



A study of the perceived inservice education needs of Montana school administrators  
by Theodore Henry Kessel

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

This study identified the inservice education needs of Montana school administrators and determined if there was a difference between selected variables and their preferred inservice education programs. The study also identified the instructional delivery system most preferred by the administrators.

The population for the study consisted of all (671) superintendents and principals employed in the State of Montana fall quarter, 1982. The data were collected using a modified version of a survey instrument developed by Wayne County Intermediate School District, Wayne, Michigan. Five hundred sixty-six administrators returned the completed survey, resulting in an 84.3 percent response rate.

The findings were that the inservice education category, Program, Staff and Personnel Improvement, was identified as the most important area for inservice education. Also, the data indicated that school administrators preferred the time limit of one or two days for inservice offerings. They had no preference for the location of the inservice education, and were willing to drive a 50 mile radius to receive it. Educational programs offered through any form of telecommunications, except the use of videotapes, would not be highly attended.

Chi Square statistics were used to analyze the items that pertain to the demographic variables and the inservice education topics. The .05 level of confidence was used to determine if there was a relationship between the responses of the two groups. The analysis indicated that there was a significant relationship between the variables and the inservice education topics on sixteen items. They were: Conduct- ing and interpreting district, building, staff and personal needs assessment; Developing policies; Planning for declining enrollments and school consolidation; Making effective decisions; Utilizing problem-solving techniques; Initiating effective budgeting procedures; Understanding school finance and methods and sources of funding; Selecting and orienting staff; Evaluating staff performance; Developing position descriptions; Conducting negotiations and implementing contract provisions; Understanding techniques for interacting and communicating effectively; Establishing trust relationships; Managing and resolving conflict; Employing effective change strategies; and Initiating appropriate self-improvement activities.

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by

Theodore Henry Kessel, Jr.

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

Doctor of Education

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MONTANA STATE UNIVERSITY  
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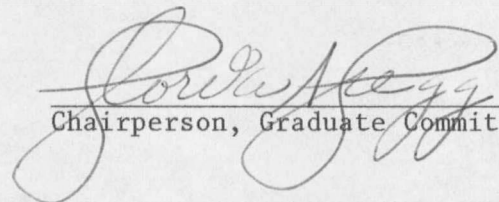
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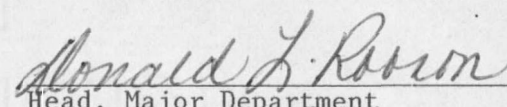
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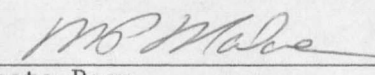
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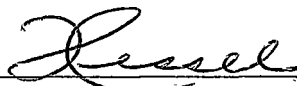
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## ABSTRACT

This study identified the inservice education needs of Montana school administrators and determined if there was a difference between selected variables and their preferred inservice education programs. The study also identified the instructional delivery system most preferred by the administrators.

The population for the study consisted of all (671) superintendents and principals employed in the State of Montana fall quarter, 1982. The data were collected using a modified version of a survey instrument developed by Wayne County Intermediate School District, Wayne, Michigan. Five hundred sixty-six administrators returned the completed survey, resulting in an 84.3 percent response rate.

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## CHAPTER 1

## INTRODUCTION

Few organizational managers have found it necessary to confront the high level of pressure under which school district administrators must function daily. The diversity of skills required by today's school administrators represents a challenge to local school districts and universities to offer inservice and continuing professional education which addresses needs such as goal setting, budgeting, problem solving, decision making, evaluation, futuristics, public relations, personnel administration and program development.

The value of participation by school administrators in inservice education has been documented in the professional literature (Wood, Thompson, Russel, 1981, Harris, 1980). The rapid advancement of technical knowledge has played a major part in the evolution of this society and the resultant expectations of the schools. School administrators, who in the past were qualified to manage districts and schools, find themselves facing issues and problems today that were unheard of heretofore.

Leaders in education have been pressured by their communities to administer their districts and schools in an efficient and effective manner. Because of the increasing complexities of the profession, superintendents and principals are seeking inservice offerings that will aid them in upgrading their professional competence. Management

skills in planning, leadership, operations, personnel management, climate building--as well as program, staff and personal development--need to be offered through inservice education programs to assist present-day school administrators with their assigned tasks.

### Statement of the Problem

This study investigated the perceived needs for inservice education among school administrators in the State of Montana during fall quarter, 1982. The problem of the study was threefold:

1. to determine the specific needs of Montana school administrators for inservice education,
2. to determine if there was a relationship between selected variables and what Montana school administrators perceived as their inservice education needs, and,
3. to determine the preferred instructional delivery system for inservice education.

### Need for the Study

In a paper presented to the University Council for Educational Administration Task-Force Seminar, Robert Howsam (1966) wrote that there was little need to dwell on the issue of whether or not school administrators needed inservice education, because "...such a need arises universally in complex societies, since those who have to deal with the complexities of the society are never adequately prepared for their responsibilities" (p. 8). Howsam (1966) expanded on the thought by saying that the need for inservice training was recognized "...even

when technology and social institutions were relatively stable. Further, in times of rapid change, the advantage of experience tends to be lost..." (p. 9).

Cawelti (1982) was more specific when he addressed the issue of inservice education for school administrators:

...accountability laws, competency tests, mandates for equity and a more responsive curriculum, declining enrollments, lid bills on financing, and collective bargaining have placed demands on school administrators for skills unheard of several years ago, much less taught in universities (p. 326).

Continuing, Cawelti (1982) described many school districts as being characterized by precise goals in "short- and long-term planning, closer teacher supervision, criterion-reference testing, and tougher evaluation" (p. 324) of students and personnel. This type of management, he explained, is not well understood by many school administrators; and they have rarely been trained in planning, organizing, directing, controlling and evaluating their school districts.

Although Howsam (1966) stated he had no evidence upon which to base the statement beyond a general harvesting of the concerns of his peers, his perception of inservice education for school administrators was that there had been an increase in both interest and demand. He also projected that this would continue to be the trend. This interest in inservice education arose from two major factors:

- 1) The increasing complexities of the job causes problems and anxieties which lead the administrator to seek to update his competence.
- 2) Educational and technological advances present clear signals of need for new knowledge skills (Howsam, 1966, p. 10).

Two factors in particular, demand an upgrading of the skills required by educators: outside pressures placed upon school districts in general and administrators in particular by individuals and agencies, and the rapid advancement of a complex society. Day (1981) warned that the "school and staff that does not change and grow is destined to atrophy, to become obsolete" (p. vii).

Howsam (1966) reflected on Willis' foresight, in that the latter predicted that in the coming decade, the person who had already had his formal education would have difficulty dealing with the issues of the future. He also predicted that currently employed administrators would be employing freshly trained persons for administrative-level positions because of their more current education; and concluded that it would be vital for universities to offer quality preservice instruction but of greater significance was the inservice education that administrators would receive.

In Megatrends, John Naisbitt (1982), viewed America as moving from the "old to the new" (p. 1). This restructuring of the American society has effected and will continue to impact education (Tunick and Holcomb, 1980; Dillon-Peterson, 1981; Cole 1982). Consequently, school administrators will have a need to upgrade their technical and personal skills in order to keep pace with societal demands and trends (Davies, 1978).

One trend that school administrators are presently facing is the transition from an industrial society to one based on "the creation and distribution of information" (Naisbitt 1982, p. 1). Naisbitt states, "the new source of power is not in the hands of a few, but



information in the hands of many" (p. 16). For school administrators this means having current knowledge in instructional program evaluation techniques, curriculum development processes, communication skills and the ability to keep current on school law and legislation (Culbertson, 1963).

A second trend is the movement in a "dual direction of high tech/high touch" or "matching each new technology with a compensatory human response" (Naisbitt 1982, p. 1). Prior to Naisbitt's study, Tunick and Holcomb (1980) argued that "The need for professional renewal reflects the rapidly changing technical society in which education professionals find themselves. With this change, knowledge and skills can become obsolete..." (p. 189).

Another movement in American society is the transition from centralized to decentralized control. Whether in politics, education, or business and industry, Naisbitt (1982) observes that society has moved toward a grass roots approach. He states, "Neighbors are using their new found political power to tackle, at the local level, society's more persistent problem--education..." (p. 113). Hambrick, Murphy and Davies (1978) all agree that outside pressures are making the school administrators' jobs much more difficult. These authors concur there is a need for inservice education programs that prepare today's administrators in dealing effectively with the community, parents and organizations.

Inservice education for superintendents and principals is seen to have an effect upon the quality of education students are receiving and their success in achieving academic goals. Cawelti (1982),

arguing the need for human resource development for school administrators stated: "A growing body of research shows a positive relationship between leadership ability of principals and student growth in basic skills achievement" (p. 328). Agreeing with Cawelti, Olivero (1982) writes that inservice education for teachers as well as principals will improve the quality of education for students far more than any preservice training. Olivero (1982) was cognizant of the fact, however, that "...while it is possible for principals to learn how to do their job better, that does not guarantee that students will learn more or better" (p. 341). He indicated that the aim of inservice education should be to help principals be more effective and efficient, to offer programs that benefit students. The bottom line, he professed, is that "any inservice ought to be tied to desired student outcomes" (Olivero, 1982, p. 341).

Of primary concern in the professional development of administrators and school boards should be inservice education. According to Duke (1977), the neglect of continuing inservice education of the adults who work with students each day, can be costly. Olivero (1982) succinctly expressed his hope for administrative inservice education when he wrote: "If there is any chance at all that we can help a good educational system become even better, attention directed to leadership development is imperative. Administrative staff development is a first step on this long march" (p. 341).

The need is clear. Federal programs, changing pupil population, new technologies, declining resources and new trends emerging in the American society have challenged the role of the school administrator.

If students are to be offered the quality of instruction demanded by society and if administrators are the educational leaders guiding that process, superintendents and principals must be given the opportunity to upgrade their skills through further inservice education. If there is potential for improvement in administrative performance, attention to leadership and professional development is imperative.

An assessment of school administrators' needs for inservice education allows universities and school districts alike to implement programs of educational offerings which meet those specific needs identified through the assessment process.

#### General Questions Answered by the Study

1. Which of the offered categories of inservice education did school administrators perceive as their greatest need: 1) Planning, 2) Leadership Skills, 3) Operations, 4) Personnel Management, 5) Climate Building, or 6) Program, Staff and Personal Improvement?
2. What topics and/or processes listed under the inservice education categories of 1) Planning, 2) Leadership Skills, 3) Operations, 4) Personnel Management, 5) Climate Building, and 6) Program, Staff and Personal Improvement were perceived by school administrators as their greatest needs?
3. Were the positions of school administrators related to the perceived importance of inservice education in the areas of 1) Planning, 2) Leadership Skills, 3) Operations, 4) Personnel

Management, 5) Climate Building, and 6) Program, Staff and Personal Improvement?

4. Were the district classifications in which school administrators were employed related to the perceived importance of inservice education in the areas of 1) Planning, 2) Leadership Skills, 3) Operations, 4) Personnel Management, 5) Climate Building, and 6) Program, Staff and Personal Improvement?
5. Was the highest degree earned by school administrators related to the perceived importance of inservice education in the areas of 1) Planning, 2) Leadership Skills, 3) Operations, 4) Personnel Management, 5) Climate Building, and 6) Program, Staff and Personal Improvement?
6. Were the years of administrative experience of school administrators related to the perceived importance of inservice education in the areas of 1) Planning, 2) Leadership Skills, 3) Operations, 4) Personnel Management, 5) Climate Building, and 6) Program, Staff and Personal Improvement?
7. What was the length of time for inservice education most preferred by school administrators?
8. How far were school administrators willing to travel in order to participate in inservice education programs?
9. What types of instructional delivery systems did school administrators prefer for inservice?
10. Did Montana school administrators experience inservice education through means of telecommunications? If so, what types were used?

### Procedures

The procedures followed in this study began with a thorough survey of the literature and existing research related to the inservice education needs of school administrators.

A needs assessment instrument, Assessment of Administrator Inservice Needs, developed by Wayne County Intermediate School District, Wayne, Michigan, was modified and tested for reliability. As a result, four inservice education topics were eliminated from the original instrument and the remaining 23 were used in this study. A copy of the modified version of this instrument is found in Appendix B.

Demographic information for each respondent was gathered by a questionnaire enclosed with the needs assessment instrument. In addition, information was requested about each respondent's choice of instructional delivery system (specifically, preference for on or off campus instruction) and experience with inservice education via telecommunications. Respondents were also asked how far they were willing to travel for their professional inservice education.

The entire population of superintendents and principals in the State of Montana was assessed. Names were taken from the 1982-1983 Administrative Dictionary published by School Administrators of Montana. Six hundred seventy-one needs assessment instruments were mailed in October, 1982. Five hundred sixty-six were returned, resulting in an 84.3 percent response. Due to the favorable response, a second mailing was not considered necessary.

The information and data were analyzed using descriptive statistics and a Chi Square test. From the results, conclusions were drawn and recommendations made for implementing inservice education for Montana school administrators.

#### Delimitations

The study was limited to the fall quarter, 1982, and considered all superintendents, assistant superintendents, principals and assistant principals in the State of Montana.

#### Definition of Terms

School Administrator -- An individual holding either a position as superintendent or principal in a Montana school district.

Principal -- Any person who holds a valid class three Montana teacher certificate with an applicable principal's endorsement and who is employed by a district as a principal.

For the purposes of this study, principal will refer to any one of the following categories: elementary principal, middle school principal, junior high school principal, senior high school principal, secondary principal or assistant principal.

Superintendent -- Any person who holds a valid class three Montana teacher certificate with an applicable superintendent's endorsement and who is employed by a district as a superintendent or assistant superintendent.

Class I School District -- A school district having a population of more than 6,500 (School Laws of Montana, 1982, 20-6-2-1, p. 205).

Class II School District -- A school district having a population of 1,000 or more but less than 6,500 (School Laws of Montana, 1982, 20-6-2-1, p. 205).

Class III School District -- A school district having a population of less than 1,000 (School Laws of Montana, 1982, 20-6-2-1, p. 205).

Inservice Education -- Any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for purposes of improving the performance of the individual in already assigned positions (Harris, 1980, p.21).

For the purpose of this study, the inservice education needs that were addressed were subsumed by the following categories: Planning; Leadership Skills; Operations; Personnel Management; Climate Building; and Program, Staff and Personal Improvement; as measured by the Assessment of Administrator Inservice Needs.

### Summary

Faced with a variety of problems and a future requiring increasing professional sophistication, school administrators, particularly superintendents and principals, have a need to update their management skills and further their own education. When universities and school districts are helped to identify school administrator inservice education needs and their preferred instructional delivery system model, quality educational programs can be planned and implemented to upgrade the skills of Montana school administrators.

This study assessed Montana school administrators' perceptions of their inservice education needs and identified their preferred instructional delivery system. A questionnaire addressing potential inservice education needs in six areas was sent to all school administrators in Montana holding positions of superintendent, assistant superintendent, principal and assistant principal. The questionnaire also solicited preference for instructional delivery method, and preferred site and duration of inservice training. Finally, this population was asked whether telecommunications had ever been a mode by which their own inservice education had been delivered. Data were grouped and analyzed using descriptive statistics and Chi Square analysis, and conclusions and recommendations derived.



## CHAPTER 2

## REVIEW OF THE LITERATURE

For the purpose of this study, the related literature was considered under four main topics. These topics were: the need for inservice education, the present state of inservice education for administrators, improving the profession through inservice education and the value of a needs assessment in determining inservice education programs. Preservice education versus inservice education, the need for professional development, and emerging trends in American society were considered within the first topic. The responsibility for providing inservice education programs and a discussion on the pros and cons of inservice education programs were examined in the second. The third topic area dealt with the subjects to be considered in inservice education programs and part four reviewed the literature pertaining to participant involvement in the planning of inservice education.

The Need for Inservice Education

All education professionals receive two types of training, commonly referred to as preservice, or that taking place before entering the field, and inservice, or that taking place after certification has been achieved. The argument could be forwarded that preservice education is the logical place to provide school administrators with the training they need to meet the demands of their profession, but such

an argument would be immediately beset on all sides with concern for the accumulation, variety, complexity and constantly developing nature of the skills and knowledges required of school administrators. Wood, Thompson and Russell (1981) promoted continuing inservice education because they felt that the graduate classes offered to school administrators "... cannot serve professionals adequately for more than five to seven years" (p. 59). Willert (1978) made a point for both preservice and inservice education when he wrote "Quality preservice training is the foundation on which we must build quality inservice training. Without the former, we can never hope to achieve the latter" (p 17). However, Morison (1978) perceived the preservice training that principals acquired "is less than adequate, to put it as kindly as I can" (p. 11). Explaining his somewhat negative thoughts on preservice education, Morison (1978) stated, "With few exceptions, courses are largely unrelated to actual conditions and too often taught by people who have not been in schools for years" (p. 18).

Harris and Bessent (1969) put forth an argument for the superiority of inservice education:

1. Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.
2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools, and substantive knowledge itself.
3. Coordination and articulation in instructional practices require changes in people.
4. Other factors argue for inservice education activities of rather diverse kinds. Morale can be substituted and maintained through inservice education and its contribution to instruction

in itself, even if instructional improvement of any dynamic kind does not occur. (p. 3-4)

A similar point of view is expressed by Harris, writing in 1980:

If the present certified personnel who are serving in our schools had all come through rigorous four- or five-year programs of preservice preparation, inservice preparation might be less urgent. If futurists could assure us that extensive retirements and withdrawals from teaching would permit much restaffing of our schools in the near future, then preservice rather than inservice education might be the more urgent need.

