a teacher, specialist, principal, or district superintendent.

- act on each tuition and transportation obligation.

- estimate the average number belonging of an opening school.

- process and, when required, act on school isolation applications.

- complete the budgets, compute the budgeted revenues and tax levies, files, final budgets and budget amendments, and fulfill other responsibilities assigned under the provisions of this title regulating school budgeting systems.

- calculate the estimated budgeted general fund sources of revenue in accordance with the general fund revenue provisions of the general fund part of this title.

- compute the revenues and the district and county levy requirements for each fund included in each district's final budget and report the computations to the board of county commissioners in accordance with the provisions of the general fund, transportation, bonds, and other schools funds parts of this title.

- file and forward bus driver certifications, transportation contracts, and state transportation reimbursement claims to the state office.

- notify the superintendent of public instruction of a textbook dealer's activities when required under the provisions of 20-7-605.

- act on district requests to allocate federal money for indigent children for school food services in accordance with the provisions of 20-10-205.

- perform any other duty prescribed from time to time by this title, any other act of the legislature, the policies of the board of public education, the policies of the board of regents relating to community college districts, or the rules of the superintendent of

public instruction.

The county superintendent has additional positions as:  
chairmen of the county transportation committee  
member of the high school boundary commission of the county.  
clerk of a joint board of trustees under the conditions  
prescribed by 20-3-361.

APPENDIX C

Sample Size Information

## DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

Robert V. Krejcie and Daryle W. Morgan

Educational and Psychological Measurement, 1970

Determine Sample Size from a given population

| N   | S  | N   | S   | N    | S   |
|-----|----|-----|-----|------|-----|
| 10  | 10 | 220 | 140 | 1200 | 291 |
| 15  | 14 | 230 | 144 | 1300 | 297 |
| 20  | 19 | 240 | 148 | 1400 | 302 |
| 25  | 24 | 250 | 152 | 1500 | 306 |
| 30  | 28 | 260 | 155 | 1600 | 310 |
| 35  | 32 | 270 | 159 | 1700 | 313 |
| 40  | 36 | 280 | 162 | 1800 | 317 |
| 45  | 40 | 290 | 165 | 1900 | 320 |
| 50  | 44 | 300 | 169 | 2000 | 322 |
| 55  | 48 | 320 | 175 | 2200 | 327 |
| 60  | 52 | 340 | 181 | 2400 | 331 |
| 65  | 56 | 360 | 186 | 2600 | 335 |
| 70  | 59 | 380 | 191 | 2800 | 338 |
| 75  | 63 | 400 | 196 | 3000 | 341 |
| 80  | 66 | 420 | 201 | 3500 | 346 |
| 85  | 70 | 440 | 205 | 4000 | 351 |
| 90  | 73 | 460 | 210 | 4500 | 354 |
| 95  | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |

|     |     |      |     |         |     |
|-----|-----|------|-----|---------|-----|
| 130 | 97  | 650  | 242 | 9000    | 368 |
| 140 | 103 | 700  | 248 | 10000   | 370 |
| 150 | 108 | 750  | 254 | 15000   | 375 |
| 160 | 113 | 800  | 260 | 20000   | 377 |
| 170 | 118 | 850  | 265 | 30000   | 379 |
| 180 | 123 | 900  | 269 | 40000   | 380 |
| 190 | 127 | 950  | 274 | 50000   | 381 |
| 200 | 132 | 1000 | 278 | 7500    | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

APPENDIX D

Questionnaire and Accompanying Letters

## Questionnaire

This is a five section questionnaire regarding your perceptions toward the duties, qualifications, necessity, and abolishment of the office of county superintendent of schools in the State of Montana. Please respond to the questionnaire from your perspective as a county superintendent, school district superintendent, school district clerk/business official, head/supervising teacher, chairperson of a small rural school district, or a principal of a K-8 school district. Section 1 addresses the duties of the county superintendent of schools as listed in the Montana Codes Annotated, 1995 and additional duties commonly accepted by county superintendents in Montana. Section 2 addresses knowledge areas of school administration. Section 3 addresses the qualifications for the office of county superintendent of schools. Section 4 addresses an alternative direction for administering Montana Public Schools. Section 5 requests demographic information from the respondent. Additional comments are welcome at the end of the questionnaire.

Section 1

The duties of the office of county superintendent of schools are extensive. Please rate the importance of the duties listed below using the following scale.

- 4 = Extremely Important
- 3 = Very Important
- 2 = Of Little Importance
- 1 = Not Important At All

## The County Superintendent:

1. Determines, establishes, and reestablishes trustee nominating districts.

Please circle your response.

1    2    3    4

2. Administers and files the oaths of trustees.

1    2    3    4

3. Registers teacher, administrator, and specialist certificates.

1    2    3    4

4. Acts on tuition and transportation contracts.

1    2    3    4

5. Files a copy of districts' annual audit report.

1    2    3    4

6. Classifies school districts.

1    2    3    4

7. Reconciles the district boundaries of the county and keeps a transcript.

1    2    3    4



|                                                                                                                                                     |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 8. Acts on organization, alteration, or abandonment of districts.                                                                                   | 1 | 2 | 3 | 4 |
| 9. Acts on school unification.                                                                                                                      | 1 | 2 | 3 | 4 |
| 10. Estimates the average number belonging (ANB) for a new or reopening of a school.                                                                | 1 | 2 | 3 | 4 |
| 11. Acts on school isolation applications.                                                                                                          | 1 | 2 | 3 | 4 |
| 12. Completes school budgets including revenues and tax levies; files final budgets and budget amendments, and other budgeting systems.             | 1 | 2 | 3 | 4 |
| 13. Submits an annual financial report for each school district in the county to the State Superintendent of Public Instruction.                    | 1 | 2 | 3 | 4 |
| 14. Orders the county treasurer monthly to apportion state, county and other monies.                                                                | 1 | 2 | 3 | 4 |
| 15. Acts on any request to transfer ANB.                                                                                                            | 1 | 2 | 3 | 4 |
| 16. Calculates the revenues for the district and the county levy requirements in each fund and reports the computation to the county commissioners. | 1 | 2 | 3 | 4 |
| 17. Files and forwards bus drivers certificates, transportation contracts, and state transportation reimbursement claims to the state office.       | 1 | 2 | 3 | 4 |
| 18. Administers without payment the oath of office to trustees.                                                                                     | 1 | 2 | 3 | 4 |
| 19. Recommends library books and textbook selections to districts without an administrator.                                                         | 1 | 2 | 3 | 4 |

