AN ANALYSIS OF IN-SERVICE NEEDS OF SECONDARY PRINCIPALS IN NEBRASKA AND THE SIX CONTINGUOUS STATES

by

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G.T.B

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CHAPTER I

INTRODUCTION

> A persistent uneasiness about the future in America has been frequently stated by people on the street, newspaper columnists, radio commentators, authors and statesmen. Reasons generally given include strikes, undeclared wars, racial problems, rapidly changing technology, urban life, and dissolution of the family. Requests for solutions call for a higher level of knowledge, improved values, and increased understanding. While parents, politicians, preachers and publishers are urged to greater efforts in finding appropriate solutions the educational administrators and leaders are most often cited as at once the causative factors and appropriate agents for resolution of the problems. Thus underscoring the view that educational leaders must help to meet the stresses of the society. To do this the educational leaders must be able to identify the forces which are producing the stress.[1]

Kenneth Frasure's quote levels a genuine charge at today's educational leaders. American schools have had to undergo vast revision in recent years. In many instances research has paved the way to new and more effective delivery systems to facilitate the dissemination of the ever-growing body of knowledge. When the high school graduate of 1975 first began his formal education, concepts such as individualized prescription and instruction, modular scheduling, and fluid block teaming were virtually unknown. Other areas within the total scope of education have also changed significantly. Budgeting, staffing, evaluation and public relations to mention but a few bear only a slight

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[1]Kenneth J. Frasure, "Your Leadership Development Program" (A paper presented to the Annual Conference of the A.A.S.A.), February, 1968, p. 2.

resemblance to what was happening twenty years ago in the nation's schools. While all this had a generally positive effect on education's ultimate audience, it has caused the managers of today's schools some genuine concern. It is apparent that new competencies and expertise in a variety of areas must be developed if the educational facilitator is to remain current and effective. In a 1970 Charles F. Kettering Limited Associates publication it is stated:

> In a very real sense this typical administrator inherits a new job with alarming regularity. With rapid changes occurring almost daily, the principal and other administrators abandon old responsibilities and assume new ones.[2]

Gene Lamb addressed himself to this problem in educational administration and stated:

> The qualities of administrator's needs have changed: professional development in school administration has broadened in depth and design; it has now become life-long curriculum process. It is time to re-define the administrative credential concept. Rather than viewing it as a life-long permit allowing one to operate at certain administrative positions, it must now be seen as an initial license that must be continually renewed in order for the profession to stay in practice.[3]

It is generally accepted that the principal in a secondary school setting is a most important facilitator in determining the

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[2]Charles F. Kettering Ltd. Associates, "Individualized Continuing Education for School Administrators One Approach: (Englewood, Colorado, 1970), p. 2.

[3]Gene Lamb, "Programmed Self-Renewal," N.A.S.S.P. Bulletin, LVI (March, 1972), p. 85.

overall excellence of that educational program.[4] Trump contended that the role of the principal is the single most significant factor in establishing the nature and extent of a schools' available services:

> Superintendents and other central office supervisors may have a beneficial impact on schools, but it is sporadic. The same is true of the efforts of such outside consultants as university professors state education department personnel, or visiting accreditation teams. The principal, therefore, must bear responsibility for the degree of teaching and learning excellence. No one is in a better position than the principal to influence the quality of the school.[5]

Education and educational problems change constantly. The role of the secondary principal has been established as one of monumental responsibilities in dealing with change. The constant professional development of secondary building leaders therefore, appears to be a significant factor in the ultimate effectiveness of the leadership provided.

Accreditation regulations in many states specify, by degree requirements, certain pre-service activities for secondary principals.[6] Upon completion of the terminal or certifying degree professional development in many cases halts. This cannot be said for the new situational problems which arise and the strategies the principal must develop to deal with these problems. Frasure notes that much is

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[4]J. Lloyd Trump, "Principal Most Potent Factor in Determining School Excellency," N.A.S.S.P. Bulletin, LVI (March, 1972), p. 3.

[5]Ibid., p. 4.