None of these conditions seems to prevail in the present or is likely to prevail in the foreseeable future. Significant improvement of education cannot be accomplished, it would seem, without a major programmatic effort at the inservice education of personnel... (p. 13).

Educational research studies which focused upon administrative training needs often began with the premise that "School administrators today face the challenge of an age in which the rate and magnitude of change impacting education is unprecedented" (AASA, 1963). This premise has been echoed in a variety of voices over the past years. Howsam (1966) repeatedly argued for inservice education with statements such as:

There seems little need to dwell on the need for inservice education for educational administrators. Such a need arises universally in complex societies, since those who have to deal with the complexities of the society are never adequately prepared for their responsibilities. (p. 8).

With reference to a stable or a changing society, Howsam (1966) remarked:

The need for inservice training is recognized even when the technology and social institutions are relatively stable. In times of rapid change, the need for continuous learning and relearning increases dramatically (p. 8, 9).

Dillon (1974), almost 10 years after Howsam's argument for inservice education, spoke of the rapidly changing educational scene as a force for administrative inservice education.

In the rapidly changing educational scene, a school administrator is frequently forced to abandon old responsibilities and assume new ones. Often yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvement, administrators face the continuous need for acquiring new abilities...(p. i).

Perhaps one of the earliest testimonies for continuing education comes from John Stuart Mill (1952) in his treatise On Liberty, in which he wrote:

Human nature is not a machine to be built after a model and set to do exactly the work prescribed for it, but a tree, which requires to grow and develop itself on all sides, according to the tendency of the inward forces which make it a living thing (p. 295).

A more contemporary statement of the same concept is offered by the American Association of School Administrators (1963): "The schools that serve individuals and a free society best nurtures this growth by bringing every individual they touch as near as possible to the best he can be" (p. 43). Or put more specifically in relation to school administrators, "Knowledge changes...best practices change...an educator's education does not end on graduation day, it is only beginning. To stagnate is to be a less effective educator..." (Cole, 1982, p. 370).

The opinion that inservice education is more than a high priority, that it is a necessity if educators are to keep pace with their professional development needs, is shared by many writers in the

field of educational research and development. Knapik (1981) said that the "...neglect of morale and continuing education of the adults who daily work with students can be costly" (p. 63). Tunick and Holcomb (1980) assert that "...it becomes imperative that short-term training programs be developed which can increase the competencies of the professionals in the field of education" (p. 189).

In promoting inservice education and delegating the responsibility, Dillon (1974) proposed: "To perpetuate effective leadership, a school district must provide a program whereby each of its administrators has an opportunity to participate in an individualized and continuous program of self-renewal" (p. i). Wofford (1978) agreed: "To be fully responsive to principals' needs in the current period... inservice education should provide school leaders the opportunity to confront and alter obsolete assumptions about effective leadership" (p. 55). Identifying who should receive inservice education, Coleman (1982) suggested training programs should be targeted at practicing and prospective administrators.

Of the five recommendations for improving the status of education in America proposed by the National Commission on Excellence in Education in A Nation at Risk (1983), one pertained to professional development of school administrators:

Principals and superintendents must play a crucial leadership role in developing school and community support for the reforms we propose, and school boards must provide them with the professional development and other support required to carry out their leadership role effectively. The Commission stresses the distinction between leadership skills involving persuasion, setting goals and developing community consensus behind them, and managerial and supervisory skills. Although the latter are necessary, we believe that school boards must

consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved (p. 11).

"As a society, we have been moving from the old to the new. Caught between years, we experience turbulence" (Naisbitt 1982, p. 1). The educational system has not escaped the turbulence that Naisbitt described. As early as 1972, Creamer wrote "The past decade in the educational system has been one of pervasive and continuous turmoil at all levels" (p. 1). Ten years later Cawelti (1982) agreed with this premise: "Few social institutions could withstand the pressures faced by schools over the past decade" (p. 324).

What does the turmoil coupled with the pressure mean for educators and administrators in particular? Dillon (1974) in speaking of the rapidly changing education scene states:

...a school administrator is frequently forced to abandon old responsibilities and assume new ones. Often yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvement, administrators face the continuous need for acquiring new abilities... (p. i)

In years to follow, Tunick and Holcomb (1980) concurred with Dillon in that the rapid changes seen in the educational system has required the acquisition of new abilities. "The need for professional renewal reflects in the rapidly changing technical society in which education professionals find themselves. With this change, knowledge and skills can become obsolete" (p. 189).

In reviewing the literature, this researcher found very little written with respect to superintendents, specifically, needing or receiving inservice education. The majority of the literature

addressing administrative inservice targeted the principalship.

Salmon (1974) focused on the role of the high school principal and his or her need for professional growth.

High school principals have been identified as very busy executives in charge of complex organizations. In spite of their lack of time there does appear to be sufficient justification for principals to become involved in growth and development inservice programs if they are to continue to function as effective administrators. (p. 1)

While recognizing the need for all educators to be involved in inservice education, Olivero (1982) chose to address the principal. "Of all educators, principals may have greater needs for renewal than anyone else. For better or ill, the bulk of educational improvements rests on the shoulders of the principal, the very person who has been neglected for so long" (p. 341). Further, Olivero (1982) maintained that principals and superintendents have different professional growth needs.

Principals appear to be concerned about the way people in an organization work together. Superintendents, though, seem to be more concerned about the areas where they most likely get a lot of heat, such as management of the master contract and public concern about declining achievement scores (p. 342).

Further, Olivero (1982) stressed, most people were not aware of their professional deficiencies until they were in a position where the void in their training was apparent -- an argument for inservice education.

If, then, inservice as opposed to preservice education is a more appropriate arena for the upgrading of professional skills, what is the state of the art of inservice education for administrators?

The Present State of Inservice Education for Administrators

There is both collegial and institutional support for the concept of inservice education for school administrators. In Montana, seven days in addition to the 180 pupil contact days may be provided by the State Superintendent of Public Instruction for what is known as Pupil-Instruction-Related days, otherwise known as PIR days (School Laws of Montana, 1982). These days are commonly used for inservice. Other states, though not at this point the majority, require or permit school districts to set aside inservice days, and thousands do (Cole, 1982).

However supportive the institutional structure may be, and however supportive the writers of professional educational literature may be that inservice is necessary, there is less surety that the inservice provided fulfills the purpose for which it is designed. Hambrick (1978) asked, "When did you last take an educational administration course, or participate in an inservice program that really gave you some practical help?" (p. 11). Other authors have joined Hambrick in his thinking. The literature repeats the need for participant input if the inservice is to respond to the need of the participants. Damon (1978) complained that "In spite of specific suggestions for improving both preservice and inservice training..., nothing has happened" (p. 45). He further lamented that school administrators recognize the need for getting help after, rather than before, they have an administrative contract; and, he notes "there is no trend toward increased, improved inservice training" (p. 46).



Inservice programs in general have suffered from the lack of success of specific programs. St. John and Runkle (1977), in their observations of the inservice process and implementation, shared what they viewed as the reasons for not-so-successful inservice education programs. First, they suggested that the attention given to preservice programs has slowed down the development and improvement of inservice programs. Second, they claimed inservice education programs in general had received poor publicity because they are "poorly conceived and conducted" (p. 48); much more importantly, activities were advocated as inservice education when they were not. Third, inservice education had been focused on the district's problem and not the school administrator's. In conclusion, St. John and Runkle (1977) asserted:

The most significant reason for not improving inservice programs is, simply that there is nothing there to improve... The majority of districts are not providing principals with any kind of inservice program... (p. 48).

Commenting on the school districts which supported inservice education, Cole (1982) observed "...of the thousands which do, too many allow inservice education to be a token effort, a day set aside here, a speaker or two brought in there, with all decisions made by higher-ups" (p. 370). LaPlant (1979) described inservice experiences as attending unrelated, topic-oriented conferences and workshops. In some districts, observed Damon (1978), "School board members, superintendents and directors tend to think that holding meetings to resolve district issues takes care of the district's inservice requirements" (p. 48). A negative attitude toward inservice education, concluded

Roe and Drake (1980), may come from those persons attending programs that have little relationship to their needs.

A recent California legislative study (1978) on the principalship concluded that:

Typically, professional development programs operate under a 'top-down' system. The central office or the institution of higher education determines the format and content of the training activity. There is heavy reliance on the lecture-consultant format. Participants are placed in a receptive role with little opportunity to identify their training needs...there are few incentives...to participate...(p. 36).

Despite some of the negativism, inservice is still seen as important in assisting the development of school administrators as educational leaders.

#### Improving the Profession Through Inservice Education

Can any skilled administrator manage a school or a school system? Snyder and Peterson (1970) assert that those who say "yes" would be willing to hire proven managers from business and governmental services. Those who believe the answer is "no" would advocate specialized training for administrators.

Specific studies have pointed to the need for continuing education for building and district administrators. A task force convened by the California State Legislature (1978) found that "because of increased social pressures and a burgeoning number of mandated programs, the principal's role today is much more demanding" (p. 32).

The legislative study made the following recommendations:

Major changes need to occur in five areas in order to ensure that school principals gain the skills, abilities and awareness necessary for effective leadership. These areas include:

Pre-service training; recruitment and selection, continuing professional development; support services and evaluation (p. 9).

We recommend that all school districts develop a written policy to support ongoing professional development (p. 17).

Educational administration is crucial in the continuous development and improvement necessary to make schools adequate for the times, argues the American Association for School Administrators. No leadership role, they assert is more demanding:

If educational administration is to be viewed as an intelligently critical agent of change, the requirements for continuous study are quite exacting. Those in administration must keep up with change, understand its causes and consequences, understand its proper impact on the schools, and be able to evaluate it and make intelligent applications of this knowledge and understanding to the schools and their own work (Report of the AASA Commission on Inservice Education for School Administration 1963, p. 44).

What specific topics are recommended for inservice study? Common and specialized learnings which should be mastered by administrators were suggested by Culbertson (1963):

1. Decision making, communication, morale building, and coping with change...
2. Scientific content from such disciplines as psychology, sociology and political science...
3. Content which illuminates administrative processes...
4. Content to update and give meaning to organizational purpose and policies...
5. Content which sheds light on educational purposes and policies...
6. Content which can illuminate organizational purposes and policies...
7. ...technical content for preparing administrators...more specialized than common.

8. The content, the functions, and the personnel served by an organization will call for different specializations in technical content on the part of those preparing for differing administrative positions.

9. All school administrators will need some common learning in school finance, curriculum, and other technical aspects of administration.

10. Since it is assumed that administrators should be generalized, content for preparing principals, superintendents and assistant superintendents should be more common than specialized (p. 35-36).

Continuing, Culbertson (1963) postulated that there were four trends affecting, specifically, the principalship: "The increasing significance of the school principal's role in education, the developing interest in the continuing education and preservice preparation of principals, the growing focus on performance objectives for principals and greater reliance on school system-university partnership..." (p. 35).

Snyder and Peterson (1970) commented that at one time, the master's degree was considered the terminal degree for principals. However, the professional needs of administrators now require "additional work...to fulfill individual and societal expectations" (p. 262). An article entitled "Professional Development for Principals: The Worst Slum of All?" (St. John and Runkle 1977) was published in Principal. The authors answered the question posed in the title positively and made two cogent points: "Even with the successful completion of the best doctoral program in educational administration, no principal can hope to acquire all of the necessary competencies and skills for effective performance in a time of such rapid change. ...professional integrity dictates that administrators accept the

responsibility for their own professional development" (p. 66). This need for staff development is compounded at every administrative level through the superintendency. Davies (1978) commented, "Most educational administrators feel that outside pressures--as well as those within the schools--are consuming us" (p. 13). "In short," added a cryptic practitioner interviewed about the current status of inservice education for administrators, "the principal is a superhuman" (Nuspl, 1978, p. 15). Presumably, therefore, his or her supervisor is similarly viewed.

A recent study compiled by California site administrators asked principals to consider 91 job-related competencies and to indicate which ones were best suited for preservice and which ones were best suited for inservice. The results of that study indicated that the actual number of competencies identified for inservice development exceeded those at the preservice level by a ratio of about nine to one (Olivero, 1982). According to the study, the top five competencies identified by school administrators were: "school climate, personnel evaluation, team building, internal communication and supervision" (p. 343).

Hunter (1978), on the other hand wrote of UCLA analyzing those skills and behaviors that separated the successful and not-so-successful principals. The researchers learned from the study that the successful principal must possess six "action pattern" skills. They were identified as "educational leadership, decision making, political adroitness, adult and student leadership, organization and management and the ability to deal with stress" (p. 11). Due to the

research project, Hunter wrote "We are retraining thousands of administrators to increase their conscious, deliberate and systematic growth in action patterns that are based on theory and take into account the specifics of each situation" (p. 12).

Practicing administrators are perceived to have a more acute, or at least more practical perception of professional needs than those enrolled in preservice training. Frasure (1966) explored differing perceptions, concluding that the more recently the administrator had been in the university program, the more theoretical his or her evaluation of the needs of the position would be. "The more experience... the more practical problems..." (p. 18), he concluded.

The National Elementary Principal (1978) reported the results of a survey on the effectiveness of inservice programs for school administrators, saying that while teaching experience was viewed to be an "essential part of the training of an administrator, internship (or inservice) programs were most effective in preparing principals to handle the actual duties and problems of the job," (p. 3). In short, preservice education was not considered adequate. Yet inservice education, commented Frasure (1968), "has received too little attention from universities" (p. i).

States Gale (1972):

A major movement is underway to reorder preservice and inservice preparation, certification requirements and on-the-job performance of public school administrators in terms of specified competencies. The movement stems from the recognized need for more precision in training programs and more valid assessment procedures for measuring the performance of administrative officers (p. 1).

Understanding the need for inservice education and the blockages curtailing even meager professional development, Damon (1978) offered four suggestions to principals in their quest for quality programs.

First, principals should pressure state and national professional organizations to work toward developing nationwide inservice programs...

Second, principals should band together within and between communities to develop district and community support for the concept of inservice programs.

Third, principals should develop a variety of inservice programs that make sense not only to themselves but also to the people they work with and the students and parents they work for.

Fourth, principals should recommend alternative ways to implement the inservice programs they have planned and for which they have gained support (p. 49).

#### The Value of a Needs Assessment in Determining Inservice Education Programs

A growing body of literature indicated that inservice which was not based upon perceived needs would not be effective.

Roe and Drake (1980) stated the problem succinctly:

An effective inservice education program is an outgrowth of perceived needs. It is obvious that the one(s) who perceived these needs can be anywhere on the organization chart, but unless those persons who exercise the competency in question also perceive the needs, the success of the inservice program is on shaky ground (p. 273-4).

A number of other theorists in education agreed:

Development of inservice learning programs requires active participation by principals. If practitioners are not involved at the outset, the inservice program will have little lasting impact (Damon 1978 p. 47).

...needs...must directly influence the nature and design of in-service education programs...studies unequivocally support the principle that successful in-service education programs...

require that their focus is...needs, concerns, problems (Wilén 1978, p. 394).

According to Olivero (1982), learners are more likely to gain from programs which have been selected and designed by them. "Inservice education programs are defined primarily by the learners; that is, inservice options are not 'laid on' by district office personnel" (p. 341). Davies (1978) agreed with this statement saying, "If we are to consider the nature of preservice and in-service education, then we must first take a close look at the real needs and problems of principals" (p. 13).

If inservice programs are to be, as Somerville (1982) put it, based on participants' own needs, these needs must somehow be surveyed, assessed and prioritized. According to Goldberg and Mangione (1978), "The technique of 'needs assessment', by the accumulated evidence of the last decade, is now considered a vital management tool" (p. 9).

"Needs assessment surveys," stated Davies (1978), "should gather the preferences of prospective participants regarding all modifiable aspects of an inservice program" (p. 3). Dillon-Peterson (1974) agreed: "Needs assessment instruments (are) used most frequently by professional personnel...to allow complete autonomy on the part of those for whom the program was designed" (p. 4). "Much emphasis," according to Harris (1980) "has been given to the importance of needs assessment" (p. 134) in determining priorities for inservice education in an orderly fashion.



Summary

The demands on and challenges for modern public school administrators result in consistent support in the literature for their continuing professional education. Preservice, according to writers such as Wood, Thompson and Russell (1981), cannot adequately prepare administrators for the myriad and changing responsibilities they will assume. Inservice education, which upgrades and augments the skills of the practicing administrators, is, therefore, imperative.

Educational theorists Olivero (1982) and Salmon (1974) speak for a broad spectrum of writers who suggest that the position of principal is a particularly crucial one upon which to focus inservice education, calling this the key position in education today.

While many states support inservice education for administrators, the quality of the inservice delivered is not uniformly high, or even considered adequate (St. John and Runkle, 1977; Damon, 1978; Hambrick, 1978; Cole 1982), largely because inservice topics do not correspond to participants' needs.

Several writers have suggested the most important topics for administrator inservice (Culbertson, 1963; Snyder and Peterson, 1970; and Hunter 1982). Such lists included topics such as change, leadership skills, scientific content, finance and budget, curriculum development and interpersonal relationships. The use of the needs assessment in determining inservice education is needed in order to select appropriate topics. Writers such as Roe and Drake (1980), Olivero (1982), and Davies (1978) assert that without needs assessment

which results in a relationship between inservice program design and the perceived practitioner needs, support for inservice training is wasted.