- |                                                                                                                                                                                                                                                                           |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 20. Notifies the State Superintendent of a textbook dealer's activities under 20-7-605.                                                                                                                                                                                   | 1 | 2 | 3 | 4 |
| 21. Acts on district requests to allocate federal money for indigent children for school food services.                                                                                                                                                                   | 1 | 2 | 3 | 4 |
| 22. Performs any other duty prescribed from time to time by law, any other act of the legislature, the policies of the board of public education, the policies of the board of regents relating to community college districts, or the rules of the state superintendent. | 1 | 2 | 3 | 4 |
| 23. Keeps a record of official acts and all materials stated by law. Passes this information to the next superintendent.                                                                                                                                                  | 1 | 2 | 3 | 4 |
| 24. Publishes an annual report from each district in the county within 90 days after the close of the school fiscal year.                                                                                                                                                 | 1 | 2 | 3 | 4 |
| 25. Serves as chairman of the county transportation committee.                                                                                                                                                                                                            | 1 | 2 | 3 | 4 |
| 26. Serves as a member of the high school boundary commission of the county.                                                                                                                                                                                              | 1 | 2 | 3 | 4 |
| 27. Is the attendance officer for third class districts who do not appoint a person.                                                                                                                                                                                      | 1 | 2 | 3 | 4 |
| 28. Serves as clerk of a joint board of trustees for cooperatives.                                                                                                                                                                                                        | 1 | 2 | 3 | 4 |

|                                                                                                                                                                                                           |   |   |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 29. Assists trustees with school supervision of districts without an administrator.                                                                                                                       | 1 | 2 | 3 | 4 |
| 31. Directs teachers on instruction, pupil discipline, and other duties of schools without an administrator.                                                                                              | 1 | 2 | 3 | 4 |
| 30. Observes the instructional methods, ability of the teacher, progress and discipline of the pupils, and the general conditions of school districts without an administrator.                           | 1 | 2 | 3 | 4 |
| 32. Consults with trustees of school districts without an administrator on all school matters that may be found during school visits or may otherwise come to the attention of the county superintendent. | 1 | 2 | 3 | 4 |
| 33. Has the authority to request, accept, and disburse money from federal, state, and private source for purposes of public education.                                                                    | 1 | 2 | 3 | 4 |
| 34. Hears and decides all matters of controversy arising in the county resulting from decisions of the trustees of a district in the county.                                                              | 1 | 2 | 3 | 4 |
| 35. Appoints trustees when vacancies occur during non-election periods.                                                                                                                                   | 1 | 2 | 3 | 4 |
| 36. Assists school districts with legal issues.                                                                                                                                                           | 1 | 2 | 3 | 4 |
| 37. Assists with hiring personnel.                                                                                                                                                                        | 1 | 2 | 3 | 4 |
| 38. Plans and conducts staff development.                                                                                                                                                                 | 1 | 2 | 3 | 4 |
| 39. Assists with curriculum development.                                                                                                                                                                  | 1 | 2 | 3 | 4 |

- |                                                                                                       |   |   |   |   |
|-------------------------------------------------------------------------------------------------------|---|---|---|---|
| 40. Assists with grant writing.                                                                       | 1 | 2 | 3 | 4 |
| 41. Assists with school trustee election information.                                                 | 1 | 2 | 3 | 4 |
| 42. Acts as an intermediary between the State Office of Public Instruction(OPI) and school districts. | 1 | 2 | 3 | 4 |
| 43. Acts on all requests from the State Office of Public Instruction(OPI).                            | 1 | 2 | 3 | 4 |

## Section 2

Please rate the importance of the following knowledge areas of school administration for the person occupying the office of county superintendent of schools using the following scale.

- |   |   |                      |
|---|---|----------------------|
| 4 | = | Extremely Important  |
| 3 | = | Very Important       |
| 2 | = | Of Little Importance |
| 1 | = | Not Important At All |

Please circle your response.

- |                                                        |   |   |   |   |
|--------------------------------------------------------|---|---|---|---|
| 44. General knowledge of school administration         | 1 | 2 | 3 | 4 |
| 45. Understand the role of guidance services           | 1 | 2 | 3 | 4 |
| 46. Understand the role of a supervisor of instruction | 1 | 2 | 3 | 4 |
| 47. Assist with the development of school curriculum   | 1 | 2 | 3 | 4 |

|                                                     |   |   |   |   |
|-----------------------------------------------------|---|---|---|---|
| 48. Understand school finance                       | 1 | 2 | 3 | 4 |
| 49. Understand school law                           | 1 | 2 | 3 | 4 |
| 50. Understand facilities planning                  | 1 | 2 | 3 | 4 |
| 51. Understand the purpose of collective bargaining | 1 | 2 | 3 | 4 |
| 52. Understand advanced school finance              | 1 | 2 | 3 | 4 |
| 53. Understand the processes of community relations | 1 | 2 | 3 | 4 |

### Section 3

A person is qualified to file for and assume the office of county superintendent of schools who holds a valid, current certificate issued by the Superintendent of Public Instruction. If a person holds any one of these following certificates they would be qualified to file for the office of county superintendent of schools. Please rate the importance of these certificates using the following scale.

- 4 = Extremely Important
- 3 = Very Important
- 2 = Of Little Importance
- 1 = Not Important At All

Please circle your response.

|                                                                                                               |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 54. Class 2 standard certificate with a bachelor's degree and appropriate approved teacher education program. | 1 | 2 | 3 | 4 |
|---------------------------------------------------------------------------------------------------------------|---|---|---|---|

55. Class 1 professional certificate with a master's degree in an appropriate educational field: a planned fifth year program: or 30 graduate semester credits beyond the bachelor's degree in consultation with and/or approved by an appropriate official.
- 1    2    3    4
56. Class 3 administrative certificate with a master's degree and administrative course work required for a principal's endorsement at an accredited institution with approved programs.
- 1    2    3    4
57. Class 3 administrative certificate with a master's degree and administrative course work required for a superintendent's endorsement at an accredited institution with approved programs.
- 1    2    3    4
58. Class 3 administrative certificate with a doctor's degree and administrative course work required for a superintendent's endorsement at an accredited institution with approved programs.
- 1    2    3    4

Section 4

The office of county superintendent of schools is an administrative office with responsibility to local school districts and the State Office of Public Instruction. Please express your opinion concerning the necessity of the office. Please circle your response.

59. The office of county superintendent of schools is necessary administrative office in the State of Montana.

Yes

No

60. The office of county superintendent of schools in the State of Montana should be abolished.

Yes

No

If yes, please state to whom the duties would transfer.

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Section 5

Thank you very much for your time in responding to this questionnaire. Please provide information about yourself to assist with the interpretation of the results. Please mark your response.

61. Please indicate your position in education:

1. County Superintendent ☐  
Go to question number 64
2. District Superintendent of a  
High School or a K-12 School District ☐  
Go to question number 62  
Omit question number 63
3. District Superintendent of a K-8  
School District ☐  
Go to question number 63
4. School District Clerk/Business  
Official of a High School or a K-12  
School District ☐  
Go to question number 62  
Omit question number 63
5. School District Clerk/Business  
Official of a K-8 School District ☐  
Go to question number 63
6. Head/Supervising Teacher ☐  
Go to question number 63
7. Chairperson of a small rural



school district.

☐

Go to question number 63

8. Principal of a K-8 School District

☐

Go to question number 63

62. High school or K-12 school districts

- A. AA ☐
- B. A ☐
- C. B ☐
- D. C ☐

63. Independent K-8 elementary school district

- 1. Population 1-20 ☐
- 2. Population 21-50 ☐
- 3. Population 51-300 ☐
- 4. Population 301-600 ☐
- 5. Population 601 and above ☐

64. Number of years in education:

- A. 0-5 ☐
- B. 6-10 ☐
- C. 11-20 ☐
- D. 21-30 ☐
- E. Over 30 ☐

65. Your gender:

female ☐

male ☐

66. Your age:

- A. 18-30 ☐
- B. 31-40 ☐

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- C. 41-50 ☐
- D. 51-60 ☐
- E. 61 and above ☐

**Additional Comments:**

Mary Ann Brown

3016 Secor Avenue Bozeman, MT 59715

406-586-9513

<Field:name>

<Field:School District>

<Field:address>

<Field:city state zip>

Dear <Field:first name>,

The office of county superintendent of schools was established with the Common School Act of 1865 by the Montana Legislature as a part of the educational administrative structure. In recent years, the necessity of the office has been questioned. The opinions and beliefs of people like yourself regarding the qualifications, duties, and necessity of the office of county superintendent of schools in Montana are needed.