[6]North Central Association of Colleges and Schools, Policies and Standards for the Approval of Junior High/Middle Schools, 1974-75, p. 26.

spent in providing in-service programs aimed at solving problems in the areas of agriculture, recreation, the military and others, but little is done in the area of educational administration.[7]

In a 1972 study, Evelyn B. Martin polled professors of secondary education and administration in fifty universities to assess the need for principal in-service and the responsiveness of higher education to this need. The research indicated that in-service activities are essential if the principal is to continue to cope with problems of administration. The research also indicated that universities are concerned with the professional growth needs of secondary school principals.[8]

In accordance with research, the need for growth activities, as provided by universities, local school districts, and professional organizations, appears obvious. Information must now be actively solicited from secondary principals concerning the types of services they need.

I. THE PROBLEM

The purpose of this study was to determine the in-service educational needs of secondary principals in Nebraska and the six

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[7]Frasure, op. cit., p. 1.

[8]Evelyn B. Martin, "Programs for the Principal: A Survey," N.A.S.S.P. Bulletin, LVI (March, 1972), p. 23.

contiguous states. Specific questions studied included:

1. What are the competence areas/skills necessary for secondary principals?

2. In what competence areas is in-service need indicated by secondary principals?

3. What delivery systems are preferred by secondary principals in regard to in-service programs.

4. Is there a significant difference in perceived in-service need and preferred delivery systems as it related to the following variables: age of sample members; professional degree held by sample members; experience as a secondary principal of sample members; student enrollment of schools in which sample members work.

II. DEFINITIONS

Delivery systems. Any method or media used in the dissemination of knowledge or the development of skills.

In-service activities. Training or preparation activities designed to develop competence or expertise in a particular area after initial preparation required for certification.

Professional education. University or college offered on campus credit courses.

Continuing studies. Credit or non-credit college courses, extension services, services provided by professional organizations and local school districts.

Professional development. Those outcomes of various professional education and continuing studies experiences gained by secondary principals so as to enable them to satisfy the demands of their particular job description.

Secondary principal. The administrative head and/or chief administrator of a junior high, middle school or a high school.[9]

Competence. Certain functions or skills an individual is able to perform in ways which are, more often than not, considered positive by both the individual and his audience.[10]

III. ASSUMPTIONS

In the initial phase of this study, it was necessary to make a number of assumptions for the purposes of forming a framework and a point of departure for the research. A general assumption of this study was that components of programs specifically concerned with the in-service needs of secondary principals could be identified. The study was based on the following specific assumptions:

1. A review of the literature relating to in-service programs for administrators in the areas of professional education and continuing studies from 1963 to the present would aid in the identification of in-service programs and delivery systems used to promote the professional development of secondary principals.

2. A review of the literature relating to competency based preparation and in-service programs for administrators would aid in the identification of competence areas/skills necessary for secondary principals.

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[9]North Central Association of Colleges and Schools, Policies and Standards for the Approval of Junior High/Middle Schools, 1974-75, p. 13. (Partial definition provided as related to junior high principals.)

[10]Edgar A. Kelley and Stephan Tegarden, "Some Needed Definitions" (Continuing the Search; Planning Pre-service and In-service Programs for Principals, A Report from the Three Rivers Conference, Covinton, La., 1974), p. 5. (Mimeographed.)

3. A survey of individuals representing the following groups would aid in the formulation of a list of competence areas/skills necessary for secondary principals:
   -department members, educational administration
   -superintendents of school districts
   -school district personnel directors
   -department members, secondary education
   -secondary principals

4. The responses to survey items of the above mentioned groups were viable and based upon their personal and professional expertise and reflect what they believe are the competence areas necessary for secondary principals.

5. The responses of the sample of secondary principals to points on the questionnaire were honest reflections of their perceptions concerning individual need and preferred delivery systems in regard to specified competence areas.

IV. JUSTIFICATION FOR THE STUDY

In recent years much emphasis has been placed on the in-service needs of teachers in the public schools. Local districts either set up their own programs or seek out consultive assistance from universities and private agencies. Many state departments of education throughout the country recognize the need and provide on-going learning experience aimed at developing new teacher competencies. Teachers themselves, through education associations, have taken positive steps toward the development of in-service activities and frequently offer these programs to their fellows.