## CHAPTER 3

## PROCEDURES

The nature of the problems confronting school administrators today makes it necessary that they be given an opportunity to continually upgrade their skills and knowledge. Identification of professional development needs and the planning of corresponding programs are the most appropriate methods for planning inservice which will be well received by practitioners (Cawelti, 1982; Olivero, 1982). In planning the implementation of inservice opportunities, school districts and universities need to be cognizant of the administrators' preference for the location of inservice training--on campus, off campus or via technology such as telecommunications.

The problem of this study was threefold: first, to determine the specific needs of Montana school administrators for inservice education; second, to determine if there was a relationship between selected variables and what Montana school administrators perceived as their inservice education needs; and third, to determine the preferred instructional delivery system for inservice education for Montana school administrators.

This chapter describes the procedures used in the study. The population and investigation categories are defined, statistical hypotheses asserted, and methods of data collection, organization, and

analysis presented. Precautions taken for accuracy are described and summary comments provided.

### Population Description

The population for this study consisted of 671 school administrators employed by school districts in the State of Montana during fall quarter, 1982. School administrators were defined as those persons listed in the 1982-83 Administrative Directory, published by School Administrators of Montana (Helena, MT), having the title of superintendent, assistant superintendent, principal or assistant principal. The 671 school administrators included 190 superintendents, 18 assistant superintendents, 111 secondary principals, 54 assistant secondary principals, 33 junior high principals, 18 assistant junior high principals, 11 middle school principals, 6 assistant middle school principals, 227 elementary school principals and 3 assistant elementary school principals.

### The Investigation

The following areas were assessed for this population of Montana school administrators:

1. Their perceived level of importance for inservice education in the areas of Planning; Leadership Skills; Operations; Personnel Management; Climate Building; and Program, Staff and Personal Improvement.

2. Their preference for instructional delivery systems (identified through locale)--on campus, off campus or via telecommunications.
3. Their previous experience with telecommunications as an instructional delivery system.

In addition, this study determined if selected variables were related to the administrators' perceived inservice education needs. Those variables included administrative position by title, district classification according to the total population of the district, the highest academic degree earned by the administrator and years of administrative experience. In selecting the variables for the investigation, the researcher identified those variables that were related to the professional characteristics rather than the personal characteristics of the population.

To collect the data for this study, both descriptive and analytical survey methods were used. The data with reference to the demographic information as well as the preference for instructional delivery systems, were descriptive in nature as defined by Gay (1981).

A descriptive study determines and reports the way things are. The descriptive method is useful for investigating a variety of educational problems. Typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information... (p. 153)

The descriptive survey allowed the researcher to observe certain characteristics of individuals and to record the results of these observations using nominal data.

The second part of this study, using ordinal data, employed an analytical survey method to obtain administrators' perceptions of

their inservice education needs and the relationship of the identified needs to selected variables.

Leedy's (1980) explanation of the analytical survey follows:

In the analytical survey approach, our purpose is...to take data that are essentially quantitative in nature (numerical data) and to analyze these data by means of appropriate statistical tools so that we may infer from them certain meanings which lie hidden within them, or at least to discern the presence of potentials and dynamic forces which lie within those data that may suggest possibilities of further investigation. In the analytical survey we are concerned primarily with the problems of estimation and situations demanding the testing of a statistically based hypothesis (p. 132).

#### Method of Collecting the Data

The researcher modified a survey instrument developed by the Wayne County Intermediate School District, Wayne, Michigan, to collect the data for this study. The six inservice education categories assessed by the instrument were Planning; Leadership Skills; Operations; Personnel Management; Climate Building; and Program, Staff and Personal Improvement (See Appendix B for instrument).

Within each category assessed, there were three to five inservice education topics to which administrators responded, using a five-point Likert scale. The scale measured the respondents' perceptions according to the following descriptions: 1 = should receive no attention, 2 = should receive little attention, 3 = not of high priority, 4 = important, 5 = very important.

Central office administrators, including curriculum specialist and principals in Wayne, Michigan, created the original instrument for assessing the inservice education needs of administrators. The

instrument had been used on a number of occasions with 1560 school administrators in 36 local school systems in Wayne County, Michigan (Goldberg and Mangoine, 1978). In order to determine the content validity, the directions and content of the instrument were reviewed by a group of five graduate students and two professors at Montana State University.

The reliability of the instrument was established by the test-retest method during fall quarter, 1982, at Montana State University. A total of 25 graduate students in two administration classes completed the instrument and then completed it a second time two weeks later. Ahman and Glock (1981), with reference to the time interval between testing, stated:

The length of time allowed between test administrations is critical and must be selected with care. If it is too short, students will remember the answers given at the first time when they answer the questions a second time; if it is too long, the students may change with respect to the characteristic measured. In many cases, a week or two is judged to be an appropriate compromise. Obviously, there is no single, widely accepted time interval suitable for all types of tests with all varieties of students (p. 242).

According to Ferguson (1982), the most widely used measure of correlation is the Pearson product-moment correlation coefficient. This measure was used in determining the reliability of the survey instrument used in this study.

Table 1 is a presentation of the questionnaire items and their corresponding reliabilities.

Table 1. Assessment statements and correlation coefficients.

Item	Reliability
1. Conducting and interpreting district, building, staff and personnel needs assessments	.83
2. Developing policies	.83
3. Identifying and prioritizing goals and objectives	.79
4. Developing strategies to reach objectives	.66*
5. Planning for declining enrollment and school consolidation	.75
6. Making effective decisions	.78
7. Utilizing problem solving techniques	.77
8. Using time more effectively and learning how and when to delegate responsibility	.77
9. Identifying and working with influence structures and key individuals	.48*
10. Initiating effective budgeting procedures	.83
11. Understanding school finance and methods and sources of funding	.74
12. Managing facilities and resources	.68*
13. Keeping current with school law and legislation	.88
14. Selecting and orienting staff	.89
15. Evaluating staff performance	.77
16. Developing position descriptions	.75
17. Conducting negotiations and implementing contract provisions	.87
18. Understanding techniques for interacting and communicating effectively with staff, parents, students and community	.86
19. Developing group dynamic skills	.63*
20. Establishing trust relationships, building staff morale, and effective work teams	.73
21. Managing and resolving conflict	.72
22. Employing effective change strategies, including dissemination and diffusion techniques	.86
23. conducting successful inservice programs	.81
24. Initiating appropriate self improvement activities	.85
25. Understanding and using curriculum development processes	.72
26. Evaluating instructional programs	.75
27. Applying technology (including computers) to help solve problems	.87

\*eliminated items



A correlation coefficient of .70, as suggested by Ferguson (1982), was required to keep each statement in the assessment instrument. Consequently, statements numbered four, nine, twelve and nineteen were eliminated from the final instrument. They were: Developing strategies to reach objectives, Identifying and working with influence structures and key individuals, Managing facilities and resources and Developing group dynamic skills.

A cover letter describing the study (see Appendix A) and the survey instrument which included the demographic questionnaire (see Appendix B) were mailed in October of 1982. A self-addressed, stamped envelope was included for the respondents' convenience. By December 18, 1982, an 84.3 percent response was achieved. As suggested by Erdos (1970), a response rate of 80 percent should be expected if the mail survey was to be considered reliable. Partially completed, returned questionnaires were used in the study. The number of responses for each specific item was therefore less than the total number of respondents when calculating that portion of the analysis.

The statistical analysis for the study was done through the Computer Center at Montana State University.

#### Method of Data Organization

Frequency distribution tables were used to illustrate the number and percentage of respondents by administrative position, by district classification, highest degree earned and years of administrative experience; the number and percentage of preferred instructional delivery systems; and the administrators' previous use of telecommunications

as an instructional delivery system. Contingency tables display the data for comparing the inservice education topics to the variables tested by the Chi Square Test of Independence.

#### Statistical Hypotheses

Ferguson (1982) stated that it is conventional to adopt levels of significance at either .05 or .01. "For most practical purposes it is sufficient to designate the probability as  $p < .05$  or  $p < .01$ " (p. 162). He further stated that the investigator may adopt, perhaps arbitrarily, a particular level of significance. For the purpose of this study, the .05 level of significance was adopted by the researcher.

The null hypotheses for this study were:

- 1-4. The perception of the importance of the topics under the inservice education category Planning are independent of administrative position.
- 5-8. The perception of the importance of the topics under the inservice education category Planning are independent of district classification.
- 9-12. The perception of the importance of the topics under the inservice education category Planning are independent of highest degree earned.
- 13-16. The perception of the importance of the topics under the inservice education category Planning are independent of years of administrative experience.

- 17-19. The perception of the importance of the topics under the inservice education category Leadership Skills are independent of administrative position.
- 20-22. The perception of the importance of the topics under the inservice education category Leadership Skills are independent of district classification.
- 23-25. The perception of the importance of the topics under the inservice education category Leadership Skills are independent of highest degree earned.
- 26-28. The perception of the importance of the topics under the inservice education category Leadership Skills are independent of years of administrative experience.
- 29-31. The perception of the importance of the topics under the inservice education category Operations are independent of administrative position
- 32-34. The perception of the importance of the topics under the inservice education category Operations are independent of district classification.
- 35-37. The perception of the importance of the topics under the inservice education category Operations are independent of highest degree earned.
- 38-40. The perception of the importance of the topics under the inservice education category Operations are independent of years of administrative experience.

- 41-44. The perception of the importance of the topics under the inservice education category Personnel Management are independent of administrative position.
- 45-48. The perception of the importance of the topics under the inservice education category Personnel Management are independent of district classification.
- 49-52. The perception of the importance of the topics under the inservice education category Personnel Management are independent of highest degree earned.
- 53-56. The perception of the importance of the topics under the inservice education category Personnel Management are independent of years of administrative experience.
- 57-59. The perception of the importance of the topics under the inservice education category Climate Building are independent of administrative position.
- 60-62. The perception of the importance of the topics under the inservice education category Climate Building are independent of district classification.
- 63-65. The perception of the importance of the topics under the inservice education category Climate Building are independent of highest degree earned.
- 66-68. The perception of the importance of the topics under the inservice education category Climate Building are independent of years of administrative experience.

- 69-74. The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of administrative position.
- 75-80. The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of district classification.
- 81-86. The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of highest degree earned.
- 87-92. The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of years of administrative experience.

#### Analysis of the Data

Descriptive statistics were used in this study to summarize the data with reference to the demographic information, the preference for instructional delivery systems and the administrators' past experience with telecommunications as an inservice education learning mode. The data were expressed in terms of frequency tables illustrating numbers and percentages. Engelhart (1972) states:

Means...are descriptive statistics. Also in the realm of descriptive statistics are counts and percentages classified in various ways, distributions of test scores, tables, and graphs. All of the above are useful in summarizing data so as to facilitate their interpretation (p. 194).

Analytic statistics, utilizing the Chi Square Test for Independence, determined which topics under the six inservice education

categories (Planning, Leadership Skills, Operations, Personnel Management, Climate Building and Program, Staff and Personal Improvement) were independent of the selected variables (administrative position, district classification, highest degree earned, and years as an administrator) identified in hypotheses one through 92.

Siegel (1956) states that the non-parametric test ( $X^2$ ) has the advantage of "enabling data...in ranks (in an ordinal scale) to be examined for significance" (p. 174).

When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the  $X^2$  test may be used to determine the significance of the differences among  $k$  independent groups (p. 175).

In the contingency tables, the row variables refer to the administrators' positions, district classification, highest degree earned or years of administrative experience. The column variables refer to the level of perceived importance on the Likert scale. Calculations using the Chi Square formula determined whether or not sufficient evidence existed to reject the null at the .05 level of significance.

#### Provisions Taken for Accuracy

Each survey instrument returned was initially hand checked by an independent agent for obvious discrepancies. The data were then placed on Fortran coding forms by an independent agent and checked by the researcher. Under the supervision of Dr. Don Robson, Director, Bureau of Educational Research and Field Services, Montana State University, the data were transferred to standard key cards at the

Montana State University Computing Center. Dr. Robson personally supervised the various data analyses, which were done by computer.

### Summary

This study was conducted in the State of Montana during fall quarter, 1982. The research foci were three: 1) the perceived needs of Montana school administrators for inservice education; 2) the relationship of selected variables to specific inservice education topics; and 3) the preferred instructional delivery systems for inservice education. A cover letter, the needs assessment instrument and the questionnaire were mailed to school administrators listed in the 1982-1983 Administrative Directory. The population consisted of all school administrators holding the position of superintendent, assistant superintendent, principal or assistant principal.

The needs assessment instrument used in this study was a modified version of one developed by Wayne County Intermediate School District, Wayne, Michigan. The validity and reliability of the original instrument was tested. Reliability was established using the test-retest method. Four items were eliminated because correlation coefficients tested below .70.

Hypotheses were tested at the .05 level of significance by the Chi Square Test of Independence. Contingency tables were developed to summarize the statistical analysis. The analysis was done at the MSU Computer Center. Frequency distribution tables displaying numbers and percentages were used to summarize the information collected from the

questionnaire with regard to the respondents' demographics and their preference for instructional delivery systems.



## CHAPTER 4

## RESULTS

This study identified the inservice education needs of Montana School Administrators by assessing their perceptions as to how important they felt it was that efforts be made to increase administrators' knowledge about and competencies in certain processes and/or topics. Emphasis was placed on whether or not there was a difference between the school administrators' perceived level of importance of these processes and/or topics and selected variables that might assist in explaining their choices. The study also determined the administrators' preferred instructional delivery systems in order to provide institutions of higher education and school districts assistance in implementing inservice education programs.

The results of this study are presented in five sections. First, the population used in the study and the information relative to the return rate are discussed. Second, the data related to the school administrators' preference for inservice education are presented. Third, the results of the study concerning the length of time for inservice education and miles school administrators were willing to travel for inservice education programs are discussed. Fourth, responses related to telecommunications as an alternate instructional delivery system are discussed. Finally, the results from the testing of the 92 statistical hypotheses are presented.

Respondents

The population used in this study consisted of 671 superintendents, assistant superintendents, principals and assistant principals employed in the State of Montana during the 1982-1983 school year. The rationale for surveying the entire population of school administrators was to help ensure that respondents were representative of each of the variables to be tested. Those variables included administrative position, district classification, academic degree earned and years of administrative experience.

Of the 671 school administrators surveyed, a total of 566 returned the survey instrument and questionnaire. This was a return of 84.3 percent. In analyzing the data, administrative positions having the descriptor assistant or vice before the administrative title were included in the major position category (i.e. assistant superintendent respondents were included with superintendent respondents). Administrative groups were merged to insure a significant number of respondents in each of the selected variables.

Table 2 shows the number and percentage of respondents by administrative position. The largest number of respondents (187-33.0%) were superintendents.

School districts in Montana are classified according to the total population of the district (see definitions p. 8). Table 3 displays the number and percentage of respondents by district classification. The largest number of respondents (288-50.9%) came from Class III districts which are the smallest in size.

Table 2. Number and percentage of respondents by administrative position.

Position	Number	Percentage
Superintendent	187	33.0
Secondary Principal	134	23.7
Jr. High Principal	43	7.6
Middle School Principal	29	5.1
Elementary Principal	<u>173</u>	<u>30.6</u>
Total	566	100.0

Table 3. Number and percentage of respondents by district classification.

District Classification	Number	Percentage
Class I	106	18.7
Class II	172	30.4
Class III	<u>288</u>	<u>50.9</u>
Total	566	100.0

Table 4 shows the number and percentage of respondents according to the highest academic degree earned. Although Montana certification requires a Master's Degree for persons holding the administrative positions of superintendent and principal, eight administrators held a Bachelor's Degree. All eight Bachelor-degreed respondents were employed in a Class III district.

Table 4. Number and percentage of respondents by highest degree earned.

Degree	Number	Percentage
Bachelors	8	1.4
Masters	495	87.5
Specialist	27	4.7
Doctorate	<u>36</u>	<u>6.4</u>
Total	566	100.0

School administrators were asked to provide information concerning the number of years they had been employed in an administrative position. Table 5 summarizes that information. The largest number of respondents (214-37.8%) had held an administrative position between 9.6 and 19.5 years.

Table 5. Number and percentage of respondents by years of administrative experience.

Years of Administrative Experience	Number	Percentage
0 - 3.5	112	19.8
3.6 - 9.6	150	26.5
9.6 - 19.5	214	37.8
19.6 - or more	<u>90</u>	<u>15.9</u>
Total	566	100.0

School Administrators' Perception of  
Importance of Topics for Inservice Education

The major emphasis of this study was to determine the inservice education categories and the specific topics within those categories that school administrators perceived as important for furthering their knowledge and competence. Table 6 presents the number and percentage of school administrators that ranked each of the six inservice education categories six or high preference. The category, Program, Staff and Personal Improvement received the most number six responses. Tables 42 through 47 (see Appendix C) display the complete ranking data for each of the categories.

Table 6. Number and percentage of respondents that ranked each category six or high preference.

Inservice Education Category	Number Ranked High (6)	Percentage
Planning	67	11.8
Leadership Skills	104	18.4
Operations	72	12.7
Personnel Management	56	9.9
Climate Building	78	13.8
Program, Staff and Personal Improvement	130	23.0

In addition to ranking the six inservice education categories, school administrators, using a 1-5 scale (1=topic should receive no attention, 5=topic very important) rated each topic under the inservice education categories as to its importance as an inservice education

need. Following, is a presentation of the information related to that part of the study. The inservice education topic receiving the highest rating, under each of the six categories is identified in the narrative. Accompanying tables are provided to display the number and percentage of the respondents rating each of the inservice topics under the six categories as Very Important.