The population of this study consists of county superintendents, district superintendents, school clerks/business officials, supervising teachers, chairpersons of small rural school districts, and principals of independent K-8 school districts. These people work and interact with the office of county superintendent of schools. As a member of one of these groups, you have been randomly selected to participate in this pilot study.

You may be assured of complete confidentiality. The questionnaire has an identifying number. As part of the pilot study, I need to establish the reliability of my questionnaire and I have numbered each questionnaire.

The findings of this research will be given to the Montana State Office of Public Instruction, the Montana State Legislature education committees, all state education organizations that are represented in this study, and will be used as a research study for my advanced degree in school administration. To receive a summary of results, please write your name on the return envelope.

If you have any questions, please contact me at 406-586-9513. You may also write to me at the above address. Please return your questionnaire by August 20, 1997 in the enclosed envelope.

Sincerely,

Mary Ann Brown  
3016 Secor Avenue Bozeman, MT 59715  
406-586-9513

August 25, 1997

<Field:name>  
<Field:School District>  
<Field:address>  
<Field:city state zip>

Dear <Field:first name>,

Two weeks ago you were sent a questionnaire on your perceptions toward the duties and qualifications of the county superintendent of schools in Montana. Thank you for returning that questionnaire. I am now asking you to complete the questionnaire again to establish reliability of the questionnaire. This is information that is needed for my dissertation.

You may be assured of complete confidentiality. The questionnaire has an identifying number to establish the reliability of my questionnaire.

Thank you for participating in my research. If you have any questions, please contact me at 406-586-9513. You may also write to me at the above address. Please return your questionnaire by September 4, 1997 in the enclosed envelope.

Sincerely,

Mary Ann Brown, Graduate Student

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Mary Ann Brown  
3016 Secor Avenue Bozeman, MT 59715  
406-586-9513

September 18, 1997

Dear ,

Thank you very much for agreeing to complete this questionnaire for a second time. I do appreciate you taking the time.

Again, thank you very much. If you have any questions, please call or write to me.

Sincerely,  
Mary Ann Brown  
Graduate Student

**Department of Education**

P.O. Box 172880

Bozeman, MT 59717-2880

(406) 994-3120

**Dear Montana Educator:**

The office of county superintendent of schools was established with the Common School Act of 1865 by the Montana Legislature as a part of the educational administrative structure. In recent years, the necessity of the office has been questioned. The opinions and beliefs of people like yourself regarding the qualifications, duties, and necessity of the office of county superintendent of schools in Montana are needed.

The population of this study consists of county superintendents, district superintendents, school clerks/business officials, head/supervising teachers, chairpersons of small rural school districts, and principals of independent K-8 school districts. These people work and interact with the office of county superintendent of schools. As a member of one of these categories, you have been randomly selected to participate in this study. Your opinions and beliefs are important.

You may be assured of complete anonymity. The questionnaire has no identifying mark, number, or name. On the enclosed postcard, please print your name and mail it separately from the questionnaire. Please return the questionnaire in the addressed, postage paid envelope the same day as the postcard. Please return this questionnaire by October 24, 1997.

The findings of this research will be given to the Montana State Office of Public Instruction, the Montana State Legislature education committees, and all state education organizations that are represented in this study. To receive a summary of results, please mark the line on the return postcard along with your printed name.

If you have any questions, please contact me at 406-586-9513. You may also write to me at the above address.

Sincerely, Mary Ann Brown, Graduate Student

County Superintendent Questionnaire

I have returned my questionnaire separately.

\_\_\_\_\_  
Please print your name

\_\_\_\_\_ Please send a copy of the results of  
this study.

Thank you for participating in this study.

Last week a questionnaire seeking your opinions and beliefs regarding the qualifications, the duties, the necessity, and the abolishment of the office of county superintendent of schools in Montana was mailed to you. As a member of one of the six education categories representing the population of the study, your name was randomly selected to participate.

If you have already completed and returned the questionnaire, I thank you very much. If you have not completed and returned the questionnaire, please do so today. Your opinions and beliefs regarding the office of county superintendent of schools are important.

If you did not receive the questionnaire, or it was misplaced, please call me, collect at 406-586-9513. I will send you another questionnaire.

Thank you,

Mary Ann Brown, Graduate  
Student

DATE



Department of Education

P.O. Box 172880  
Bozeman, MT 59717-2880  
(406) 994-3120

Dear Montana Educator:

About three weeks ago, I sent you a questionnaire seeking your opinions and beliefs regarding the qualifications, the duties, the necessity, and the abolishment of the office of county superintendent of schools in Montana. As of today, I have not received the return postcard indicating a completed questionnaire.

This study is important, because in recent years the necessity of the office of county superintendent of schools has been questioned. I want to allow the members of six education categories to offer their opinions and beliefs regarding the office of county superintendent of schools in Montana. The opinions and beliefs of people who work and interact with the office of county superintendent of schools are very important.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was randomly selected to represent your education category. Your selection allows you to offer your opinions and beliefs. In order for the results of this study to reflect accurately your category, your perceptions need to be included.

Please complete and return the questionnaire today. If you have misplaced the questionnaire, a replacement is enclosed.

Your cooperation is greatly appreciated. Thank you for completing and returning the questionnaire.

Sincerely,

Mary Ann Brown  
Graduate Student

B. Keith Chambers  
Professor of Education Administration

APPENDIX E

Review of Questionnaire Information

## Questionnaire Response Sheet

Please respond to the following questions. Please make comments whenever you believe they are necessary.

Thank you again for your assistance. If you have any questions, please contact me at 406-586-9513 or 406-994-6984.

1. Are any questions ambiguous? \_\_\_\_\_

If yes, please state the number/s and ways to eliminate the ambiguity.

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2. Are any questions difficult to understand? \_\_\_\_\_

If yes, please state the number/s and suggestions.

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3. Do you have any suggestions for additional questions? \_\_\_\_\_

If yes, please state suggestions.

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4. Are the directions easy to understand? \_\_\_\_\_

If no, please state the directions that are difficult to understand and any suggestions for corrections.

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5. Were the responses categories clear? \_\_\_\_\_

If no, please state which ones weren't understandable and why.

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6. Was the format easy to follow?\_\_\_\_\_

If no, please offer suggestions for changes.

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7. Did you need interruption for any section?\_\_\_\_\_

If yes, please state which section and how it could be corrected.

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8. Was the order of the sections appropriate?\_\_\_\_\_

If no, how would you change the order?

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9. Do you have suggestions for improvements to the questionnaire?\_\_\_\_\_

If yes, please state them.

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10. Additional comments:

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## Questionnaire Response Sheet

Please respond to the following questions. Please make comments whenever you believe they are necessary.

Thank you again for your assistance. If you have any questions, please contact me at 406-586-9513 or 406-994-6984.

1. Are any questions ambiguous?\_\_\_\_\_

If yes, please state the number/s and ways to eliminate the ambiguity.

First review

1. 57, Is this answered by everyone or only non cs?

4. My answers would be different if the county sup was also chief administrator over rural schools in a district having a superintendent.

Second review

4. #1 creates districts?

#22 who's without pay?

5. #12 "complete"

# 13 for each district

# 37-40 assumes school districts without administration?

2. Are any questions difficult to understand?\_\_\_\_\_

If yes, please state the number/s and suggestions.

First review

1. 29, 31, Questions in the negative are easily confusing.

5. #12-Presume to mean school levy, bond, and trustee elections. Why not put in the modifier (s)?

#37-Not difficult to understand-but is not a knowledge area, perhaps can delete, or add a knowledge area, eg. School-community relations.