In 1972 and 1973, the researcher as an employee of the Millard Public Schools, had the opportunity to serve on a professional growth committee. The purpose of this group was to establish guidelines

for policy formation as it related to the professional growth of teachers. Lateral movement on salary schedules in Millard, as it is in many districts, is tied directly to the number of hours of professional education an individual has acquired. The growth committee was attempting to include other worthwhile development activities in this lateral range. The rationale behind such an endeavor was that by including a variety of in-service experiences in the instructor's growth program he or she would be more likely to seek development activities beyond the terminal degree. Eventually policies were recommended to the Board of Education and adopted.

The associate superintendent in charge of personnel, served as chairman of the professional growth committee. He maintained that as is the case with teachers, in-service activities are necessary for administrative staff. Further discussion disclosed the fact that in-service programs for central office personnel are provided via outside agencies, i.e., insurance companies, research groups, business organizations, but that little is done for the building principals. It was his contention that research in this area designed to identify both services needed and delivery systems preferred would not only have merit but could possibly be used as a basis for future policy recommendation.[11]

Interest in this issue has also been recently expressed at the university level. A professor of Educational Administration at the

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[11]Opinion expressed by Dr. Ron Witt, Personal Interview, September 10, 1974.

University of Nebraska is serving as Chairman of the National Conference of Professors of Educational Administration. The organization has chosen as the theme of the 1975 conference preparation and in-service programs for educational administrators.

Professional organizations see the areas of preparation and continuing studies as quite important. The National Association of Secondary School Principals' Committee of Professors of Secondary School Administration and Supervision has been studying this problem since 1971. Through this committee the following assumptions concerning programs in educational administration have been formulated:

1. School administrators are accountable for educational leadership.
2. The process of educational leadership may be defined as behavioral outcomes.
3. The development of educational leadership requires a continuous progress program.
4. A leadership training program is based on function rather than form or position; however, the two must be interrelated.
5. The leadership training program should be based on relatively open admissions.[12]

From this evidence, it would appear that local districts, universities, and professional administrative organizations recognize the need for additional research in this area.

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[12]Kelley, op. cit., p. 1.

V. LIMITATIONS OF THE STUDY

The primary limitations of this study are as follows:

1. This study did not seek to assess the quality of leadership now provided by the sample group of secondary principals as it relates to their in-service needs;

2. The sample was limited to individuals serving as secondary principals in Nebraska and the six contiguous states. The responses to questions on the instrument could not necessarily be construed as representative of the opinions of all secondary principals;

3. The validity of the data provided through the questionnaire method was dependent upon the integrity of the respondents and upon their willingness to complete the questionnaire and upon their ability to determine their personal in-service needs.

4. Inferences as to in-service programs for secondary principals assumed no distinction between the needs of junior high/middle schools principals and high school principals.

VI. PROCEDURES

An integral part of this study was a review of literature and research. The review concentrated on writings which addressed the historical perspective of in-service programs in the areas of professional education and continuing studies for school administrators. In addition, the review sought out the writings of various authorities in the fields of educational administration and secondary education that related to the competence areas necessary for successful administration at the secondary level. Opinions concerning potential programs and delivery systems were also identified through the literary review.

Design

Once certain competence areas and delivery systems were identified through the review of related literature a survey was conducted to assess their appropriateness and potential clarity for the sample group. In addition, the survey asked for competence areas previously overlooked in the review. Representatives of the following groups were included in this initial survey: professors of secondary education; professors of educational administration; superintendents of school districts; school district personnel directors; and secondary principals.

Upon completion of the survey, a questionnaire was constructed for dissemination to the sample group. The instrument measured perceived individual need as it related to in-service education in each of the identified competence areas. The questionnaire also gauged the type of delivery systems preferred by the sample group of secondary principals.

Sample

The sample group consisted of secondary principals selected from Nebraska and the states contiguous to Nebraska. Once N for each of the seven states was determined by examining the respective state department rolls, the following formula was used to compute n in each state.

$$n = \frac{(x^2 N \, \emptyset \, (1-\emptyset))}{(d^2 \, (N-1) + X^2 \, \emptyset \, (1-\emptyset))}$$

where n = required sample size

x^2 = 90 percent confidence interval for one degree of freedom is 2.706

N = population size

$\emptyset$ = the population proportion it is desired to estimate (.5 will give maximum sample size)

d = degree of accuracy (.05)[13]

The researcher then selected a random sample of secondary principals in each state by employing the table of random numbers and the individual state directories.