### Planning

The topic, Identifying and prioritizing goals and objectives received more Very Important responses by all administrators than any other inservice education topic under the category, Planning. Table 7 displays the number and percentage of school administrators' rating as Very Important each of the inservice education topics under Planning.

Table 7. Number and percentage of school administrators by position rating each Planning topic as Very Important (5).

Inservice Education Topic	Administrative Position				
	Supt	HS Prin	JHS Prin	Mdl Prin	Elem Prin
Conducting and interpreting district, building, staff and personnel needs assessments	46(24.6)	32(24.1)	6(14.0)	7(25.0)	55(32.2)
Developing policies	56(29.9)	29(21.6)	3(7.0)	6(20.7)	37(21.6)
Identifying and prioritizing goals and objectives	57(30.5)*	44(33.1)*	12(27.9)*	9*31.0)*	63(36.8)*
Planning for declining enrollment and school consolidation	29(15.5)	22(16.5)	7(16.3)	2.(6.9)	37(21.6)

Note: Number in parentheses indicates percentage of responses

\* Highest number of responses

### Leadership Skills

Making effective decisions was the inservice education topic which received the most Very Important responses by school administrators under the category of Leadership Skills. Table 8 shows the number and percentage of responses by school administrators rating each of the inservice education topics Very Important under the category, Leadership Skills.

Table 8. Number and percentage of school administrators by position rating each Leadership Skills topic as Very Important (5).

Inservice Education Topic	Administrative Position				
	Supt	HS Prin	JHS Prin	Mdl Prin	Elem Prin
Making effective decisions	71(38.2)*	54(40.3)*	24(55.2)*	12(41.4)*	95(55.6)*
Utilizing problem-solving techniques	45(24.1)	35(26.3)	12(27.9)	11(37.9)	59(34.5)
Using time more effectively and learning how and when to delegate responsibility	61(32.6)	41(30.6)	17(39.6)	11(37.9)	68(39.8)

Note: Number in parentheses indicates percentage of responses

\* Highest number of responses

### Operations

Under the category Operations, the inservice education topic, Keeping current with school law and legislation received the greatest number of Very Important responses by all school administrators.

As shown in Table 9, all school administrators rated this topic as Very Important in terms of inservice education.

Table 9. Number and percentage of school administrators by position rating each Operations topic as Very Important (5).

Inservice Education Topic	Administrative Position				
	Supt	HS Prin	JHS Prin	Mdl Prin	Elem Prin
Initiating effective budgetary procedures	66(35.3)	37(27.6)	7(16.3)	8(27.6)	37(21.6)
Understanding school finance and methods and sources of funding	80(42.8)	39(29.1)	7(16.3)	12(41.4)	45(26.3)
Keeping current with school law and legislation	89(47.6)*	50(37.3)*	17(39.5)*	17(58.6)*	75(43.9)*

Note: Number in parentheses indicates percentage of responses  
\* Highest number of responses

#### Personnel Management

In this category, the inservice education topic, Evaluating staff performance, received more Very Important responses by all school administrators than other topic in this category. Table 10 shows the number and percentage of each inservice education topic under Personnel Management receiving a rating of five (Very Important) by school administrators.



Table 10. Number and percentage of school administrators by position rating each Personnel Management topic as Very Important (5).

Inservice Education Topic	Administrative Position				
	Supt	HS Prin	JHS Prin	Mdl Prin	Elem Prin
Selecting and orienting staff	61(32.6)	58(43.6)	19(44.2)	13(44.8)	88(51.5)
Evaluating staff performance	84(44.9)*	81(60.4)*	27(62.8)*	20(69.0)*	115(67.3)*
Developing position descriptions	22(11.2)	24(17.9)	7(16.3)	3(10.3)	20(11.7)
Conducting negotia- tions and implement- ing contract provisions	43(23.6)	18(13.4)	3(7.0)	6(20.7)	23(13.5)

Note: Number in parentheses indicates percentage of responses

\* Highest number of responses

#### Climate Building

Establishing trust relationships, building staff morale and effective work teams was the inservice education topic receiving more Very Important responses by school administrators except middle school and junior high principals. Middle school principals responded with a more frequent number of Very Important responses to the topic, Understanding techniques and interacting and communicating effectively with staff, parents, students and community. Junior high school principals gave the same number of Very Important responses to both of these inservice education topics.

Table 11 shows the number and percentage of responses by school administrators rating each of the inservice education topics Very Important under the category, Climate Building.

Table 11. Number and percentage of school administrators by position rating each Climate Building topic as Very Important (5).

Inservice Education Topic	Administrative Position				
	Supt	HS Prin	JHS Prin	Mdl Prin	Elem Prin
Understanding techniques for interacting and communicating effectively with staff, parents, students and community	63(33.7)	52(38.8)	19(44.2)*	14(48.3)*	92(53.8)
Establishing trust relationships, building staff morale and effective work teams	68(36.4)*	62(46.3)*	19(44.2)*	13(44.9)	106(62.0)*
Managing and resolving conflict	58(31.0)	52(38.8)	18(41.9)	10(34.5)	82(48.0)

Note: Number in parentheses indicates percentage of responses  
\* Highest number of responses

#### Program, Staff and Personal Improvement

The topic, Evaluating instructional programs, was rated Very Important by more school administrators than any other topic in this category. Table 12 displays the number and percentage of each inservice education topic within the category, Program, Staff and Personal Improvement, receiving a rating of Very Important by school administrators.

Table 12. Number and percentage of school administrators by position rating each Program, Staff and Personal Improvement topic as Very Important (5).

Inservice Education Topic	Administrative Position				
	Supt	HS Prin	JHS Prin	Mdl Prin	Elem Prin
Employing effective change strategies, including dissemination and diffusion techniques.	14(7.6)	14(10.5)	6(14.0)	8(27.6)	37(21.6)
Conducting successful inservice programs	45(24.1)	33(24.6)	16(23.3)	9(31.0)	39(28.7)
Initiating appropriate self improvement activities	27(14.4)	25(18.7)	10(23.3)	9(32.1)	49(28.7)
Understanding and using curriculum development processes	48(25.7)	28(20.9)	7(16.3)	9(31.0)	49(28.7)
Evaluating instructional programs	70(37.4)*	61(45.5)*	15(34.9)*	13(44.8)*	79(46.2)*
Applying technology to help solve problems	43(23.0)	37(27.6)	13(30.2)	12(41.4)	45(26.2)

Note: Number in parentheses indicates percentage of responses

\* Highest number of responses

In summary, school administrators were asked to rank the inservice education categories from one being of low preference to six being of high preference. The inservice education category, Program, Staff and Personal Improvement received the greatest number of six (high preference) rankings. The category receiving the next greatest number of six rankings was Leadership Skills, followed respectively by Climate Building, Operations, Planning and Personnel Management.

In rating the topics within each of the inservice education categories, the respondents were asked to determine the level of importance they perceived for the inservice education topics. The following topics received the most frequent Very Important responses: Identifying and prioritizing goals and objectives; Making effective decisions; Keeping current with school law and legislation, Evaluating staff performance; Understanding techniques for interacting and communicating effectively with staff, parents, students and community, Establishing trust relationships, building staff morale and effective work teams, and Evaluating instructional programs.

School Administrators' Preference for Inservice  
Education Offered On and Off Campus

The information collected related to the length of time for inservice education offered on campus, indicated that 61 percent of the school administrators preferred to attend one or two day workshops. As their second preference, 20.1 percent chose to attend the one or two week workshop. Third, 1.5 percent indicated that they preferred to attend a regular summer session, while only 4.8 percent of the respondents selected attendance at weekly night classes on campus.

Sixty-four percent of the school administrators selected one or two day workshops as the preferred off campus offering for inservice education. Attending weekly night classes was the second choice with a 14.8 percent response; while attending weekend classes within their own school district received a 11.1 percent response. The one or two

week workshop offered off campus was the least preferred by 81 percent.

Table 13 summarizes the information collected for this part of the study and shows that the most preferred time frame for both on and off campus inservice was the one or two day workshop.

Table 13. Number and percentage of respondents' preference for length of time for inservice education offered on and off campus.

Location		
Length of Time	Number	Percentage
On Campus		
one or two day workshop	345	61.0
weekly night classes	27	4.8
regular summer session	65	11.5
one or two week workshops	114	20.1
Total	n=551 <sup>a</sup>	97.4
Off Campus		
one or two day workshops	362	64.0
weekend classes in district	63	11.1
one or two week workshops	46	8.1
weekly night classes	84	14.8
Total	n=555 <sup>b</sup>	98.0

<sup>a</sup>15 missing observations

<sup>b</sup>11 missing observations

Another aspect of the study asked school administrators to give information related to the number of round trip miles they were willing to drive to receive inservice education. In summarizing the information presented in Table 14, 26.9 percent of the respondents indicated they would drive 50 miles round trip, while an additional 26.3 percent were willing to drive 100 miles round trip.

Table 14. Number and percentage of respondents indicating number of round trip miles willing to drive to receive inservice education.

Number of round trip miles	Number	Percentage
50 miles	142	26.9
100 miles	149	26.3
150 miles	75	13.3
200 miles	79	14.0
250 miles	90	15.9
Total	540 <sup>a</sup>	96.4

<sup>a</sup>26 missing observations

#### School Administrators' Use of Telecommunications

As an alternative for receiving inservice education in the traditional classroom setting, school administrators had the opportunity to provide information pertaining to their use of telecommunications as an instructional delivery system. Table 15 displays the information showing that the use of videotapes played at the local facility was the most preferred instructional delivery system. The least preferred was the use of the education telephone.

Table 15. Number and percentage of responses by school administrators as to their choice of telecommunications as an instructional delivery system.

Type of Telecommunication	Number	Percentage
Use of videotapes played at local facility (one way video, one way audio)	174	30.7*
Use of education telephone (two way audio)	52	9.2
Program offered through educational TV - at home viewer (one way video, one way audio)	68	12.0
Use of live video at local facility or at home (one way video, two way audio)	112	19.8
Use of video tapes with two way audio (one way video, two way audio)	$\frac{124}{530^a}$	$\frac{21.9}{93.6}$
Total		

<sup>a</sup>30 missing observations

\*Highest percentage of responses

Of the three instructional delivery system methods assessed for providing inservice education--on campus, off campus and telecommunications, the study provided information showing that both on and off campus locations received the greatest number of most preferred responses. Table 16 provides the data indicating the respondents' preferences for instructional delivery systems. In order to obtain additional information concerning the use of telecommunications as an instructional delivery system, administrators were asked to indicate the types of telecommunications they had experienced as a medium for receiving inservice education. Of the 566 respondents, 188 had experience with video tapes (one way video and audio); 141 had used the telephone (two way audio); 125 had instruction via educational TV

(one way video and audio); only 41 had experience with live video (one way video, two way audio).

Table 16. Responses by school administrators indicating their preferences for instructional delivery systems.

Type of delivery system	1 least preferred	2	3 most preferred
on campus	169(29.9)	162(128.6)	201(35.5)*
off campus	106(18.7)	238(42.0)	201(35.5)*
telecommunications	254(44.9)*	135(23.9)	144(25.4)

Note. Number in parentheses indicates number of responses.

\* Highest number of responses in least and most preferred categories.

#### Statistical Hypotheses

The 92 statistical hypotheses that were tested in this study were tested using the Chi Square Test of Independence. The level of significance used for all tests was  $\alpha = .05$ .

A summary statement and table displaying the data are presented for each hypothesis. Contingency tables used to produce the figures for each summary table may be found in Appendix D. Each Chi Square value that was significant at the .05 level is identified in these tables.

Null Hypotheses Nos. 1-4: The perception of the importance of the topics under the inservice education category Planning are independent of administrative position.



Table 17 presents the inservice education topics under the category of Planning that were tested for significance relative to administrative position and summarizes the results of the Chi Square analysis. The inservice education topic, Developing policies, was found to be related to administrative position when tested at the .05 level of significance.

Table 17. Summary of Chi Square analysis for Planning inservice education topics related to administrative position.

Topic	Calculated Value for Chi Square
Conducting and interpreting district, building, staff and personnel needs assessment	18.28
Developing policies	33.20*
Identifying and prioritizing goals and objectives	16.23
Planning for declining enrollment and school consolidation	12.55

Critical  $X^2 = 26.30$                        $df = 16$   
 \*Significant at the .05 level

Tables 48 through 51 (see Appendix D) are contingency tables used to produce the figures found in Table 17. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. The Chi Square value that was significant at the .05 level is identified in Table 49.

Null Hypotheses Nos. 5-8: The perception of the importance of the topics under the inservice education category Planning are independent of district classification.

The inservice education topics within the category of Planning that were tested for significance relative to district classification are presented in Table 18. The table also summarizes the results of the Chi Square analysis. The inservice education topic, Conducting and interpreting district, building, staff and personnel needs assessment, was found to be related to district classification when tested at the .05 level of significance.

The contingency tables used to produce figures in Table 18 are displayed in Tables 52 through 55 (see Appendix D). For each table, the critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 15.51. The Chi Square value that was significant at the .05 level is identified in Table 52.

Table 18. Summary of Chi Square analysis for Planning inservice education topics related to district classification.

Topic	Calculated Value for Chi Square
Conducting and interpreting district, building, staff and personnel needs assessment	15.96*
Developing policies	7.54
Identifying and prioritizing goals and objectives	12.66
Planning for declining enrollment and school consolidation	12.89

Critical  $X^2 = 15.51$        $df = 8$

\*Significant at the .05 level

Null Hypotheses Nos. 9-12: The perception of the importance of the topics under the inservice education category Planning are independent of highest degree earned.

Table 19 lists the inservice education topics under the category of Planning that were tested for significance relative to the highest degree earned by the respondents and summarizes the results of the Chi Square analysis. This study did not find sufficient evidence to reject the null hypothesis. Therefore, the researcher cannot conclude that the importance of any inservice education topic within the category of Planning depends on the highest degree earned by school administrators.

Tables 56 through 59 (see Appendix D) are the contingency tables used to produce the figures in Table 19. In each case, the critical value of the Chi Square with 20 degrees of freedom at the .05 level of significance is 35.02.

Table 19. Summary of Chi Square analysis for Planning inservice education topics related to highest degree earned.

Topic	Calculated Value for Chi Square
Conducting, interpreting district, building, staff and personnel needs assessment	27.73
Developing policies	22.36
Identifying and prioritizing goals and objectives	13.44
Planning for declining enrollment and school consolidation	12.31

Critical  $\chi^2 = 35.02$

df = 20

Null Hypotheses Nos. 13-16: The perception of the importance of the topics under the inservice education category Planning are independent of years of administrative experience.

Table 20 presents the inservice education topics under the category of Planning that were tested for significance relative to the number of years of administrative experience. The table also summarizes the results of the Chi Square analysis. When tested at the .05 level of significance, the inservice education topic, Planning for declining enrollment and school consolidation was found to be the only topic related to the years of administrative experience.

Tables 60 through 63 (see Appendix D) are contingency tables used to produce the figures in Table 20. The critical value of the Chi Square with 12 degrees of freedom at the .05 level of significance is 21.03. The Chi Square value that was significant at the .05 level is identified as significant in Table 63.

Table 20. Summary of Chi Square analysis for Planning inservice education topics related to years of administrative experience.

Topic	Calculated Value for Chi Square
Conducting, interpreting district, building, staff and personnel needs assessment	18.94
Developing policies	14.02
Identifying and prioritizing goals and objectives	10.38
Planning for declining enrollment and school consolidation	28.36*

Critical  $X^2 = 21.03$        $df = 12$

\*Significant at the .05 level

Null Hypotheses Nos. 17-19: The perception of the importance of the topics under the inservice education category Leadership Skills are independent of administrative position.

Table 21 lists the inservice education topics under the category of Leadership Skills that were tested for significance relative to administrative position and summarizes the results of the Chi Square analysis. When tested at the .05 level of significance, the inservice education topics, Making effective decisions and Utilizing problem-solving techniques were found to be related to administrative position.

Tables 64 through 66 (see Appendix D) are contingency tables used to produce the figures found in Table 21. The critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. Each Chi Square value that was significant at the .05 level is identified as significant in Tables 64 and 65.

Table 21. Summary of Chi Square analysis of Leadership Skills inservice education topics related to administrative position.

Topic	Calculated Value for Chi Square
Making effective decisions	30.70*
Utilizing problem-solving techniques	30.50*
Utilizing time more effectively and learning how and when to delegate responsibility	13.00

Critical  $X^2 = 26.03$

df = 16

\*Significant at the .05 level

Null Hypotheses Nos. 20-22: The perception of the importance of the topics under the inservice education category Leadership Skills are independent of district classification.

The inservice education topics within the category of Leadership Skills that were tested for significance relative to district classification are listed in Table 22. When tested at the .05 level of significance, Making effective decisions, was found to be the only topic related to district classification.

Tables 67 through 69 (see Appendix D) are the contingency tables used to produce the figures found in Table 22. The critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 15.51. The Chi Square value that was significant at the .05 level is identified as significant in Table 67.

Table 22. Summary of Chi Square analysis of Leadership Skills inservice education topics related to district classification.