Second review

3. Do you have any suggestions for additional questions?\_\_\_\_\_

If yes, please state suggestions.

First review

1. Section 2- I don't think "financial skills" is the phrase I want, but a person must be comfortable with finance.

2. Expand on question # 52.

Second review

2. In the last section you might ask if the ct supt. Supervises or does a principal or superintendent.

4. How much interaction with city superintendent on yearly basis?

4. Are the directions easy to understand? \_\_\_\_\_

If no, please state the directions that are difficult to understand and any suggestions for corrections.

First review

1. Section 4-repeat key from section 1. Section 3-Directions imply that these are current requirements.

3. Somewhat-Should have directions requiring you to circle the best response.

Second review

5. Were the responses categories clear? \_\_\_\_\_

If no, please state which ones weren't understandable and why.

First review

1. I initially didn't think I would like "n" on page 3. However, it is a good response to some questions.

3. Somewhat-I believe you should restate the instructions regarding I,S,U when beginning section 4.

4. Section 3 - repeat scale again.

Second review

1. I would feel more comfortable with "3" being "important" and "4" being "very important". I do like the forced choice in these responses.

6. It would be good to have more category for somewhat important. Many of the questions were tough for me to respond either not important or very important.

6. Was the format easy to follow? \_\_\_\_\_

If no, please offer suggestions for changes.

First review

1. Booklet format is good. I think people will be more likely to complete the questionnaire when it is not on several 8 1/2 x 11 sheets.

Second review

7. Did you understand what section 2, skills, meant?\_\_\_\_\_

If no, please offer suggestions.

First review

1. People may have varying personal definitions for "motivational" and "visionary".

2. Motivational and visionary skills can mean different things depending on how the use of the cs has been used in the school.

5. #19-Perhaps is a bit general and leaves room for people to interpret. Eg.negotiation-labor contracts? Vs general conflict resolution type of negotiation.

Second review

This section was removed from the questionnaire for the second review.

8. Did you need interpretation for any section?\_\_\_\_\_

If yes, please state which section and how it could be corrected.

First review

3. Section 4, went back to see what I,S,U meant in a previous section.

Second review

9. Was the order of the sections appropriate?\_\_\_\_\_

If no, how would you change the order?

First review

1. I thought about this order to work from general to very specific...Your order is fine. 1,4,3-2,5 (get to "philosophical" point). Put section 6 first to set their mind frame and give them easy questions first.

2. Question 52 might have been first because if you didn't think a cs was required then the rest of the questions wouldn't apply.

Second review

1. Page 7, 5th text line: "necessary" should be "necessity".

10. Do you have suggestions for improvements to the questionnaire?\_\_\_\_\_

If yes, please state them.

First review

1. Page 1-change word "belief" to perception or understanding or conception. Add questions/concepts about role in county government.

No. 52-Delete and leave that for unsolicited comment on page 8. The question lacks validity without a section of options in lieu of county superintendent. However, for those who answer section 1 all "u", what other response could there be to # 52?

2. Each district uses the cs in different ways-from building administrator to no use-that would make a big difference to the outcome of your questions. It might work to poll different size schools differently. Not sure who was asked to fill out questionnaire.

4. I am not currently aware of county superintendent's job description. That might be helpful to know when filling this out.

#### Second review

2. If you don't feel a county superintendent is needed-the questions are difficult to answer. If a county supt is needed-then it depends on if there is a supervising teacher, principal, or superintendent on how the question is answered.

4. Needed more information on job description of city superintendent.

11. Additional comments:

#### First review

2. If the cs is asked according to accreditation standards to be the building or district administrator plus take on all the other requirements for cs, how can they get that all accomplished and yet be in their schools and see the daily happenings. I know in our school they are not effective for these roles because they are never there.

4. Under section 3-put similar questions together.

#### Second review

1. Good job on the questionnaire clean up. What will you do with the information you get?

3. Section 1-many questions I perceived as important for county superintendent support in the small school environment. Not quite so important in larger schools.

4. May want to divide between building administration vs. no administration. I believe the needs are different.

5. I had a hard time with 59 and 60, forced into a choice without



explanation. 59 needed?yes-in certain counties, communities, etc., but not in others. 60-abolish? No where needed; abolish where not needed. Third choice-should county have option? Which is actually what's happening with some part-timers, etc. 4. The choice-can some functions be done by others even if not abolished statewide?

APPENDIX F

P-Value Table

P-Value Chart

| Duties | Age     | Years   | K-8 SD  | K-12 SD | Gender  | Position |
|--------|---------|---------|---------|---------|---------|----------|
| 1      | .7585   | .1144   | .1382   | .269    | .013 *  | .0037 *  |
| 2      | .058    | .0174 * | .04 *   | .038 *  | .0077 * | .0000 *  |
| 3      | .0009 * | .0002 * | .0046 * | .0192 * | .0000 * | .0000 *  |
| 4      | .3754   | .0122 * | .1802   | .0074 * | .0033 * | .0000 *  |
| 5      | .0236 * | .0018 * | .0000 * | .0463 * | .0057 * | .0000 *  |
| 6      | .1157   | .0003 * | .0035 * | .1388   | .0000 * | .0000 *  |
| 7      | .0234 * | .1075   | .3134   | .0433 * | .0023 * | .0075 *  |
| 8      | .0125 * | .1414   | .7609   | .1633   | .0083 * | .0001 *  |
| 9      | .5913   | .1474   | .2713   | .1632   | .0097 * | .0000 *  |
| 10     | .3474   | .0653   | .0013 * | .1062   | .0000 * | .0000 *  |
| 11     | .0037 * | .0137 * | .0366 * | .4033   | .0206 * | .0000 *  |
| 12     | .1525   | .1066   | .01 *   | .013 *  | .0038 * | .0000 *  |
| 13     | .1918   | .0343 * | .008 *  | .007 *  | .0000 * | .0000 *  |
| 14     | .4029   | .0235 * | .4969   | .0451 * | .0001 * | .0000 *  |
| 15     | .043 *  | .0005 * | .002 *  | .0634   | .0000 * | .0000 *  |
| 16     | .5415   | .2388   | .1751   | .025 *  | .0003 * | .0000 *  |
| 17     | .922    | .1161   | .0003 * | .0455 * | .0015 * | .0000 *  |
| 18     | .2005   | .1831   | .0021 * | .2874   | .042 *  | .0000 *  |
| 19     | .988    | .7618   | .0265 * | .138    | .0882   | .3184    |
| 20     | .2792   | .1517   | .036 *  | .779    | .0354 * | .0002 *  |
| 21     | .0727   | .4053   | .5491   | .0341 * | .0090 * | .0000 *  |