Treatment of the Data

Upon return (a 70% minimum return from each state constituted sufficient data) data from the questionnaies were coded on fortran cards and the S.P.S.S. Program "Codebook" was employed to assess the frequency of response and percentage of response across the five-point scale for each of the independent variables. This treatment indicated general response trends and spoke to the issue of perceived need and delivery systems preferred by each of the various groups (e.g., sample members with master's degree, sample members in schools with enrollment of 200-400, sample members in the age group 20-29, etc.).

The program "crosstabs" was then used to determine if the distribution of responses for all the independent variable groups was

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[13]Michael Y. Nunnery, Power, Polls, and School Elections (Berkeley: McCutchan, 1971), p. 72.

as expected. The chi-square test of independence indicated if response variation was attributable to the independent variables to any significant extent.

CHAPTER II

REVIEW OF LITERATURE

Administrative In-service Programs

The in-service needs of educational administrators have been traditionally thought of as individual concerns. This concept has recently come under attack from several quarters.

Knezevich maintained that the massiveness of the continuing professional needs of school administrators demanded a fresh approach to an age-old problem. Writing in Planning and Changing in 1970, he stated:

> If the more than 100,000 school administrators at the superintendency, central office, or principalship levels are to be given meaningful experiences to help them keep abreast of new concepts in learning, emerging technology, changes in social values, ferment in human relations and other forces, the total profession must be prepared to give more serious consideration to the inservice dimension of school administrators. It bears repeating that the period of time covering inservice growth is often at least twice and more often three of four times that spent in undergraduate and graduate training.[1]

Organizational Roles in Administrator In-Service

A growing concern prompted the American Association of School Administrators to create in 1963, a special Commission on In-service Education for School Administration. The purpose of this group was to make a comprehensive study of the role and needs of school administrators. The A.A.S.A. research delegated responsibility for administrator

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[1]Steven J. Knezevich and Richard Morrow, "Professional Development of School Administrators," Planning and Changing (July, 1970), p. 51.

inservice to four organizations.

First of all the local district, it was concluded, has some responsibility for the improvement of school executive behavior. The Commission suggested that governing boards should provide financial assistance to practicing administrators in the form of sabbatical leaves thus allowing them to pursue a full-time course of study at some point in their career.[2] Policies encouraging participation in a broad pattern of professional activities and the use of outside consultants in assessing district problems were determined to be additional aspects of the governing board's obligation.[3]

The role of institutions of higher education was seen as one of general extension service, with programs designed in congruence with the principles of administration evident in the various local districts. The Commission added that since the institutions of higher education have the resources to provide the services, to fail to use them would be to fall short of the purpose for which the institution was created.[4]

The Commission found that the state educational agency has a prime responsibility in regards to administrative professional growth. Beyond the commonly held regulatory function, state departments of

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[2]American Association of School Administrators, Inservice Education for School Administration (Washington: A.A.S.A., 1963), p. 51.

[3]Ibid., p. 109.

[4]Ibid., p. 125.

education should plan orientation meetings for new administrators and cooperate with university consultants in developing inservice programs.[5] The administrative services in most state departments also included research and statistics; assistance with school building planning; interpretation of school law; advice on local administrative organization and practice and others.[6]

Finally, the Commission charged state and national professional organizations with a role in elevating the professional and ethical standards of administrative and supervisory services and stated:

> The growing acceptance for a larger measure of responsibility by state associations for qualifications, competencies, and professional conduct of school administrators and for the status and prestige of the total profession has been one of the most remarkable and encouraging developments on the educational scene in recent years. No longer are state associations content merely to act as pressure groups, exhausting their energies in bringing about adjustments in formulas for distributing state school moneys, or to commit their full resources to bringing about changes in administrative organization. While these are important concerns to organizations of administrators and forever must be, these groups, to a growing extent, are showing greater interest in developing and sustaining the standards of a true profession.[7]

The A.A.S.A. research further found that as of 1963, forty-two of the fifty state associations had taken steps to make two years of graduate study a condition of membership.[8] The Commission concluded

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[5]Ibid., p. 151.

[6]Ibid., p. 153.

[7]Ibid., p. 161.