Topic	Calculated Value for Chi Square
Making effective decisions	17.54*
Utilizing problem-solving techniques	6.44
Utilizing time more effectively and learning how and when to delegate responsibility	12.44

Critical  $X^2 = 15.51$

df = 8

\*Significant at the .05 level

Null Hypotheses Nos. 23-25: The perception of the importance of the topics under the inservice education category Leadership Skills are independent of highest degree earned.

Table 23 presents the inservice education topics under Leadership Skills that were tested for significance relative to the highest degree earned by the respondents and summarizes the results of the Chi Square analysis. This study did not find sufficient evidence to reject the null hypothesis. Therefore, based on the evidence gathered, the researcher cannot conclude that the importance of the inservice education topics listed within Leadership Skills depends on the highest degree earned by school administrators.

Tables 70 through 72 (see Appendix D) are the contingency tables used to produce the figures in Table 23. The critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30.

Table 23. Summary of Chi Square analysis of Leadership Skills inservice education topics related to highest degree earned.

Topic	Calculated Value for Chi Square
Making effective decisions	14.77
Utilizing problem-solving techniques	19.43
Utilizing time more effectively and learning how and when to delegate responsibility	17.34

Critical  $X^2 = 26.30$

df = 16

Null Hypotheses Nos. 26-28: The perception of the importance of the topics under the inservice education category Leadership Skills are independent of years of administrative experience.

Table 24 lists the inservice education topics under the category of Leadership Skills that were tested for significance relative to years of administrative experience and summarizes the results of the Chi Square analysis. This study did not find sufficient evidence to reject the null hypothesis. On this basis the researcher cannot conclude that the importance for inservice education topics listed under Leadership Skills depends on the years of administrative experience.

Tables 73 through 75 (see Appendix D) are the contingency tables used to produce the figures found in Table 24. In each case, the critical value of the Chi Square with 12 degrees of freedom at the .05 level of significance is 21.03.

Table 24. Summary of Chi Square analysis of Leadership Skills inservice education topics related to years of administrative experience..

Topic	Calculated Value for Chi Square
Making effective decisions	15.49
Utilizing problem-solving techniques	12.43
Utilizing time more effectively and learning how and when to delegate responsibility	15.15

Critical  $X^2 = 21.03$

df = 12

Null Hypotheses Nos. 29-31: The perception of the importance of the topics under the inservice education category Operations are independent of administrative position.



Table 25 lists the inservice education topics under the category of Operations that were tested for significance relative to administrative position and summarizes the results of the Chi Square analysis. Since this study did not find sufficient evidence to reject the null hypothesis, the researcher cannot conclude that the importance for inservice education topics listed under Operations depends on administrative position.

Tables 76 through 78 (see Appendix D) are the contingency tables used to produce the figures found in Table 25. The critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.03 for each case.

Table 25. Summary of Chi Square analysis of Operations inservice education topics related to administrative position.

Topic	Calculated Value for Chi Square
Initiating effective budgeting procedures	25.45
Understanding school finance and methods and sources of funding	25.53
Keeping current with school law and legislation	16.10

Critical  $X^2 = 26.03$

df = 16

Null Hypotheses Nos. 32-34: The perception of the importance of the topics under the inservice education category Operations are independent of district classification.

Table 26 lists the inservice education topics under the category of Operations that were tested for significance relative to district classification and summarizes the results of the Chi Square analysis.

When tested on the .05 level of significance, the inservice education topic, Understanding school finance and methods and sources and funding was found to be related to district classification.

Table 26. Summary of Chi Square analysis of Operations inservice education topics related to district classification.

Topic	Calculated Value for Chi Square
Initiating effective budgeting procedures	13.40
Understanding school finance and methods and sources of funding	28.82*
Keeping current with school law and legislation	13.97

Critical  $X^2 = 15.51$

df = 8

\*Significant at the .05 level

Tables 79 through 81 (see Appendix D) are contingency tables used to produce the figures found in Table 26. In each case, the critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 15.51. The Chi Square value that was significant at the .05 level is identified in Table 80.

Null Hypotheses Nos. 35-37: The perception of the importance of the topics under the inservice education category Operations are independent of highest degree earned.

Table 27 lists the inservice education topics within the category of Operations that were tested for significance relative to the highest degree earned by the respondents and summarizes the results of the Chi Square analysis. Based on the evidence gathered by the study,

the researcher cannot conclude that the importance for inservice education topics listed under Operations depends on the highest degree earned. Therefore, the null hypothesis cannot be rejected.

Table 27. Summary of Chi Square analysis of Operations inservice education topics related to highest degree earned.

Topic	Calculated Value for Chi Square
Initiating effective budgeting procedures	13.78
Understanding school finance and methods and sources of funding	7.01
Keeping current with school law and legislation	15.20
Critical $X^2 = 26.30$ $df = 16$	

Tables 82 through 84 (see Appendix D) are the contingency tables used to produce the figures shown in Table 27. Tested at the .05 level of significance, the critical value of the Chi Square with 16 degrees of freedom is 26.30 for each case.

Null Hypotheses Nos. 38-40: The perception of the importance of the topics under the inservice education category Operations are independent of years of administrative experience.

The inservice education topics under the category of Operations that were tested for significance relative to years of administrative experience are listed in Table 28 which also summarizes the results of the Chi Square analysis. The inservice education topic, Initiating effective budgeting procedure was found to be significant at the .05 level when related to years of administrative.

Tables 85 through 87 (see Appendix D) are the contingency tables used to produce the figures found in Table 28. In each case, the critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 21.03. The Chi Square value that was significant at the .05 level is identified in Table 85.

Table 28. Summary of Chi Square analysis of Operations inservice education topics related to years of administrative experience.

Topic	Calculated Value for Chi Square
Initiating effective budgeting procedures	22.56*
Understanding school finance and methods and sources of funding	19.09
Keeping current with school law and legislation	6.64

Critical  $X^2 = 21.03$

df = 8

\*Significant at the .05 level

Null Hypotheses Nos. 41-44: The perception of the importance of the topics under the inservice education category Personnel Management are independent of administrative position.

Table 29 lists the inservice education topics under the category of Personnel Management that were tested for significance relative to administrative position. When tested at the .05 level of significance, three of the four topics tested were found to be significantly related to administrative position. These topics were: Selecting and orienting staff, Evaluating staff performance and Conducting negotiations and implementing contract provisions.

Table 29. Summary of Chi Square analysis of Personnel Management inservice education topics related to administrative position.

Topic	Calculated Value for Chi Square
Selecting and orienting staff	35.23*
Evaluating staff performance	33.19*
Developing position descriptions	17.27
Conducting negotiations and implementing contract provisions	35.03*

Critical  $X^2 = 26.30$

df = 16

\*Significant at the .05 level

Tables 88 through 91 (see Appendix D) are the contingency tables used to produce the figures shown in Table 29. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. The Chi Square values that were significant at the .05 level are identified as significant in Tables 88, 89 and 91.

Null Hypotheses Nos. 45-48: The perception of the importance of the topics under the inservice education category Personnel Management are independent of district classification.

Table 30 lists the inservice education topics within the category of Personnel Management that were tested for significance relative to district classification and summarizes the results of the Chi Square analysis. The topic, Selecting and orienting staff was found to be significantly related to district classification the .05 level of significance.

Table 30. Summary of Chi Square analysis of Personnel Management inservice education topics related to district classification.

Topic	Calculated Value for Chi Square
Selecting and orienting staff	16.10*
Evaluating staff performance	14.63
Developing position descriptions	2.33
Conducting negotiations and implementing contract provisions	13.13

Critical  $X^2 = 15.51$

df = 8

\*Significant at the .05 level

Tables 92 through 95 (see Appendix D) are contingency tables used to produce the figures shown in Table 30. In each case, the critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 15.51. The Chi Square value that was significant at the .05 level is identified as significant in Table 92.

Null Hypotheses Nos. 49-52: The perception of the importance of the topics under the inservice education category Personnel Management are independent of highest degree earned.

The inservice education topics under the category of Personnel Management that were tested for significance relative to the highest degree earned are shown in Table 31. This table also summarizes the results of the Chi Square analysis. This study did not find sufficient evidence to reject the null hypothesis. Therefore, based on the evidence gathered by the study, the researcher cannot conclude that the importance for inservice education topics listed under Personnel Management depends on the highest degree earned.

Table 31. Summary of Chi Square analysis of Personnel Management inservice education topics related to highest degree earned.

Topic	Calculated Value for Chi Square
Selecting and orienting staff	22.22
Evaluating staff performance	10.69
Developing position descriptions	10.38
Conducting negotiations and implementing contract provisions	24.47

Critical  $X^2 = 26.30$

df = 8

Tables 96 through 99 (see Appendix D) are contingency tables used to produce the figures shown in Table 31. In each case, the critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 26.30.

Null Hypotheses Nos. 53-56: The perception of the importance of the topics under the inservice education category Personnel Management are independent of years of administrative experience.

The inservice education topics under the category of Personnel Management that were tested for significance relative to the years of administrative experience and the results of the Chi Square analysis are presented in Table 32. At the .05 level, the topic, Developing position descriptions, was found to be significantly related to years of administrative experience.

Table 32. Summary of Chi Square analysis of Personnel Management inservice education topics related to years of administrative experience.

Topic	Calculated Value for Chi Square
Selecting and orienting staff	13.14
Evaluating staff performance	17.55
Developing position descriptions	22.56*
Conducting negotiations and implementing contract provisions	10.01

Critical  $X^2 = 21.03$

df = 12

\*Significant at the .05 level

The contingency tables used to produce the figures shown in Table 32 are presented in Tables 100 through 103 (see Appendix D). In each case, the critical value of the Chi Square with 12 degrees of freedom at the .05 level of significance is 21.03. The Chi Square value that was significant at the .05 level is identified as significant in Table 102.

Null Hypotheses Nos. 57-59: The perception of the importance of the topics under the inservice education category Climate Building are independent of administrative position.

Table 33 presents the inservice education topics under the category of Climate Building that were tested for significance relative to administrative position and summarizes the results of the Chi Square analysis. When tested at the .05 level of significance, all three topics were found to be significantly related to administrative position. The topics were: Understanding techniques for interacting and



communicating effectively with staff, parents, students and community; Establishing trust relationships, building staff morale and effective work teams; and Managing and resolving conflict.

Table 33. Summary of Chi Square analysis of Climate Building inservice education topics related to administrative position.

Topic	Calculated Value for Chi Square
Understanding techniques for interacting and communicating effectively with staff, parents, students and community	46.48*
Establishing trust relationships, building staff morale and effective work teams	41.12*
Managing and resolving conflict	31.53*

Critical  $X^2 = 26.30$

df = 16

\*Significant at the .05 level

Tables 104 through 106 (see Appendix D) are the contingency tables used to produce the figures shown in Table 33. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. The Chi Square values that were significant at the .05 level are identified in Tables 104, 105 and 106.

Null Hypotheses Nos. 60-62: The perception of the importance of the topics under the inservice education category Climate Building are independent of district classification.

Table 34 lists the inservice education topics within the category of Climate Building that were tested for significance relative to district classification and summarizes the results of the Chi Square

analysis. At the .05 level, all three topics were found to be significantly related to administrative position. The topics were: Understanding techniques for interacting and communicating effectively with staff, parents, students and community; Establishing trust relationships, building staff morale and effective work teams; and Managing and resolving conflict.

Table 34. Summary of Chi Square analysis of Climate Building inservice education topics related to district classification.

Topic	Calculated Value for Chi Square
Understanding techniques for interacting and communicating effectively with staff, parents, students and community	21.33*
Establishing trust relationships, building staff morale and effective work teams	17.57*
Managing and resolving conflict	19.37*

Critical  $X^2 = 15.51$

df = 16

\*Significant at the .05 level

Tables 107 through 109 (see Appendix D) are the contingency tables used to produce the figures shown in Table 34. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 15.51. The Chi Square values that were significant at the .05 level are identified in Tables 107, 108 and 109.

Null Hypotheses Nos. 63-65: The perception of the importance of the topics under the inservice education category Climate Building are independent of highest degree earned.

The inservice education topics under the category of Climate Building that were tested for significance relative to highest degree earned and the resulting Chi Square analysis are displayed in Table 35. The topic, Establishing trust relationships, building staff morale and effective work teams, was found to be significantly related to highest degree earned when tested at the .05 level of significance.

Table 35. Summary of Chi Square analysis of Climate Building inservice education topics related to highest degree earned.

Topic	Calculated Value for Chi Square
Understanding techniques for interacting and communicating effectively with staff, parents, students and community	15.82
Establishing trust relationships, building staff morale and effective work teams	26.70*
Managing and resolving conflict	22.33

Critical  $X^2 = 26.30$

df = 16

\*Significant at the .05 level

Tables 110 through 112 (see Appendix D) are contingency tables used to produce the figures shown in Table 35. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. The Chi Square value that was significant at the .05 level is identified in Table 111.

Null Hypotheses Nos. 66-68: The perception of the importance of the topics under the inservice education category Climate Building are independent of years of administrative experience.

Table 36 lists the inservice education topics under the category of Climate Building that were tested for significance relative to years of administrative experience and summarizes the results of the Chi Square analysis. Based on the evidence gathered in this study, the researcher cannot conclude that the importance for inservice education topics listed under Climate Building depends on years of administrative experience. Therefore, the null hypothesis cannot be rejected.

Table 36. Summary of Chi Square analysis of Climate Building inservice education topics related to years of administrative experience.

Topic	Calculated Value for Chi Square
Understanding techniques for interacting and communicating effectively with staff, parents, students and community	18.30
Establishing trust relationships, building staff morale and effective work teams	14.85
Managing and resolving conflict	11.48

Critical  $X^2 = 21.03$

df = 16

Tables 113 through 115 (see Appendix D) are contingency tables used to produce the figures shown in Table 36. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 21.03.

Null Hypotheses Nos. 69-74: The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of administrative position.

Table 37 lists the inservice education topics under the category of Programs, Staff and Personal Improvement that were tested for significance relative to administrative position and summarizes the results of the Chi Square analysis. When tested at the .05 level of significance, the topic, Employing effective change strategies, including dissemination and diffusion techniques was found to be significantly related to administrative position earned.

Table 37. Summary of Chi Square analysis of Program, Staff and Personal Improvement inservice education topics related to administrative position.

Topic	Calculated Value for Chi Square
Employing effective change strategies, including dissemination and diffusion techniques	33.66*
Conducting successful inservice programs	23.45
Initiating appropriate self-improvement activities	26.01
Understanding and using curriculum development processes	16.98
Evaluating instructional programs	16.79
Applying technology to help solve problems	22.27

Critical  $X^2 = 26.30$

df = 16

\*Significant at the .05 level

Tables 116 through 121 (see Appendix D) are contingency tables used to produce the figures shown in Table 37. In each case, the critical value of Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. The Chi Square value that was significant at the .05 level is identified in Table 116.

Null Hypotheses Nos. 75-80: The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of district classification.

Table 38 lists the inservice education topics under the category of Programs, Staff and Personal Improvement that were tested for significance related to district classification. This study did not find sufficient evidence to reject the null hypothesis. Therefore, based on the evidence collected, the researcher cannot conclude that the importance for inservice education topics listed under Program, Staff and Personal Improvement depends on district classification.

Table 38. Summary of Chi Square analysis of Program, Staff and Personal Improvement inservice education topics related to district classification.

Topic	Calculated Value for Chi Square
Employing effective change strategies, including dissemination and diffusion techniques	12.18
Conducting successful inservice programs	13.09
Initiating appropriate self-improvement activities	11.06
Understanding and using curriculum development processes	12.98
Evaluating instructional programs	5.54
Applying technology to help solve problems	6.36

Critical  $X^2 = 15.51$

df = 8

Tables 122 through 127 (see Appendix D) are contingency tables used to produce the figures shown in Table 38. In each case, the

critical value of the Chi Square with 8 degrees of freedom at the .05 level of significance is 15.51.

Null Hypotheses Nos. 81-86: The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of highest degree earned.

Table 39 lists the inservice education topics under the category of Programs, Staff and Personal Improvement that were tested for significance relative to highest degree earned and presents the results of the Chi Square analysis. When tested at the .05 level of significance, the topic, Employing effective change strategies, including dissemination and diffusion techniques was found to be significantly related to highest degree earned.

Table 39. Summary of Chi Square analysis of Program, Staff and Personal Improvement inservice education topics related to highest degree earned.

Topic	Calculated Value for Chi Square
Employing effective change strategies, including dissemination and diffusion techniques	28.44*
Conducting successful inservice programs	11.94
Initiating appropriate self-improvement activities	33.00*
Understanding and using curriculum development processes	23.65
Evaluating instructional programs	9.87
Applying technology to help solve problems	5.04

Critical  $X^2 = 26.30$

df = 16

\*Significant at the .05 level

Tables 128 through 133 (see Appendix D) are contingency tables used to produce the figures shown in Table 39. In each case, the critical value of the Chi Square with 16 degrees of freedom at the .05 level of significance is 26.30. The Chi Square values that were significant at the .05 level are identified in Tables 128 and 130.

Null Hypotheses Nos. 87-92: The perception of the importance of the topics under the inservice education category Program, Staff and Personal Improvement are independent of years of administrative experience.

Table 40 lists the inservice education topics under the category of Programs, Staff and Personal Improvement that were tested for significance related to years of administrative experience and summarizes the results of the Chi Square analysis. The study did not find sufficient evidence to reject the null hypothesis. Therefore, the researcher cannot conclude that the importance for inservice education topics listed under Program, Staff and Personal Improvement depends on years of administrative experience.