|    |         |         |         |         |         |         |
|----|---------|---------|---------|---------|---------|---------|
| 22 | .034 *  | .0021 * | .0481*  | .0068 * | .0000 * | .0000 * |
| 23 | .022 *  | .1042   | .0011 * | .0347 * | .0000 * | .0000 * |
| 24 | .0383 * | .0311 * | .0011 * | .0536   | .0000 * | .0000 * |
| 25 | .4715   | .7187   | .0228 * | .6387   | .4773   | .0000 * |
| 26 | .2013   | .1643   | .2198   | .6143   | .0633   | .0050 * |
| 27 | .6037   | .3939   | .3907   | .7592   | .0057 * | .0041 * |
| 28 | .6922   | .5003   | .0428 * | .8168   | .0040 * | .0015 * |
| 29 | .4983   | .1327   | .1899   | .0100 * | .0022 * | .0001 * |
| 30 | .6064   | .0214 * | .0385 * | .0518   | .0014 * | .0000 * |
| 31 | .5343   | .2002   | .2567   | .2603   | .0000 * | .0000 * |
| 32 | .3508   | .0043 * | .0854   | .3457   | .0000 * | .0000 * |
| 33 | .2054   | .0891   | .1329   | .0006 * | .0000 * | .0000 * |
| 34 | .0717   | .1617   | .4309   | .2248   | .0037 * | .0000 * |
| 35 | .4868   | .8529   | .9025   | .1635   | .0012 * | .0052 * |
| 36 | .3954   | .1956   | .0305 * | .0084 * | .0000 * | .0000 * |
| 37 | .2615   | .0434 * | .2709   | .3129   | .0002 * | .0000 * |
| 38 | .0112 * | .0517   | .0008 * | .5318   | .0000 * | .0000 * |
| 39 | .0485 * | .0265 * | .0011 * | .3922   | .0000 * | .0000 * |
| 40 | .0124 * | .0000 * | .0112 * | .1668 * | .0000 * | .0000 * |
| 41 | .112    | .0754   | .2919   | .2467   | .0488 * | .0000 * |
| 42 | .053    | .0254 * | .0009 * | .0192 * | .0000 * | .0000 * |
| 43 | .3132   | .0798   | .0007 * | .0449 * | .0000 * | .0000 * |

\* significant at .05

| Qualifications | Age        | Years   | K-8 SD  | K-12 SD | Gender  | Position |
|----------------|------------|---------|---------|---------|---------|----------|
| 44             | .668       | .3099   | .5917   | .3343   | .0048 * | .003 *   |
| 45             | .1573      | .2387   | .0015 * | .0053 * | .0259 * | .0000 *  |
| 46             | .7196      | .37     | .4143   | .1074   | .0178 * | .0007 *  |
| 47             | .0659      | .1914   | .0000 * | .1431   | .005 *  | .0121 *  |
| 48             | .6209      | .9949   | .6713   | .1305   | .1151   | .6534    |
| 49             | .586       | .7409   | .9381   | .3923   | .0557   | .1404    |
| 50             | .3474      | .948    | .0026 * | .0267 * | .0000 * | .0005 *  |
| 51             | .5457      | .6154   | .1202   | .0075 * | .0000 * | .0162 *  |
| 52             | .5612      | .2406   | .9679   | .2452   | .7591   | .0454 *  |
| 53             | .9823      | .9794   | .5812   | .0753   | .0168 * | .0088 *  |
| 54             | .6297      | .0051 * | .0012 * | .0619   | .1524   | .0000 *  |
| 55             | .0202<br>* | .2244   | .0142 * | .3861   | .3394   | .0002 *  |
| 56             | .2395      | .1743   | .3656   | .9608   | .6467   | .0002 *  |
| 57             | .0025<br>* | .0217 * | .3747   | .7456   | .4208   | .0000 *  |
| 58             | .0914      | .0007 * | .0922   | .3725   | .3587   | .2692    |

\* significant at .05

| Question # | Age     | Years   | K-8 SD  | K-12 SD | Gender  | Position |
|------------|---------|---------|---------|---------|---------|----------|
| 59         | .0323 * | .0292 * | .0136 * | .6741   | .0016 * | .0000 *  |

\* significant at .05

| Question # | Age   | Years   | K-8 SD  | K-12 SD | Gender  | Position |
|------------|-------|---------|---------|---------|---------|----------|
| 60         | .1251 | .0041 * | .0346 * | .9795   | .0003 * | .0000 *  |

\* significant at .05

APPENDIX G

Percentage Tables for All Variables

## Percentage Charts

Percentages on age variable.

| Question | 18-30 | 31-40 | 41-50 | 51-60 | Over 60 | Significant |
|----------|-------|-------|-------|-------|---------|-------------|
| 1        | 69    | 58    | 58    | 57    | 64      |             |
| 2        | 61    | 49    | 43    | 37    | 64      |             |
| 3        | 89    | 84    | 70    | 65    | 84      | *           |
| 4        | 75    | 81    | 77    | 72    | 80      |             |
| 5        | 74    | 63    | 53    | 44    | 60      | *           |
| 6        | 67    | 63    | 57    | 51    | 58      |             |
| 7        | 64    | 77    | 73    | 68    | 80      | *           |
| 8        | 56    | 68    | 74    | 63    | 76      | *           |
| 9        | 78    | 63    | 70    | 62    | 64      |             |
| 10       | 69    | 60    | 61    | 50    | 65      |             |
| 11       | 78    | 66    | 64    | 57    | 78      | *           |
| 12       | 85    | 82    | 74    | 68    | 96      |             |
| 13       | 85    | 78    | 63    | 61    | 78      |             |
| 14       | 86    | 76    | 75    | 66    | 87      |             |
| 15       | 73    | 73    | 67    | 54    | 78      | *           |
| 16       | 74    | 83    | 79    | 73    | 87      |             |
| 17       | 68    | 66    | 58    | 54    | 68      |             |
| 18       | 44    | 43    | 40    | 36    | 52      |             |
| 19       | 54    | 46    | 52    | 49    | 57      |             |
| 20       | 41    | 40    | 39    | 32    | 57      |             |
| 21       | 82    | 52    | 56    | 46    | 71      |             |
| 22       | 88    | 68    | 63    | 54    | 74      | *           |
| 23       | 85    | 72    | 71    | 57    | 78      | *           |
| 24       | 85    | 72    | 61    | 50    | 68      | *           |
| 25       | 56    | 68    | 67    | 64    | 74      |             |
| 26       | 64    | 51    | 59    | 62    | 52      |             |



|    |     |    |    |    |    |   |
|----|-----|----|----|----|----|---|
| 27 | 67  | 59 | 60 | 56 | 61 |   |
| 28 | 58  | 47 | 57 | 46 | 48 |   |
| 29 | 89  | 80 | 79 | 73 | 87 |   |
| 30 | 85  | 76 | 74 | 73 | 91 |   |
| 31 | 89  | 80 | 77 | 72 | 88 |   |
| 32 | 89  | 78 | 78 | 73 | 92 |   |
| 33 | 79  | 74 | 71 | 66 | 79 |   |
| 34 | 89  | 82 | 78 | 72 | 92 |   |
| 35 | 56  | 57 | 59 | 57 | 40 |   |
| 36 | 79  | 75 | 66 | 59 | 76 |   |
| 37 | 54  | 44 | 38 | 34 | 42 |   |
| 38 | 79  | 59 | 51 | 46 | 72 | * |
| 39 | 78  | 62 | 51 | 48 | 76 | * |
| 40 | 86  | 65 | 54 | 46 | 67 | * |
| 41 | 75  | 76 | 61 | 55 | 72 |   |
| 42 | 82  | 72 | 61 | 55 | 84 |   |
| 43 | 81  | 75 | 66 | 62 | 88 |   |
| 44 | 93  | 91 | 90 | 89 | 92 |   |
| 45 | 89  | 73 | 75 | 65 | 76 |   |
| 46 | 93  | 84 | 85 | 82 | 84 |   |
| 47 | 79  | 73 | 65 | 61 | 72 |   |
| 48 | 100 | 95 | 91 | 92 | 92 |   |
| 49 | 100 | 94 | 91 | 91 | 92 |   |
| 50 | 78  | 65 | 65 | 53 | 52 |   |
| 51 | 82  | 72 | 69 | 64 | 64 |   |
| 52 | 93  | 92 | 85 | 85 | 76 |   |
| 53 | 89  | 82 | 82 | 80 | 84 |   |
| 54 | 77  | 66 | 66 | 62 | 73 |   |
| 55 | 85  | 46 | 57 | 56 | 57 | * |
| 56 | 84  | 60 | 65 | 66 | 59 |   |

|    |    |    |    |    |    |   |
|----|----|----|----|----|----|---|
| 57 | 84 | 66 | 66 | 67 | 52 | * |
| 58 | 44 | 30 | 28 | 23 | 19 |   |
| 59 | 86 | 80 | 81 | 71 | 96 | * |
| 60 | 88 | 82 | 80 | 73 | 91 |   |