Tables 134 through 139 (see Appendix D) are contingency tables used to produce the figures shown in Table 40. In each case, the critical value of the Chi Square with 12 degrees of freedom at the .05 level of significance is 21.03.



Table 40. Summary of Chi Square analysis of Program, Staff and Personal Improvement related to years of administrative experience.

Topic	Calculated Value for Chi Square
Employing effective change strategies, including dissemination and diffusion techniques	5.93
Conducting successful inservice programs	6.16
Initiating appropriate self-improvement activities	11.48
Understanding and using curriculum development processes	14.91
Evaluating instructional programs	13.32
Applying technology to help solve problems	17.89

Critical Value = 21.03

df = 12

#### Summary

The researcher first determined the inservice education category that was ranked high preference by the greatest number of respondents; that category was Program, Staff and Personal Improvement. The inservice education category that ranked the lowest, or received the least number of responses was Personnel Management. Second, the topics listed under each of the six inservice education categories were rated by administrative position as to their importance as an inservice education need. In five of the six categories, all respondents, regardless of administrative position, gave the highest rating to the same topic in each category. Only in one category was there a difference in the rating responses by the school administrators.

The topics receiving the greatest number of high rating responses by administrative position in each of the six inservice education categories are as follows:

1. Planning: Identifying and prioritizing goals and objectives.
2. Leadership Skills: Making effective decisions.
3. Operations: Keeping current with school law and legislation.
4. Personnel Management: Evaluating staff performance.
5. Climate Building: Establishing trust relationships, building staff morale and effective work team. (Rated high by all administrators except middle school principals.)  
Understanding techniques for interacting and communicating effectively with staff, parents, students and community (Rated high by junior high school and middle school principals.)
6. Program, Staff and Personnel Improvement: Evaluating instructional programs.

The researcher next collected information regarding the time frame school administrators' preferred for attending inservice education programs on and off campus. The one or two day workshop offered on or off campus was the most preferred. In addition, 26.9 percent of the respondents were willing to drive 50 miles round trip for inservice education and 26.3 percent of the respondents were willing to drive 100 miles round trip for inservice education.

In reporting the results of the tested hypotheses, Table 41 presents a summary of those topics by category which were significantly related to one or more of the variables. The information in parentheses under each topic indicates the particular group which gave the highest percentage of Very Important ratings to that topic.

Table 41. Inservice education topics found to be significantly related to selected variables.

Inservice education topics	Adminis- trative Position	District Class	Degree Earned	Years of Exper- ience
<b>Planning</b>				
1. Conducting and interpreting district, building, staff and personal needs assessment (District Class II)		X		
2. Developing policies (Superintendent)	X			
3. Identifying and prioritizing goals and objectives				
4. Planning for declining enrollments and school consolidation (19.6+ years)				X
<b>Leadership Skills</b>				
1. Making effective decisions (Junior High School Principal, District Class I)	X	X		
2. Utilizing problem-solving techniques (Middle School Principal)	X			
3. Using time more effectively and learning how and when to delegate responsibility				
<b>Operations</b>				
1. Initiating effective budgeting procedures (19.6+ years)				X
2. Understanding school finance and methods and sources of funding (District Class III)			X	
3. Keeping current with school law and legislation				

Table 41. Continued

Inservice education topics	Adminis- trative Position	District Class	Degree Earned	Years of Exper- ience
<b>Personnel Management</b>				
1. Selecting and orienting staff (Elementary Principal, District Class II)	X	X		
2. Evaluating staff performance (Middle School Principal)	X			
3. Developing position descriptions (19.6+ years)				X
4. Conducting negotiations and imple- menting contract provisions (Superintendent)	X			
<b>Climate Building</b>				
1. Understanding techniques for inter- acting and communicating effec- tively with staff, parents, students and community (Elementary Principal, District Class I)	X	X		
2. Establishing trust relationships, building staff morale and effec- tive work teams (Elementary Principal, District Class I, Educational Specialist)	X	X	X	
3. Managing and resolving conflict (Elementary Principal, District Class I)	X	X		
<b>Program, Staff and Personal Improvement</b>				
1. Employing effective change strate- gies, including dissemination and diffusion. (Middle School Principal, 19.6+ years)	X			X
2. Conducting successful inservice programs				
3. Initiating appropriate self- improvement activities (19.6+ years)				X
4. Understanding and using curricu- lum development processes				
5. Evaluating instructional programs				
6. Apply technology to help solve problems				

X = Significant at the .05 level

## CHAPTER 5

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study and presents conclusions drawn from the analysis of data. Recommendations for further study and for action are also presented.

Summary

The problem of this study was threefold: (1) to determine the inservice education needs of Montana school administrators; (2) to determine if there was a relationship between selected variables and what Montana school administrators perceived as their inservice education needs; and (3) to determine the preferred instructional delivery system for inservice education.

Related literature was reviewed in Chapter 2 under four main topics. These topics were: The need for inservice education; The present state of inservice education for administrators; Improving the profession through inservice education; and The value of a needs assessment in determining inservice education programs. Agreement that inservice, or continuing professional education, is necessary for educational administrators is virtually unanimous among scholars in the field (Wood, Thompson and Russell, 1981; Willert, 1978; Harris, 1980). Factors affecting this need are the rapidly changing technological milieu in which education is now taking place, with the

resultant pressure on school administrators to effect the needed upgrading of educational institutions (Howsam, 1966; Cole, 1982; Damon, 1978). Second is the documented belief that preservice, or university education has not adequately prepared new administrators for the challenges they will meet (St. John and Runkle, 1977; Culbertson, 1963).

Presently, inservice education is not seen as fulfilling the needs of practicing school administrators. Not enough inservice is offered, and much of that which is, is seen as having little applicability and value to the participants (Hambrick, 1978; Damon, 1978). Most inservice education has been chosen by supervisors and delivered primarily in a mode which does not encourage the administrators' active involvement. Nevertheless, the belief that inservice is the mode by which the profession can be improved is strongly supported, and studies have attempted to define the content which is needed in order for the training provided to better serve the constituency (Roe and Drake, 1980; California Legislative Study, 1978). The use of a needs assessment is seen as the fashion in which inservice can be initiated which will define the appropriate content (Olivero, 1982; Somerville, 1982).

The needs assessment instrument used in this study was a modified version of an instrument developed and used by the Wayne County Intermediate School District, Wayne, Michigan. The original instrument was tested for reliability and four items were eliminated. The major inservice education categories tested were Planning; Leadership Skills; Operations; Personnel Management; Climate Building; and

Program, Staff and Personal Improvement. Respondents were asked to determine their perceived level of importance for topics in each of the six inservice education categories. Under Planning, respondents rated four key areas utilized in projecting program and instructional needs. Under Leadership Skills, decision-making, problem-solving and time management were considered. Budgeting, law and finance were topics included in Operations. The Climate category was concerned with interpersonal relationships; and the Program, Staff and Personal Development category subsumed both personal and professional growth and implementation strategy. The survey also included a section on instructional delivery systems. Information pertaining to preferences for mode of instruction including locale, as well as the administrator's previous experience with telecommunications as a learning medium, was collected. Demographic information requested from the respondents included administrative position; district class size in which they were employed; the highest degree earned and years of administrative experience.

The population used in the study consisted of the 671 school administrators employed in the State of Montana during the 1982-1983 school year. In October, 1982, a cover letter describing the study and the importance of returning the completed survey was mailed along with the survey instruments and a self-addressed stamped envelope. The respondents represented administrators employed in various administrative positions within each of the three district classifications, and had earned different academic degrees and experienced a wide range of years of administrative-level work.

The general questions were answered using descriptive and statistical analysis. Statistical hypotheses were tested using the Chi Square Test of Independence at the .05 level of significance. Following is a recap of the research findings.

The category most often ranked by the respondents as being a high preference for inservice education was Program, Staff and Personal Improvement. This category was followed in frequency of responses by Leadership Skills, Climate Building, Operations, Planning and least preferred, Personnel Management.

In addition to ranking the six inservice education categories, respondents were asked to rate each of the topics under the categories as to the importance as an inservice education need. The topic(s) receiving the most Very Important ratings in each of the six categories were: Planning-Identifying and prioritizing goals and objectives; Leadership Skills-Making effective decisions; Operations-Keeping current with school law and legislation; Personnel Management-Evaluating staff performance; Climate Building-Understanding techniques for interacting and communicating effectively with staff, parents, students and community and Establishing trust relationships, building staff morale and effective teams; Program, Staff and Personal Improvement-Evaluating instructional programs.

The information collected from the rating of the topics under the six inservice education categories was tested by the Chi Square Test of Independence to determine whether or not the responses were significantly related to the selected variables: administrative



position, district classification, highest degree earned and years of administrative experience.

The following topics were found to be significantly related to administrative position.

- Developing policies
- Making effective decisions
- Utilizing problem-solving techniques
- Selecting and orienting staff
- Evaluating staff performance
- Conducting negotiations and implementing contract provisions
- Understanding techniques for interacting and communicating effectively with staff, parents, students and community
- Establishing trust relationships, building staff morale and effective work teams
- Managing and resolving conflict
- Employing effective change strategies, including dissemination and diffusion techniques

In terms of inservice education topics related to district classification, the following were significant.

- Conducting and interpreting district, building, staff and personnel needs assessment
- Making effective decisions
- Understanding school finance and methods and sources of funding
- Selecting and orienting staff
- Understanding techniques for interacting and communicating effectively with staff, parents, students and community
- Establishing trust relationships, building staff morale and effective work teams
- Managing and resolving conflict

The only topic significantly related to the variable, highest degree earned, was Establishing trust relationships, building staff morale and effective work teams.

Five topics were significantly related to years of administrative experience. These were:

- Planning for declining enrollment and school consolidation
- Initiating effective budgeting procedures

Developing position descriptions  
Employing effective change strategies, including dissemination  
and diffusion techniques

Four of the 23 inservice education topics tested were significantly related to two of the variables--administrative position and district classification. These were Making effective decisions, Selecting and orienting staff, Understanding techniques for interacting and communicating effectively with staff, parents, students and community, and Managing and resolving conflict. One topic, Establishing trust relationships, building staff morale and effective work teams, was related to the three variables of administrative position, district classification and highest degree earned.

Another aspect of the study dealt with school administrators' preference for inservice education instructional delivery systems. Analysis of the information indicated that it made no difference to the administrators if the inservice education was presented on or off campus, but their preference was for one or two day workshops. This was followed by one or two week workshops on campus and weekly night classes off campus. In any case, 26.9 percent of the administrators were willing to drive a total of 50 round trip miles to receive their instruction and an additional 26.3 percent were willing to drive 100 miles round trip for inservice education.

The use of telecommunications was the least preferred as an instructional delivery system, and few of the respondents had experienced any form of telecommunications as an instruction medium for receiving inservice education.

Conclusions

The researcher has reached the following conclusions based on analysis of the data and information collected in this study.

1. Inservice education programs implemented by universities and/or school districts should be restricted to one or two day workshops. The location for the inservice education program would most likely draw administrators who could drive 100 miles round trip for the inservice.

2. Inservice education programs delivered through some means of telecommunications would not attract high numbers of participants. However, if universities and/or school districts wished to present an inservice education program via a telecommunication medium, the use of videotapes played at the administrator's own facility would be more appropriate.

3. Workshops developed in the area of Program, Staff and Personal Improvement would most likely attract a high number of school administrators, independent of their position, the district classification in which they are employed, their academic degree or years they have served as an administrator.

4. The following inservice education topics were significantly related to administrative position. The position identified in the parentheses indicates the particular group of administrators who gave the highest percentage of Very Important ratings to that topic:

Developing policies (Superintendents)  
Making effective decisions (Junior High School Principals)  
Utilizing problem-solving techniques (Middle School Principals)  
Selecting and orienting staff (Elementary Principals)

- Evaluating Staff Performance (Middle School Principals)
- Conducting negotiations and implementing contract provisions (Superintendents)
- Understanding techniques for interacting and communicating effectively with staff, parents, students and community (Elementary Principals)
- Establishing trust relationships, building staff morale and effective work teams (Elementary Principals)
- Managing and resolving conflict (Elementary Principals)
- Employing effective change strategies, including dissemination and diffusion (Middle School Principals)

5. The following inservice education topics were significantly related to the size of the district in which the administrators were employed. The district classification identified in the parentheses indicates the particular group of administrators who gave the highest percentage of Very Important ratings to that topic:

- Conducting and interpreting district, building, staff and personal need assessment (Class II)
- Making effective decisions (Class I)
- Understanding school finance and methods and sources of funding (Class III)
- Selecting and orienting staff (Class II)
- Understanding techniques for interacting and communicating effectively with staff, parents, students and community (Class I)
- Establishing trust relationships, building staff morale and effective work teams (Class I)
- Managing and resolving conflict (Class I)

6. The inservice education topic, Establishing trust relationships, building staff morale and effective work teams was the only topic significantly related to the highest degree earned by administrators. The particular group having earned the degree of Educational Specialist gave the topic the highest percentage of Very Important ratings.

7. The following inservice education topics were significantly related to the number of years of administrative experience. Each of the topics was given the highest percentage of Very Important ratings

by the group of administrators having 19.6+ years of administrative experience.

Planning for declining enrollments and school consolidation  
Initiating effective budgeting procedures  
Developing position descriptions  
Employing effective change strategies, including dissemination  
and diffusion  
Initiating appropriate self-improvement activities.

#### Recommendations for Further Study

The researcher recommends the following additional research:

1. This study should be replicated on an annual basis in order to keep the data updated.
2. Studies using variables different from those presented in this study should be conducted. Those variables might include sex, age, length of time since the highest degree was earned and the academic areas in which previous degrees were earned.
3. A study should be conducted that identifies leadership and/or management topics and their relationship to variables selected by the researcher.
4. A study should be conducted to determine which agency and/or institution is most appropriate for delivering inservice education to school administrators.
5. Additional research needs to be conducted to further investigate telecommunications as an instructional delivery system.

#### Recommendations for Action

Based on the findings of this study, the researcher recommends that the following actions be taken:

1. The Bureau for Educational Research and Field Services at Montana State University should consider marketing administrative needs assessment as a service to schools in Montana, and should propose and implement inservice education programs that reflect the identified needs.

2. The two universities within the Montana University System should offer one or two day workshops throughout the state for school administrators in the areas of Program, Staff and Personal Improvement, and core subject matter such as curriculum, school law, and evaluating staff performance.

3. An assessment center for current and potential school administrators should be studied, planned and developed. The Center would offer individuals--by means of self-assessment, interviews and skill testing--a personalized evaluation of his/her professional knowledge and skill level. Recommendations for further study for the individuals could be recommended based upon the assessment.

4. Local school boards need to develop policy which supports the educational development of school administrators through inservice education.

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APPENDICES

APPENDIX A

COVER LETTER



OFFICE OF THE DEAN

COLLEGE OF EDUCATION

106  
MONTANA STATE UNIVERSITY, BOZEMAN 59717

October 25, 1982

Dear School Administrator:

As part of the requirements for the Doctorate of Education and in conjunction with the College of Education at Montana State University, I am involved in a study to determine the inservice educational needs of Montana School Administrators and their preferred inservice education delivery system.

Due to the many changes seen in the public schools today, it is necessary for MSU to update their inservice training offerings in order to address the needs of the present school administrator and the future school administrator.

To assist us in this study, please take a few minutes of your time to respond to the enclosed questionnaire and return it in the self-addressed stamped envelope. It is important that you respond to this survey so that MSU can develop inservice training offerings that truly speak to the needs of school administrators in the state of Montana. We also want inservice education to be delivered in a way that would be convenient for administrators.

We would like to thank you for your cooperation. If you are interested in the results of the study, please fill out the address portion on the last page of your questionnaire and we will be happy to send you a copy of the abstract.

Sincerely,

John Kohl, Dean of Education

Tedd Kessel, Graduate Student

e

APPENDIX B

NEEDS ASSESSMENT AND QUESTIONNAIRES

ASSESSMENT OF SCHOOL ADMINISTRATOR INSERVICE NEEDS  
1982

This assessment of school administrator inservice needs was modified from an instrument developed by the curriculum directors of Wayne County Intermediate School District in Michigan. Its purpose is to provide information to help make district and university sponsored inservice programs for administrators as relevant as possible.

Your careful attention to the instructions will facilitate accurate and rapid processing of the data.

PROFESSIONAL INFORMATION

Please enter the number in the box that most accurately describes your professional demographics.