Percentages on the number of years in education variable.

| Question | 0-5 | 6-10 | 11-20 | 21-30 | Over 30 | Significant |
|----------|-----|------|-------|-------|---------|-------------|
| 1        | 64  | 65   | 55    | 50    | 62      |             |
| 2        | 53  | 52   | 47    | 34    | 42      | *           |
| 3        | 91  | 85   | 75    | 58    | 66      | *           |
| 4        | 82  | 79   | 81    | 68    | 66      | *           |
| 5        | 69  | 67   | 54    | 37    | 47      | *           |
| 6        | 62  | 76   | 58    | 43    | 47      | *           |
| 7        | 71  | 84   | 73    | 64    | 71      |             |
| 8        | 62  | 79   | 70    | 60    | 71      |             |
| 9        | 73  | 74   | 68    | 58    | 66      |             |
| 10       | 65  | 72   | 58    | 45    | 53      |             |
| 11       | 72  | 74   | 64    | 54    | 62      | *           |
| 12       | 86  | 83   | 75    | 66    | 76      |             |
| 13       | 81  | 75   | 69    | 54    | 64      | *           |
| 14       | 81  | 89   | 72    | 64    | 67      | *           |
| 15       | 77  | 84   | 63    | 50    | 69      | *           |
| 16       | 82  | 88   | 80    | 68    | 78      |             |
| 17       | 67  | 73   | 60    | 48    | 53      |             |
| 18       | 43  | 49   | 43    | 30    | 33      |             |
| 19       | 48  | 54   | 51    | 47    | 51      |             |
| 20       | 42  | 42   | 39    | 30    | 32      |             |
| 21       | 64  | 57   | 58    | 45    | 47      |             |
| 22       | 75  | 82   | 65    | 50    | 56      | *           |
| 23       | 82  | 77   | 69    | 58    | 68      |             |

|    |    |    |    |    |    |   |
|----|----|----|----|----|----|---|
| 24 | 70 | 72 | 65 | 47 | 56 | * |
| 25 | 66 | 73 | 62 | 61 | 75 |   |
| 26 | 58 | 63 | 56 | 54 | 68 |   |
| 27 | 61 | 69 | 62 | 49 | 63 |   |
| 28 | 49 | 60 | 54 | 45 | 45 |   |
| 29 | 83 | 85 | 80 | 69 | 86 |   |
| 30 | 79 | 81 | 80 | 63 | 86 | * |
| 31 | 81 | 85 | 81 | 68 | 84 |   |
| 32 | 79 | 84 | 83 | 67 | 89 | * |
| 33 | 78 | 84 | 71 | 59 | 71 |   |
| 34 | 82 | 86 | 83 | 70 | 74 |   |
| 35 | 52 | 58 | 61 | 52 | 53 |   |
| 36 | 76 | 75 | 69 | 56 | 63 |   |
| 37 | 50 | 48 | 41 | 29 | 42 | * |
| 38 | 68 | 58 | 56 | 44 | 54 |   |
| 39 | 72 | 61 | 53 | 43 | 57 | * |
| 40 | 77 | 68 | 61 | 37 | 50 | * |
| 41 | 78 | 66 | 62 | 53 | 71 |   |
| 42 | 81 | 73 | 63 | 52 | 57 | * |
| 43 | 77 | 82 | 69 | 57 | 67 |   |
| 44 | 89 | 96 | 89 | 89 | 89 |   |
| 45 | 80 | 82 | 72 | 64 | 70 |   |
| 46 | 87 | 91 | 82 | 81 | 84 |   |
| 47 | 76 | 67 | 67 | 62 | 56 |   |
| 48 | 92 | 94 | 91 | 93 | 92 |   |
| 49 | 94 | 97 | 91 | 88 | 92 |   |
| 50 | 66 | 64 | 62 | 56 | 55 |   |
| 51 | 73 | 76 | 70 | 60 | 68 |   |
| 52 | 89 | 90 | 85 | 85 | 84 |   |
| 53 | 82 | 84 | 80 | 81 | 84 |   |

|    |    |    |    |    |    |   |
|----|----|----|----|----|----|---|
| 54 | 70 | 70 | 63 | 57 | 80 | * |
| 55 | 63 | 52 | 51 | 59 | 66 |   |
| 56 | 66 | 62 | 63 | 72 | 67 |   |
| 57 | 68 | 69 | 61 | 72 | 69 | * |
| 58 | 34 | 44 | 24 | 22 | 20 | * |
| 59 | 87 | 82 | 78 | 70 | 87 | * |
| 60 | 89 | 85 | 79 | 68 | 88 | * |

Percentages on the variable K-8 school districts.

| Question | 1-20 | 21-50 | 51-300 | 301-600 | Over 600 | Significant |
|----------|------|-------|--------|---------|----------|-------------|
| 1        | 71   | 70    | 56     | 50      | 43       |             |
| 2        | 64   | 52    | 41     | 55      | 29       | *           |
| 3        | 89   | 79    | 80     | 73      | 71       | *           |
| 4        | 89   | 83    | 77     | 73      | 86       |             |
| 5        | 84   | 83    | 53     | 45      | 14       | *           |
| 6        | 77   | 76    | 53     | 55      | 14       | *           |
| 7        | 79   | 76    | 74     | 64      | 86       |             |
| 8        | 80   | 76    | 70     | 73      | 57       |             |
| 9        | 81   | 83    | 67     | 64      | 71       |             |
| 10       | 82   | 64    | 60     | 60      | 43       | *           |
| 11       | 84   | 74    | 59     | 50      | 40       | *           |
| 12       | 95   | 88    | 78     | 60      | 50       | *           |
| 13       | 91   | 85    | 71     | 70      | 57       | *           |
| 14       | 85   | 83    | 81     | 80      | 57       |             |
| 15       | 86   | 79    | 73     | 50      | 29       | *           |

|    |    |    |    |    |     |   |
|----|----|----|----|----|-----|---|
| 16 | 90 | 88 | 86 | 80 | 71  |   |
| 17 | 77 | 66 | 62 | 30 | 57  | * |
| 18 | 58 | 48 | 38 | 50 | 14  | * |
| 19 | 53 | 63 | 43 | 70 | 57  | * |
| 20 | 57 | 40 | 32 | 44 | 43  | * |
| 21 | 69 | 68 | 53 | 50 | 57  |   |
| 22 | 82 | 79 | 65 | 40 | 57  | * |
| 23 | 88 | 77 | 77 | 50 | 43  | * |
| 24 | 82 | 79 | 70 | 50 | 43  | * |
| 25 | 73 | 73 | 68 | 20 | 43  | * |
| 26 | 67 | 68 | 58 | 40 | 43  |   |
| 27 | 68 | 78 | 62 | 50 | 71  |   |
| 28 | 66 | 64 | 43 | 67 | 29  | * |
| 29 | 88 | 85 | 75 | 90 | 86  |   |
| 30 | 84 | 83 | 70 | 90 | 100 | * |
| 31 | 87 | 88 | 77 | 91 | 86  |   |
| 32 | 86 | 86 | 77 | 91 | 100 |   |
| 33 | 83 | 90 | 78 | 73 | 71  |   |
| 34 | 89 | 90 | 81 | 91 | 71  |   |
| 35 | 62 | 62 | 59 | 45 | 43  |   |
| 36 | 83 | 93 | 78 | 73 | 43  | * |
| 37 | 57 | 50 | 34 | 36 | 29  |   |
| 38 | 82 | 81 | 51 | 45 | 43  | * |
| 39 | 80 | 83 | 49 | 45 | 43  | * |
| 40 | 85 | 81 | 59 | 55 | 57  | * |
| 41 | 78 | 79 | 65 | 64 | 57  |   |
| 42 | 88 | 86 | 66 | 55 | 29  | * |
| 43 | 87 | 88 | 73 | 45 | 57  | * |
| 44 | 93 | 90 | 90 | 91 | 100 |   |
| 45 | 84 | 88 | 76 | 91 | 57  | * |

|    |    |    |    |    |     |   |
|----|----|----|----|----|-----|---|
| 46 | 90 | 93 | 88 | 91 | 86  |   |
| 47 | 89 | 74 | 56 | 55 | 43  | * |
| 48 | 96 | 90 | 89 | 91 | 100 |   |
| 49 | 95 | 93 | 91 | 82 | 100 |   |
| 50 | 78 | 68 | 65 | 45 | 29  | * |
| 51 | 79 | 71 | 70 | 64 | 71  |   |
| 52 | 91 | 88 | 86 | 91 | 100 |   |
| 53 | 89 | 90 | 83 | 73 | 71  |   |
| 54 | 83 | 84 | 64 | 73 | 43  | * |
| 55 | 63 | 54 | 60 | 55 | 29  | * |
| 56 | 62 | 54 | 70 | 73 | 57  | * |
| 57 | 66 | 59 | 72 | 82 | 43  |   |
| 58 | 28 | 28 | 39 | 45 | 0   |   |
| 59 | 91 | 93 | 77 | 64 | 83  | * |
| 60 | 91 | 93 | 79 | 67 | 100 | * |

Percentages on the variable of K-12 school districts.

| Question | AA | A  | B  | C  | Significant |
|----------|----|----|----|----|-------------|
| 1        | 25 | 41 | 50 | 53 |             |
| 2        | 0  | 18 | 21 | 38 | *           |
| 3        | 38 | 41 | 58 | 65 | *           |
| 4        | 0  | 55 | 68 | 72 | *           |
| 5        | 0  | 14 | 33 | 38 | *           |
| 6        | 13 | 36 | 38 | 51 |             |
| 7        | 25 | 59 | 75 | 64 | *           |
| 8        | 25 | 64 | 69 | 57 |             |
| 9        | 25 | 45 | 69 | 50 |             |
| 10       | 0  | 23 | 38 | 49 |             |
| 11       | 29 | 36 | 46 | 59 |             |
| 12       | 17 | 38 | 64 | 69 | *           |

|    |    |    |    |    |   |
|----|----|----|----|----|---|
| 13 | 0  | 18 | 49 | 54 | * |
| 14 | 43 | 45 | 66 | 63 | * |
| 15 | 0  | 32 | 51 | 55 |   |
| 16 | 14 | 55 | 67 | 70 | * |
| 17 | 0  | 36 | 41 | 54 | * |
| 18 | 0  | 14 | 16 | 32 |   |
| 19 | 14 | 57 | 38 | 53 |   |
| 20 | 14 | 14 | 26 | 34 |   |
| 21 | 0  | 18 | 41 | 52 | * |
| 22 | 0  | 23 | 45 | 59 | * |
| 23 | 14 | 41 | 50 | 60 | * |
| 24 | 0  | 23 | 46 | 51 |   |
| 25 | 43 | 59 | 58 | 58 |   |
| 26 | 29 | 41 | 53 | 52 |   |
| 27 | 29 | 36 | 50 | 52 |   |
| 28 | 29 | 36 | 46 | 43 |   |
| 29 | 29 | 64 | 84 | 71 | * |
| 30 | 50 | 59 | 82 | 68 |   |
| 31 | 63 | 67 | 79 | 66 |   |
| 32 | 63 | 67 | 77 | 69 |   |
| 33 | 25 | 38 | 53 | 62 | * |
| 34 | 50 | 57 | 82 | 67 |   |
| 35 | 13 | 24 | 50 | 56 |   |
| 36 | 13 | 35 | 38 | 56 | * |
| 37 | 13 | 24 | 18 | 31 |   |
| 38 | 13 | 24 | 28 | 37 |   |
| 39 | 13 | 24 | 28 | 40 |   |
| 40 | 0  | 24 | 26 | 37 | * |
| 41 | 13 | 38 | 53 | 54 |   |
| 42 | 0  | 19 | 48 | 50 | * |

|    |    |     |    |    |   |
|----|----|-----|----|----|---|
| 43 | 13 | 43  | 56 | 56 | * |
| 44 | 75 | 95  | 88 | 86 |   |
| 45 | 0  | 71  | 54 | 64 | * |
| 46 | 63 | 90  | 72 | 75 |   |
| 47 | 43 | 62  | 53 | 56 |   |
| 48 | 88 | 100 | 88 | 94 |   |
| 49 | 75 | 100 | 85 | 92 |   |
| 50 | 13 | 48  | 31 | 61 | * |
| 51 | 0  | 76  | 46 | 66 | * |
| 52 | 50 | 86  | 78 | 86 |   |
| 53 | 25 | 90  | 69 | 77 |   |
| 54 | 38 | 50  | 59 | 50 |   |
| 55 | 25 | 50  | 59 | 49 |   |
| 56 | 75 | 68  | 74 | 67 |   |
| 57 | 63 | 68  | 74 | 69 |   |
| 58 | 25 | 18  | 16 | 27 |   |
| 59 | 50 | 62  | 70 | 68 |   |
| 60 | 71 | 67  | 64 | 67 |   |

## Percentages on the variable of gender

| Question | Females | Males | Significant |
|----------|---------|-------|-------------|
| 1        | 63      | 53    | *           |
| 2        | 50      | 39    | *           |
| 3        | 83      | 60    | *           |
| 4        | 83      | 68    | *           |
| 5        | 60      | 47    | *           |
| 6        | 68      | 44    | *           |
| 7        | 78      | 65    | *           |
| 8        | 74      | 62    | *           |
| 9        | 73      | 58    | *           |



|    |    |    |   |
|----|----|----|---|
| 10 | 68 | 47 | * |
| 11 | 70 | 57 | * |
| 12 | 81 | 68 | * |
| 13 | 76 | 58 | * |
| 14 | 81 | 66 | * |
| 15 | 75 | 54 | * |
| 16 | 85 | 70 | * |
| 17 | 66 | 52 | * |
| 18 | 46 | 33 | * |
| 19 | 55 | 45 |   |
| 20 | 43 | 33 | * |
| 21 | 61 | 47 | * |
| 22 | 72 | 53 | * |
| 23 | 77 | 58 | * |
| 24 | 69 | 52 | * |
| 25 | 68 | 64 |   |
| 26 | 64 | 52 |   |
| 27 | 67 | 50 | * |
| 28 | 57 | 44 | * |
| 29 | 82 | 74 | * |
| 30 | 81 | 69 | * |
| 31 | 84 | 70 | * |
| 32 | 84 | 72 | * |
| 33 | 79 | 61 | * |
| 34 | 85 | 71 | * |
| 35 | 61 | 52 | * |
| 36 | 77 | 55 | * |
| 37 | 49 | 28 | * |
| 38 | 66 | 40 | * |
| 39 | 65 | 43 | * |

|    |    |    |   |
|----|----|----|---|
| 40 | 67 | 45 | * |
| 41 | 69 | 57 | * |
| 42 | 72 | 54 | * |
| 43 | 80 | 55 | * |
| 44 | 92 | 88 | * |
| 45 | 77 | 67 | * |
| 46 | 88 | 79 | * |
| 47 | 73 | 59 | * |
| 48 | 94 | 92 |   |
| 49 | 94 | 90 |   |
| 50 | 69 | 54 | * |
| 51 | 76 | 60 | * |
| 52 | 90 | 83 |   |
| 53 | 85 | 78 | * |
| 54 | 67 | 64 |   |
| 55 | 55 | 58 |   |
| 56 | 62 | 68 |   |
| 57 | 64 | 70 |   |
| 58 | 29 | 26 |   |
| 59 | 84 | 72 | * |
| 60 | 86 | 71 | * |