POSITION

1. Superintendent \_\_\_\_\_
2. Secondary Principal \_\_\_\_\_
3. Junior High Principal \_\_\_\_\_
4. Middle School Principal \_\_\_\_\_
5. Elementary Principal \_\_\_\_\_

DISTRICT CLASSIFICATION

1. Class I (population more than 6,500) \_\_\_\_\_
2. Class II (population between 1,001 and 6,500) \_\_\_\_\_
3. Class III (population less than 1,000) \_\_\_\_\_

HIGHEST DEGREE EARNED

1. Bachelors Degree \_\_\_\_\_
2. Masters Degree \_\_\_\_\_
3. Specialists Degree \_\_\_\_\_
4. Doctorate Degree \_\_\_\_\_
5. Other (please specify) \_\_\_\_\_

YEARS AS AN ADMINISTRATOR

1. 0 - 3.5 \_\_\_\_\_
2. 3.6 - 9.5 \_\_\_\_\_
3. 9.6 - 19.5 \_\_\_\_\_
4. 19.6 - or more \_\_\_\_\_



## INSERVICE PREFERENCES:

## Part A

## Instructions:

Please indicate your opinion of how important it is that efforts be made to increase administrators' knowledge about and competence in the processes and/or topics listed below:

Please check only one box for each item using the rating scale below:

1. Should receive no attention
2. Should receive little attention
3. Not of high priority at this time
4. Important
5. Very important

1. PLANNING

- |   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| a) Conducting and interpreting district, building, staff, and personnel needs assessments | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| b) Developing policies  | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| c) Identifying and prioritizing goals and objectives                                      | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| d) Planning for declining enrollment and school consolidations                            | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |

2. LEADERSHIP SKILLS

- |   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| a) Making effective decisions   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| b) Utilizing problem-solving techniques   | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| c) Using time more effectively and learning how and when to delegate responsibility | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |

1. Should receive no attention
2. Should receive little attention
3. Not of high priority at this time
4. Important
5. Very important

### 3. OPERATIONS

- a) Initiating effective budgeting procedures

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- b) Understanding school finance and methods and sources of funding

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- c) Keeping current with school law and legislation

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

### 4. PERSONNEL MANAGEMENT

- a) Selecting and orienting staff

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- b) Evaluating staff performance

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- c) Developing position descriptions

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- d) Conducting negotiations and implementing contract provisions

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

### 5. CLIMATE BUILDING

- a) Understanding techniques for interacting and communicating effectively with staff, parents, students and community

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- b) Establishing trust relationships, building staff morale and effective work teams

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

- c) Managing and resolving conflict

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
----------	----------	----------	----------	----------

1. Should receive no attention
2. Should receive little attention
3. Not of high priority at this time
4. Important
5. Very important

6. PROGRAMS, STAFF, AND PERSONAL IMPROVEMENT

a) Employing effective change strategies, including dissemination and diffusion techniques	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
b) Conducting successful inservice programs	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
c) Initiating appropriate self-improvement activities	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
d) Understanding and using curriculum development processes	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
e) Evaluating instruction programs	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
f) Applying technology (including computers) to help solve problems	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Instructions:

Please rank each of the six areas below as defined by the substatements above in order of your personal preference for inservice education. Use a scale from 1 to 6 with 1 being of low preference and 6 being of high preference.

- Planning \_\_\_\_\_
- Leadership Skills \_\_\_\_\_
- Operations \_\_\_\_\_
- Personnel Management \_\_\_\_\_
- Climate-Building \_\_\_\_\_
- Program, Staff and Personal Improvement \_\_\_\_\_

## Part B

## Instructions:

Please indicate in each category below your choice of inservice education delivery systems by placing the number in the box that best describes your preference.

1. ON CAMPUS - select only one \_\_\_\_\_

- a) Attend one or two day workshops
- b) Attend weekly night classes
- c) Attend regular summer session
- d) Attend one or two week workshops

2. OFF CAMPUS - select only one \_\_\_\_\_

- a) Attend one or two day workshops
- b) Attend weekend classes at your local district
- c) Attend one or two week workshops
- d) Attend weekly night classes

Distance you would drive round trip to attend classes or workshops: Select only one \_\_\_\_\_

- a) 50 miles
- b) 100 miles
- c) 150 miles
- d) 200 miles
- e) 250 miles

3. TELECOMMUNICATIONS: An alternative delivery system to on and off campus inservice education. Select the one in which you would be most apt to participate in. \_\_\_\_\_

- a) Use of video tapes played at local facility (one way video, one way audio)
- b) Use of educational telephone (two way audio)
- c) Programs offered through educational TV-at home viewing (one way video, one way audio)
- d) Use of live video at local facility or at home (one way live video, two way audio)
- e) Use of video tapes with two way audio (one way video, two way audio)

4. Please rank each of the three delivery system categories below in order of your personal preference for inservice education. Use a scale from one (1) to three (3) with 1 being the least preferred delivery system and 3 being the most preferred delivery system.
- a) ON CAMPUS \_\_\_\_\_
- b) OFF CAMPUS \_\_\_\_\_
- c) TELECOMMUNICATIONS \_\_\_\_\_
5. If you have had experience with inservice education programs presented through some form of telecommunications, mark (X) in each box to the right that indicates that experience.
- a) Video tapes (one way video, one way audio) \_\_\_\_\_
- b) Educational telephone (two way audio) \_\_\_\_\_
- c) Educational TV (one way video, one way audio) \_\_\_\_\_
- d) Live video (one way video, two way audio) \_\_\_\_\_
- e) Video tapes (one way video, two way audio) \_\_\_\_\_

THANK YOU FOR YOUR HELP AND COOPERATION IN PROVIDING THIS IMPORTANT INFORMATION. WHEN COMPLETED, PLEASE RETURN THIS FORM IN THE ACCOMPANYING ENVELOPE.

If you would like to receive a copy of the dissertation abstract, please write your name and address below. This will in no way identify you as a respondent in the study.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State Zip

APPENDIX C

TABLES DISPLAYING NUMBER AND PERCENTAGE OF ADMINISTRATORS  
RANKING THE INSERVICE EDUCATION CATEGORIES

Table 42. Number and percentage of administrators ranking the inservice education category, Planning.

Rank	Number	Percentage
1 (lowest)	79	14.0
2	93	16.4
3	97	17.1
4	87	15.4
5	83	14.7
6 (highest)	67 <sup>a</sup>	11.8
Total	506 <sup>a</sup>	89.4

<sup>a</sup>60 missing observations

Table 43. Number and percentage of administrators ranking the inservice education category, Leadership Skills.

Rank	Number	Percentage
1 (lowest)	49	8.7
2	94	14.8
3	87	15.4
4	93	16.4
5	89	15.7
6 (highest)	104	18.4
Total	506 <sup>a</sup>	89.4

<sup>a</sup>60 missing observations

Table 44. Number and percentage of administrators ranking the inservice education category, Operations.

Rank	Number	Percentage
1 (lowest)	180	31.8
2	90	15.9
3	62	11.0
4	47	8.3
5	55	9.7
6 (highest)	72	12.7
Total	506 <sup>a</sup>	89.4

<sup>a</sup>60 missing observations

Table 45. Number and percentage of administrators ranking the inservice education category, Personnel Management.

Rank	Number	Percentage
1 (lowest)	36	6.4
2	94	16.6
3	111	19.6
4	94	16.6
5	115	20.3
6 (highest)	56 <sup>a</sup>	9.9
Total	506 <sup>a</sup>	89.4

<sup>a</sup>60 missing observations

Table 46. Number and percentage of administrators ranking the inservice education category, Climate Building.

Rank	Number	Percentage
1 (lowest)	96	17.0
2	90	15.9
3	72	12.7
4	99	17.5
5	71	12.5
6 (highest)	78 <sup>a</sup>	13.8
Total	506 <sup>a</sup>	89.4

<sup>a</sup>60 missing observations

Table 47. Number and percentage of administrators ranking the inservice education category, Program, Staff and Personal Improvement.

Rank	Number	Percentage
1 (lowest)	65	11.5
2	54	9.5
3	77	13.6
4	86	15.2
5	94	16.6
6 (highest)	130	23.0
Total	506 <sup>a</sup>	89.4

<sup>a</sup>60 missing observations



APPENDIX D

TABLES DISPLAYING CHI SQUARE ANALYSIS OF INSERVICE  
EDUCATION TOPICS AND VARIABLES

Table 48. Conducting and interpreting district, building, staff and personnel needs assessments and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	13	43	81	46
Principal					
Secondary	0	5	27	69	32
Jr. High	2	1	12	22	6
Middle School	0	2	7	12	7
Elementary	2	7	31	76	55

Calculated  $X^2 = 18.28$   
 Critical  $X^2 = 26.30$

N = 562  
 df = 16

Table 49. Developing policies and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	2	11	43	75	56
Principal					
Secondary	0	6	29	70	29
Jr. High	2	4	10	24	3
Middle School	0	3	8	12	6
Elementary	0	17	51	66	37

Calculated  $X^2 = 33.20^*$   
 Critical  $X^2 = 26.30$

N = 564  
 df = 16

\*Significant at the .05 level

Table 50. Identifying and prioritizing goals and objectives and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	7	34	85	57
Principal					
Secondary	1	5	19	64	44
Jr. High	1	2	8	20	12
Middle School	0	2	9	9	9
Elementary	0	2	27	79	63

Calculated  $\chi^2 = 16.23$   
 Critical  $\chi^2 = 26.30$

N = 563  
 df = 16

Table 51. Planning for declining enrollments and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	12	25	69	52	29
Principal					
Secondary	3	15	48	45	22
Jr. High	2	4	15	15	7
Middle School	1	6	11	9	2
Elementary	10	25	54	45	37

Calculated  $\chi^2 = 12.55$   
 Critical  $\chi^2 = 26.30$

N = 563  
 df = 16

Table 52. Conducting and interpreting district, building, staff and personnel needs assessments and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	5	22	49	30
Class II	6	6	28	76	53
Class III	2	17	69	135	63

Calculated  $\chi^2 = 15.96^*$                       N = 561

Critical  $\chi^2 = 15.51$                               df = 8

\*Significant at the .05 level

Table 53. Developing policies and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	9	28	42	27
Class II	3	10	47	77	34
Class III	1	22	65	128	70

Calculated  $\chi^2 = 7.54$                               N = 563

Critical  $\chi^2 = 15.51$                               df = 8

Table 54. Identifying and prioritizing goals and objectives and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	4	14	46	42
Class II	4	4	23	84	55
Class III	2	10	61	127	86
Calculated $\chi^2 = 12.66$			N = 562		
Critical $\chi^2 = 15.51$			df = 8		

Table 55. Planning for declining enrollment and school consolidation and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	2	15	33	37	19
Class II	10	21	58	41	40
Class III	16	39	106	87	38
Calculated $\chi^2 = 12.89$			N = 562		
Critical $\chi^2 = 15.51$			df = 8		

Table 56. Conducting and interpreting district, building, staff and personnel needs assessments and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	2	3	0	0
Master	6	21	106	234	122
Ed. Specialist	1	3	2	11	6
Doctorate	1	2	9	11	18
Other	0	0	0	3	5

Calculated  $\chi^2 = 27.73$   
 Critical  $\chi^2 = 35.02$

N = 565  
 df = 20

Table 57. Developing policies and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	2	6	0
Master	4	35	126	216	110
Ed. Specialist	0	2	3	6	12
Doctorate	0	4	10	17	5
Other	0	0	1	3	4

Calculated  $\chi^2 = 22.36$   
 Critical  $\chi^2 = 35.02$

N = 564  
 df = 20

Table 58. Identifying and prioritizing goals and objectives and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	1	1	3	3
Master	6	13	87	230	154
Ed. Specialist	0	1	4	6	12
Doctorate	0	3	5	16	12
Other	0	0	1	3	4

Calculated  $\chi^2 = 13.44$   
Critical  $\chi^2 = 35.02$

N = 565  
df = 20

Table 59. Planning for declining enrollment and school consolidation and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	3	3	2
Master	21	66	173	143	87
Ed. Specialist	3	4	6	7	3
Doctorate	4	4	14	10	4
Other	0	1	2	4	1

Calculated  $\chi^2 = 12.31$   
Critical  $\chi^2 = 35.02$

N = 565  
df = 20

Table 60. Conducting, interpreting district, building, staff and personnel needs assessments and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	2	23	62	24
3.6 - 9.5	1	9	33	74	32
9.6 - 19.5	4	13	48	89	60
19.6+	2	4	16	37	30

Calculated  $\chi^2 = 18.94$   
Critical  $\chi^2 = 21.03$

N = 565  
df = 12

Table 61. Developing policies and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	0	5	29	54	24
3.6 - 9.5	0	15	37	70	28
9.6 - 19.5	3	18	56	85	52
19.6+	1	3	20	39	27

Calculated  $\chi^2 = 14.06$   
Critical  $\chi^2 = 21.03$

N = 566  
df = 12



Table 62. Identifying and prioritizing goals and objectives and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	0	3	21	55	33
3.6 - 9.5	1	6	28	68	46
9.6 - 19.5	4	9	36	96	69
19.6+	1	0	13	39	37

Calculated  $\chi^2 = 10.38$   
Critical  $\chi^2 = 21.03$

N = 565  
df = 12

Table 63. Planning for declining enrollments and school consolidation and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	5	13	33	41	20
3.6 - 9.5	10	24	63	37	16
9.6 - 19.5	8	29	76	68	32
19.6+	5	9	26	21	29

Calculated  $\chi^2 = 28.36^*$   
Critical  $\chi^2 = 21.03$

N = 566  
df = 12

\*Significant at the .05 level

Table 64. Making effective decisions and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	10	26	75	71
Principal					
Secondary	0	1	17	62	54
Jr. High	1	1	4	13	24
Middle School	0	1	4	12	12
Elementary	0	8	10	58	95

Calculated  $\chi^2 = 30.70^*$        $N = 563$   
 Critical  $\chi^2 = 26.30$        $df = 16$

\*Significant at the .05 level

Table 65. Utilizing problem-solving techniques and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	10	55	73	45
Principal					
Secondary	0	6	31	61	35
Jr. High	0	2	7	22	12
Middle School	0	2	2	14	11
Elementary	0	8	22	82	59

Calculated  $\chi^2 = 30.58^*$        $N = 563$   
 Critical  $\chi^2 = 26.30$        $df = 16$

\*Significant at the .05 level

Table 66. Utilizing time more effectively and learning how and when to delegate responsibility and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	2	12	40	72	61
Principal					
Secondary	0	3	32	58	41
Jr. High	0	3	6	17	17
Middle School	0	1	5	12	11
Elementary	1	8	25	69	68

Calculated  $\chi^2 = 13.00$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16

Table 67. Making effective decisions and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	1	4	7	35	59
Class II	3	4	14	64	86
Class III	1	13	40	121	110

Calculated  $\chi^2 = 17.54^*$   
 Critical  $\chi^2 = 15.51$

N = 562  
 df = 8

\*Significant at the .05 level

Table 68. Utilizing problem-solving techniques and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	4	18	52	32
Class II	1	8	32	75	55
Class III	3	16	68	125	73

Calculated  $\chi^2 = 6.44$   
Critical  $\chi^2 = 15.51$

N = 562  
df = 8

Table 69. Utilizing time more effectively and learning how and when to delegate responsibility and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	7	15	41	43
Class II	1	6	27	68	69
Class III	2	14	67	119	84

Calculated  $\chi^2 = 12.24$   
Critical  $\chi^2 = 15.51$

N = 563  
df = 8

Table 70. Making effective decisions and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	2	2	4
Master	5	16	53	202	214
Ed. Specialist	0	2	2	5	14
Doctorate	0	3	4	11	18
Other	0	0	0	2	6

Calculated  $\chi^2 = 14.77$   
 Critical  $\chi^2 = 26.30$

N = 565  
 df = 16

Table 71. Utilizing problem-solving techniques and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	1	3	4	0
Master	4	23	110	218	136
Ed. Specialist	0	1	1	13	8
Doctorate	0	3	3	16	14
Other	0	0	1	2	5

Calculated  $\chi^2 = 19.43$   
 Critical  $\chi^2 = 26.30$

N = 566  
 df = 16

Table 72. Utilizing time more effectively and learning how and when to delegate responsibility and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	1	4	1	2
Master	3	23	98	200	167
Ed. Specialist	0	2	4	9	8
Doctorate	0	1	3	17	15
Other	0	0	1	1	6

Calculated  $\chi^2 = 17.35$   
 Critical  $\chi^2 = 26.30$

N = 566  
 df = 16

Table 73. Making effective decisions and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	4	12	50	45
3.6 - 9.5	0	5	23	57	65
9.6 - 19.5	4	9	23	79	98
19.6+	0	3	3	36	48

Calculated  $\chi^2 = 15.49$   
 Critical  $\chi^2 = 21.03$

N = 565  
 df = 12

Table 74. Utilizing problem-solving techniques and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	2	4	20	52	34
3.6 - 9.5	0	5	30	69	46
9.6 - 19.5	2	16	49	92	55
19.6+	0	3	19	40	28

Calculated  $\chi^2 = 12.43$   
Critical  $\chi^2 = 21.03$

N = 566  
df = 12

Table 75. Utilizing time more effectively and learning how and when to delegate responsibility and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	6	23	41	41
3.6 - 9.5	1	9	33	54	53
9.6 - 19.5	1	10	47	90	66
19.6+	0	2	7	43	38

Calculated  $\chi^2 = 15.15$   
Critical  $\chi^2 = 21.03$

N = 566  
df = 12

Table 76. Initiating effective budgeting procedures and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	6	36	75	66
Principal					
Secondary	1	9	29	58	37
Jr. High	3	2	13	18	7
Middle School	0	2	7	12	8
Elementary	3	16	48	67	37

Calculated  $\chi^2 = 25.45$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16

Table 77. Understanding school finance and methods and sources of funding and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	6	34	63	80
Principal					
Secondary	1	7	31	56	39
Jr. High	2	3	13	18	7
Middle School	0	2	5	10	12
Elementary	3	12	47	64	45

Calculated  $\chi^2 = 25.53$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16



Table 78. Keeping current with school law and legislation and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	1	6	16	75	89
Principal					
Secondary	0	2	14	68	50
Jr. High	0	2	9	15	17
Middle School	0	0	3	9	17
Elementary	1	5	17	73	75