Percentages on the variable of position.

| Question | CS | K-12<br>Supt | K-8<br>Supt | K-12<br>Clerk | K-8<br>Clerk | Head<br>Teachers | Chair<br>person | Principal | Signif-<br>icant |
|----------|----|--------------|-------------|---------------|--------------|------------------|-----------------|-----------|------------------|
| 1        | 79 | 41           | 57          | 58            | 61           | 63               | 72              | 44        | *                |
| 2        | 73 | 21           | 36          | 38            | 51           | 54               | 61              | 33        | *                |
| 3        | 89 | 47           | 50          | 72            | 90           | 82               | 89              | 61        | *                |
| 4        | 93 | 57           | 64          | 75            | 86           | 83               | 87              | 65        | *                |
| 5        | 66 | 29           | 21          | 37            | 56           | 83               | 87              | 50        | *                |

|    |    |    |    |    |    |    |    |    |   |
|----|----|----|----|----|----|----|----|----|---|
| 6  | 74 | 26 | 21 | 66 | 59 | 80 | 72 | 56 | * |
| 7  | 89 | 57 | 57 | 74 | 82 | 79 | 76 | 67 | * |
| 8  | 82 | 51 | 57 | 67 | 76 | 74 | 81 | 67 | * |
| 9  | 86 | 44 | 57 | 61 | 71 | 81 | 80 | 61 | * |
| 10 | 80 | 29 | 46 | 53 | 72 | 74 | 74 | 41 | * |
| 11 | 88 | 44 | 54 | 60 | 69 | 75 | 80 | 47 | * |
| 12 | 93 | 57 | 46 | 66 | 86 | 89 | 90 | 76 | * |
| 13 | 91 | 42 | 39 | 51 | 81 | 87 | 89 | 65 | * |
| 14 | 84 | 49 | 77 | 75 | 86 | 82 | 85 | 59 | * |
| 15 | 81 | 37 | 62 | 60 | 76 | 82 | 84 | 44 | * |
| 16 | 91 | 60 | 85 | 72 | 91 | 84 | 90 | 71 | * |
| 17 | 84 | 36 | 31 | 57 | 71 | 73 | 73 | 47 | * |
| 18 | 71 | 18 | 8  | 31 | 54 | 44 | 55 | 35 | * |
| 19 | 56 | 42 | 46 | 53 | 52 | 58 | 57 | 29 |   |
| 20 | 46 | 20 | 31 | 39 | 42 | 42 | 59 | 24 | * |
| 21 | 69 | 37 | 46 | 49 | 65 | 69 | 60 | 35 | * |
| 22 | 84 | 38 | 46 | 60 | 69 | 77 | 83 | 53 | * |
| 23 | 83 | 47 | 69 | 59 | 76 | 84 | 84 | 65 | * |
| 24 | 72 | 38 | 39 | 51 | 67 | 86 | 77 | 71 | * |
| 25 | 93 | 53 | 54 | 65 | 64 | 61 | 82 | 65 | * |
| 26 | 84 | 43 | 54 | 56 | 61 | 67 | 67 | 44 | * |
| 27 | 70 | 40 | 54 | 56 | 69 | 71 | 66 | 53 | * |
| 28 | 68 | 37 | 31 | 46 | 62 | 59 | 64 | 18 | * |
| 29 | 93 | 69 | 92 | 70 | 83 | 82 | 89 | 59 | * |
| 30 | 91 | 64 | 85 | 71 | 84 | 82 | 82 | 41 | * |
| 31 | 89 | 63 | 86 | 73 | 90 | 88 | 81 | 61 | * |
| 32 | 93 | 65 | 93 | 73 | 89 | 84 | 81 | 67 | * |
| 33 | 86 | 49 | 71 | 61 | 82 | 86 | 87 | 67 | * |
| 34 | 93 | 60 | 86 | 77 | 84 | 88 | 87 | 78 | * |
| 35 | 81 | 43 | 71 | 56 | 54 | 67 | 55 | 61 | * |

|    |     |    |     |    |    |    |    |    |   |
|----|-----|----|-----|----|----|----|----|----|---|
| 36 | 82  | 38 | 71  | 57 | 80 | 86 | 84 | 67 | * |
| 37 | 65  | 21 | 21  | 31 | 39 | 57 | 53 | 39 | * |
| 38 | 79  | 27 | 29  | 38 | 66 | 80 | 68 | 53 | * |
| 39 | 84  | 29 | 50  | 40 | 64 | 74 | 74 | 33 | * |
| 40 | 81  | 25 | 57  | 40 | 66 | 79 | 87 | 33 | * |
| 41 | 82  | 44 | 77  | 55 | 70 | 73 | 81 | 44 | * |
| 42 | 88  | 36 | 57  | 51 | 72 | 80 | 87 | 61 | * |
| 43 | 90  | 40 | 57  | 66 | 79 | 86 | 84 | 56 | * |
| 44 | 95  | 87 | 100 | 88 | 94 | 91 | 92 | 78 | * |
| 45 | 81  | 62 | 79  | 56 | 86 | 86 | 81 | 61 | * |
| 46 | 93  | 77 | 93  | 75 | 93 | 91 | 89 | 78 | * |
| 47 | 81  | 56 | 50  | 57 | 67 | 80 | 77 | 50 | * |
| 48 | 96  | 94 | 100 | 93 | 94 | 92 | 90 | 83 |   |
| 49 | 93  | 89 | 100 | 94 | 96 | 95 | 92 | 72 |   |
| 50 | 75  | 50 | 50  | 51 | 70 | 80 | 66 | 56 | * |
| 51 | 80  | 56 | 71  | 65 | 79 | 85 | 63 | 61 | * |
| 52 | 88  | 83 | 93  | 84 | 91 | 92 | 86 | 82 | * |
| 53 | 93  | 79 | 71  | 70 | 86 | 91 | 87 | 78 | * |
| 54 | 85  | 55 | 69  | 44 | 69 | 82 | 82 | 56 | * |
| 55 | 75  | 63 | 54  | 32 | 45 | 72 | 56 | 76 | * |
| 56 | 55  | 77 | 64  | 56 | 62 | 70 | 52 | 89 | * |
| 57 | 53  | 81 | 92  | 56 | 58 | 73 | 58 | 83 | * |
| 58 | 28  | 22 | 23  | 23 | 33 | 33 | 31 | 35 |   |
| 59 | 100 | 59 | 85  | 74 | 89 | 85 | 87 | 67 | * |
| 60 | 100 | 58 | 78  | 75 | 91 | 84 | 90 | 65 | * |

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