Calculated  $\chi^2 = 16.10$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16

Table 79. Initiating effective budgeting procedures and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	9	34	42	21
Class II	5	10	42	65	49
Class III	6	16	55	123	86

Calculated  $\chi^2 = 13.40$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8

Table 80. Understanding school finance and methods and sources of funding and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	7	32	49	18
Class II	5	10	45	63	48
Class III	5	13	51	99	118

Calculated  $\chi^2 = 28.82^*$        $N = 563$   
 Critical  $\chi^2 = 15.51$        $df = 8$   
 \*Significant at the .05 level

Table 81. Keeping current with school law and legislation and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	6	16	49	35
Class II	1	4	17	76	73
Class III	1	5	25	114	141

Calculated  $\chi^2 = 13.97$        $N = 563$   
 Critical  $\chi^2 = 15.51$        $df = 8$

Table 82. Initiating effective budgeting procedures and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	1	5	2
Master	11	31	123	195	131
Ed. Specialist	0	2	2	8	11
Doctorate	0	2	6	19	9
Other	0	0	1	4	3

Calculated  $\chi^2 = 13.78$        $N = 566$   
Critical  $\chi^2 = 26.30$        $df = 12$

Table 83. Understanding school finance and methods and sources of funding and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	2	3	3
Master	10	28	115	180	158
Ed. Specialist	0	1	3	10	9
Doctorate	0	1	8	17	10
Other	0	0	2	2	4

Calculated  $\chi^2 = 7.01$        $N = 566$   
Critical  $\chi^2 = 26.30$        $df = 12$

Table 84. Keeping current with school law and legislation and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	1	4	3
Master	2	12	50	211	216
Ed. Specialist	0	0	3	5	15
Doctorate	0	3	4	19	10
Other	0	0	1	2	5

Calculated  $\chi^2 = 15.20$   
 Critical  $\chi^2 = 26.30$

N = 566  
 df = 12

Table 85. Initiating effective budgeting procedures and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	3	3	25	44	37
3.6 - 9.5	1	11	33	79	26
9.6 - 19.5	6	15	56	75	62
19.6+	1	6	19	33	31

Calculated  $\chi^2 = 22.56^*$   
 Critical  $\chi^2 = 21.03$

N = 566  
 df = 12

\*Significant at .05 level

Table 86. Understanding school finance and methods and sources of funding and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	2	3	21	40	46
3.6 - 9.5	0	10	36	58	46
9.6 - 19.5	7	15	47	86	59
19.6+	1	2	26	28	33

Calculated  $\chi^2 = 19.09$   
Critical  $\chi^2 = 21.03$

N = 566  
df = 12

Table 87. Keeping current with school law and legislation and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	1	9	47	54
3.6 - 9.5	0	4	17	62	67
9.6 - 19.5	1	8	24	95	86
19.6+	0	2	9	37	42

Calculated  $\chi^2 = 6.64$   
Critical  $\chi^2 = 21.03$

N = 566  
df = 12

Table 88. Selecting and orienting staff and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	6	44	72	61
Principal					
Secondary	1	2	15	57	58
Jr. High	3	2	8	11	19
Middle School	0	1	6	9	13
Elementary	0	5	29	49	88

Calculated  $X^2 = 35.23^*$        $N = 563$   
 Critical  $X^2 = 26.30$        $df = 12$

\*Significant at the .05 level

Table 89. Evaluating staff performance and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	5	6	16	76	84
Principal					
Secondary	0	2	6	45	81
Jr. High	2	1	2	11	27
Middle School	0	0	2	7	20
Elementary	0	3	6	47	115

Calculated  $X^2 = 33.19^*$        $N = 564$   
 Critical  $X^2 = 26.30$        $df = 12$

\*Significant at the .05 level

Table 90. Developing position descriptions and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	3	16	67	79	22
Principal					
Secondary	0	7	45	58	24
Jr. High	2	2	16	16	7
Middle School	0	0	12	14	3
Elementary	3	18	51	79	20

Calculated  $\chi^2 = 17.27$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 12

Table 91. Conducting negotiations and implementing contract provisions and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	10	12	39	83	43
Principal					
Secondary	5	15	46	50	18
Jr. High	1	4	20	15	3
Middle School	0	5	8	10	6
Elementary	11	24	61	52	23

Calculated  $\chi^2 = 35.03^*$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 12

\*Significant at the .05 level

Table 92. Selecting and orienting staff and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	3	5	18	30	50
Class II	2	2	26	55	86
Class III	3	9	57	114	102

Calculated  $X^2 = 16.10^*$ 

N = 562

Critical  $X^2 = 15.51$ 

df = 8

\*Significant at the .05 level

Table 93. Evaluating staff performance and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	1	3	3	27	72
Class II	2	4	6	51	108
Class III	4	5	23	106	148

Calculated  $X^2 = 14.63$ 

N = 563

Critical  $X^2 = 15.51$ 

df = 8



Table 94. Developing position descriptions and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	1	8	37	47	13
Class II	1	14	58	74	24
Class III	6	21	97	124	38

Calculated  $\chi^2 = 2.33$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8

Table 95. Conducting negotiations and implementing contract provisions and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	4	11	46	30	15
Class II	11	17	52	62	29
Class III	12	32	75	119	48

Calculated  $\chi^2 = 13.13$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8

Table 96. Selecting and orienting staff and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	1	3	4
Master	7	13	92	178	200
Ed. Specialist	0	3	2	5	13
Doctorate	1	0	6	14	15
Other	0	0	1	0	7

Calculated  $X^2 = 22.22$   
 Critical  $X^2 = 26.03$

$N = 565$   
 $df = 16$

Table 97. Evaluating staff performance and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	1	3	4
Master	6	11	26	166	282
Ed. Specialist	0	1	2	6	14
Doctorate	1	0	3	11	21
Other	0	0	0	0	8

Calculated  $X^2 = 10.69$   
 Critical  $X^2 = 26.30$

$N = 566$   
 $df = 16$

Table 98. Developing position descriptions and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	2	2	2	2
Master	7	34	169	214	67
Ed. Specialist	0	2	8	10	3
Doctorate	1	5	11	16	3
Other	0	0	2	5	1

Calculated  $\chi^2 = 10.38$   
 Critical  $\chi^2 = 26.30$

N = 566  
 df = 16

Table 99. Conducting negotiations and implementing contract provisions and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	1	3	3	1
Master	24	54	152	187	74
Ed. Specialist	0	2	5	5	11
Doctorate	2	3	13	14	4
Other	1	0	1	3	3

Calculated  $\chi^2 = 24.47$   
 Critical  $\chi^2 = 26.30$

N = 566  
 df = 16

Table 100. Selecting and orienting staff and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	2	21	49	39
3.6 - 9.5	1	4	26	54	64
9.6 - 19.5	6	8	41	69	90
19.6+	0	2	14	28	46

Calculated  $X^2 = 13.14$   
Critical  $X^2 = 21.03$

N = 565  
df = 12

Table 101. Evaluating staff performance and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	0	8	33	70
3.6 - 9.5	0	4	11	47	88
9.6 - 19.5	6	7	10	78	113
19.6+	0	1	3	28	58

Calculated  $X^2 = 17.55$   
Critical  $X^2 = 21.03$

N = 566  
df = 12

Table 102. Developing position descriptions and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	3	5	29	62	13
3.6 - 9.5	0	19	47	60	24
9.6 - 19.5	4	15	82	89	24
19.6+	1	4	34	36	15

Calculated  $\chi^2 = 22.56^*$        $N = 566$   
 Critical  $\chi^2 = 21.03$        $df = 12$

\*Significant at the .05 level

Table 103. Conducting negotiations and implementing contract provisions and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	4	10	41	41	16
3.6 - 9.5	11	18	40	55	26
9.6 - 19.5	10	23	64	86	31
19.6+	2	9	29	30	20

Calculated  $\chi^2 = 10.01$        $N = 566$   
 Critical  $\chi^2 = 21.03$        $df = 8$

Table 104. Understanding techniques for interacting and communicating effectively with staff, parents, students and community and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	6	35	79	63
Principal					
Secondary	0	0	19	63	52
Jr. High	2	2	9	11	19
Middle School	0	0	2	13	14
Elementary	0	10	13	56	92

Calculated  $X^2 = 46.48^*$        $N = 564$   
 Critical  $X^2 = 26.30$        $df = 12$

\*Significant at the .05 level

Table 105. Establishing trust relationships, building staff morale and effective work teams and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	5	25	85	68
Principal					
Secondary	0	3	16	53	62
Jr. High	2	1	6	15	19
Middle School	0	0	4	12	13
Elementary	0	9	14	42	106

Calculated  $X^2 = 41.12^*$        $N = 564$   
 Critical  $X^2 = 26.30$        $df = 12$

\*Significant at the .05 level

Table 106. Managing and resolving conflict and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	3	7	39	80	58
Principal					
Secondary	0	0	19	63	52
Jr. High	1	3	3	18	18
Middle School	0	0	4	15	10
Elementary	0	7	19	63	82

Calculated  $\chi^2 = 31.53^*$        $N = 564$   
 Critical  $\chi^2 = 26.30$        $df = 12$   
 \*Significant at the .05 level

Table 107. Understanding techniques for interacting and communicating effectively with staff, parents, students and community and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	1	4	9	34	58
Class II	3	4	14	75	75
Class III	2	10	54	114	106

Calculated  $\chi^2 = 21.33^*$        $N = 563$   
 Critical  $\chi^2 = 15.51$        $df = 8$   
 \*Significant at the .05 level

Table 108. Establishing trust relationships, building staff morale and effective work teams and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	1	2	10	31	62
Class II	2	5	10	69	85
Class III	3	11	45	107	120

Calculated  $\chi^2 = 17.57^*$        $N = 563$   
 Critical  $\chi^2 = 15.51$        $df = 8$   
 \*Significant at the .05 level

Table 109. Managing and resolving conflict and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	5	14	36	51
Class II	2	3	15	77	74
Class III	2	9	55	126	94

Calculated  $\chi^2 = 19.37^*$        $N = 563$   
 Critical  $\chi^2 = 15.51$        $df = 8$   
 \*Significant at the .05 level



Table 110. Understanding techniques for interacting and communicating effectively with staff, parents, students and community and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	4	2	2
Master	6	15	68	198	204
Ed. Specialist	0	2	2	8	11
Doctorate	0	1	4	13	18
Other	0	0	0	3	5

Calculated  $X^2 = 15.82$   
 Critical  $X^2 = 26.30$

N = 566  
 df = 12

Table 111. Establishing trust relationships, building staff morale and effective work teams and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	4	3	1
Master	5	13	58	182	233
Ed. Specialist	0	3	2	5	13
Doctorate	1	2	2	14	17
Other	0	0	0	3	5

Calculated  $X^2 = 26.70^*$   
 Critical  $X^2 = 26.30$

N = 566  
 df = 12

\*Significant at the .05 level

Table 112. Managing and resolving conflict and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	0	4	3	1
Master	4	14	72	215	186
Ed. Specialist	0	2	2	7	12
Doctorate	0	1	6	15	14
Other	0	0	0	1	7

Calculated  $\chi^2 = 22.33$   
 Critical  $\chi^2 = 26.30$

N = 566  
 df = 12

Table 113. Understanding techniques for interacting and communicating effectively with staff, parents, students and community and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	5	19	37	50
3.6 - 9.5	0	3	28	54	65
9.6 - 19.5	5	8	23	95	83
19.6+	0	2	8	38	42

Calculated  $\chi^2 = 18.30$   
 Critical  $\chi^2 = 21.03$

N = 566  
 df = 12

Table 114. Establishing trust relationships, building, staff morale and effective work teams and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	3	17	45	46
3.6 - 9.5	0	6	21	49	74
9.6 - 19.5	5	8	20	82	99
19.6+	0	1	8	31	50

Calculated  $\chi^2 = 14.85$        $N = 566$   
 Critical  $\chi^2 = 21.03$        $df = 12$

Table 115. Managing and resolving conflict and years of administrative experience.

Years of Admin. Exp.	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
0 - 3.5	1	1	15	55	40
3.6 - 9.5	0	5	27	54	64
9.6 - 19.5	3	8	32	93	78
19.6+	0	3	10	39	38

Calculated  $\chi^2 = 11.48$        $N = 566$   
 Critical  $\chi^2 = 21.03$        $df = 12$

Table 116. Employing effective change strategies, including dissemination and diffusion techniques and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	8	12	71	80	14
Principal					
Secondary	1	9	48	61	14
Jr. High	1	1	17	18	6
Middle School	0	0	8	13	8
Elementary	1	11	46	76	37

Calculated  $\chi^2 = 33.66^*$ 

N = 561

Critical  $\chi^2 = 26.30$ 

df = 16

\*Significant at the .05 level

Table 117. Conducting successful inservice programs and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	2	7	40	93	45
Principal					
Secondary	0	2	30	69	33
Jr. High	1	4	8	20	10
Middle School	0	1	3	16	9
Elementary	0	1	25	96	49

Calculated  $\chi^2 = 23.45$ 

N = 564

Critical  $\chi^2 = 26.30$ 

df = 16

Table 118. Initiating appropriate self-improvement activities and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	2	11	34	113	27
Principal					
Secondary	0	3	35	71	25
Jr. High	1	3	9	20	10
Middle School	0	1	5	13	9
Elementary	1	7	22	92	49

Calculated  $\chi^2 = 26.01$   
 Critical  $\chi^2 = 26.30$

N = 563  
 df = 16

Table 119. Understanding and using curriculum development processes and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	0	9	39	91	48
Principal					
Secondary	0	3	35	68	28
Jr. High	1	2	10	23	7
Middle School	0	1	4	15	9
Elementary	2	6	25	89	49

Calculated  $\chi^2 = 16.98$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16

Table 120. Evaluating instructional programs and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	4	4	21	88	70
Principal					
Secondary	0	1	17	55	61
Jr. High	2	1	6	19	15
Middle School	0	0	3	13	13
Elementary	0	4	19	69	79

Calculated  $\chi^2 = 16.79$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16

Table 121. Applying technology to help solve problems and administrative position.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Superintendent	2	10	34	98	43
Principal					
Secondary	0	5	22	70	37
Jr. High	1	5	8	16	13
Middle School	0	1	4	12	12
Elementary	1	1	34	90	45

Calculated  $\chi^2 = 22.27$   
 Critical  $\chi^2 = 26.30$

N = 564  
 df = 16

Table 122. Employing effective change strategies, including dissemination and diffusion techniques and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	4	30	54	18
Class II	3	8	53	76	28
Class III	8	21	107	117	33

Calculated  $\chi^2 = 12.18$   
 Critical  $\chi^2 = 15.51$

N = 560  
 df = 8

Table 123. Conducting successful inservice programs and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	3	18	56	29
Class II	1	5	22	105	38
Class III	2	7	66	132	79

Calculated  $\chi^2 = 13.09$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8

Table 124. Initiating appropriate self-improvement activities and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	7	15	55	29
Class II	1	4	29	97	40
Class III	3	14	62	155	51

Calculated  $\chi^2 = 11.06$   
 Critical  $\chi^2 = 15.57$

N = 562  
 df = 8

Table 125. Understanding and using curriculum development processes and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	8	16	54	28
Class II	1	5	29	97	39
Class III	2	8	69	133	74

Calculated  $\chi^2 = 12.98$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8



Table 126. Evaluating instructional programs and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	1	2	13	44	46
Class II	3	3	13	76	76
Class III	2	5	40	124	115

Calculated  $\chi^2 = 5.54$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8

Table 127. Applying technology to help solve problems and district classification.

	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Class I	0	3	15	58	30
Class II	1	7	31	94	38
Class III	3	12	56	134	81

Calculated  $\chi^2 = 6.36$   
 Critical  $\chi^2 = 15.51$

N = 563  
 df = 8

Table 128. Employing effective change strategies, including dissemination and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	1	2	2	2	1
Master	10	28	177	209	64
Ed. Specialist	0	1	5	15	2
Doctorate	0	2	8	17	9
Other	0	0	0	5	3

Calculated  $X^2 = 28.44^*$        $N = 566$   
 Critical  $X^2 = 26.30$        $df = 16$   
 \*Significant at the .05 level

Table 129. Conducting successful inservice programs and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	1	3	2	2
Master	3	13	95	258	122
Ed. Specialist	0	0	4	11	8
Doctorate	0	1	4	19	12
Other	0	0	0	5	3

Calculated  $X^2 = 11.94$        $N = 566$   
 Critical  $X^2 = 26.30$        $df = 16$

Table 130. Initiating appropriate curriculum development processes and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	3	2	2	1
Master	4	20	94	273	99
Ed. Specialist	0	1	4	13	5
Doctorate	0	1	5	19	11
Other	0	0	1	2	5

Calculated  $\chi^2 = 33.00^*$        $N = 565$   
 Critical  $\chi^2 = 26.30$        $df = 16$   
 \*Significant at the .05 level

Table 131. Understanding and using curriculum development processes and highest degree earned.

Degree	Level of Importance				
	No Attention	Little Attention	Not of High Priority	Important	Very Important
Bachelor	0	1	1	5	1
Master	3	18	105	254	111
Ed. Specialist	0	1	3	6	13
Doctorate	0	1	3	18	14
Other	0	6	2	3	3

Calculated  $\chi^2 = 23.64$        $N = 566$   
 Critical  $\chi^2 = 26.30$        $df = 16$