[8]Ibid., p. 161.

by suggesting that the in-service role of state and national professional administrative associations should include the development of a comprehensive program of professional growth activities that stress not only increased professional knowledge but also the improvement of the skills of leadership performance.[9] The Commission determined that much of the financial burden incurred in expanding the quality of professional growth opportunities at both the national and stage level should be met by members of the profession through dues or fees.[10]

From 1963 to the Present

Since publication of the A.A.S.A. report various authors have written on the function and status of the organizations charged with in-service responsibility.

In 1965, Frasure examined the working relationships that existed among school administrators and professors of educational administration. His investigation was conducted to determine the ways in which departments of administration could best serve the needs of practicing administrators as viewed by members of each group.[11] This research showed that there was general agreement among both samples as to the most beneficial services rendered by the higher education group. The most helpful ways of serving administrators included:

> . . . involving practicing administrators in research problems of a practical nature, providing group conferences of individual administrators with similar administrative

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[9]Ibid., p. 166.

[10]Ibid., p. 165.

[11]Kenneth Frasure, "Inservice Role of Professors of Administration, a National View" (New York: University of New York, 1966), p. 1. (Mimeographed.)

> responsibilities, providing consultant services for administrators, working with special purpose committees of practicing administrators for the improvement of practice, and developing cooperative evaluation teams to study organization and practice in administration.[12]

Frasure concluded that cooperative endeavors for the direct discussion of administrative problems, organization, and practice rate highest priority as administrative inservice activities as determined by both professors and administrators.[13]

Robert Howsam polled thirty-five institutions of higher education that held membership in the University Council on Educational Administration. His 1966 study was conducted to determine what was being done by various colleges and universities to provide inservice activities for school administrators. It was found that much emphasis was placed on conferences, workshops, seminars and other similar activities bearing a variety of names, with almost all of the institutions reporting activities in this area.[14] Program duration ran from one to three days with a few running longer and formats showed that a combination of local and imported speakers addressed topics of current interest.[15]

Howsam noted that though some programs were sponsored solely

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[12]Ibid., p. 20.

[13]Ibid., p. 20

[14]Robert B. Howsam, "In-service Education of School Administrators: Background, Present Status and Problems" (paper read at the U.C.E.A. Task Force Seminar, Albuquerque, New Mexico, 1966), p. 14.

[15]Ibid., p. 15.

by a university or college many inservice activities received financial assistance from agencies such as professional organizations or state departments of education. Seminars or meetings closely related to the conferences and workshops were scheduled intermittently through the year and were generally sponsored in the same manner.[16]

The author indicated that several institutions emphasized that their on-campus and extension activities were seen as inservice in nature. These universities held that their sixth-year and doctorate programs were designed for practicing school administrators as people without administrative experience and some preparation were generally not accepted.[17]

Six institutions reported working with individual school districts in the development and conduct of inservice education programs for the administrative staffs, and nine reported sponsorship of school study councils serving basically the same function.[18]

Goldhammer held that new relationships between the administrator and his job, between the institution of higher education and the field, and between the professional organization and the administrator are essential if the administrator is to keep abreast of the knowledge developments of his profession.[19]

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[16]Ibid., p. 16.

[17]Ibid., p. 15.

[18]Ibid., p. 15.

[19]Keith Goldhammer, "Notes on Institutional Relationships in the Inservice Education of the Professional Administrator" (paper read to the U.C.E.A. Task Force Seminar, Albuquerque, New Mexico, 1966), p. 36.

His research showed that local school systems must provide both short and long-term leaves of absence for administrators for study, observation, and participation in program development. Developmental leaves for study and planning were seen as necessary for the introduction of new ideas and the acquisition of new knowledge.[20]

Goldhammer also determined that the role of the university was changing, and that a new type of staff member was needed in departments of administration. This individual was seen as someone who could make the application of knowledge to the practical problems of school administrators. This professor would also be charged with developing methodologies through which the total resources of the university could be employed to accomplish inservice goals.[21]

The author finally maintained that professional organizations could promote inservice education best by re-designing conferences and conventions emphasizing the utilization of knowledge resources to help build perspectives for critical problems facing the participants. The sponsorship of research conferences and the use of simulated materials and films were seen as additional means of revitalizing conferences into more meaningful inservice activities.[22]

Knezevich pointed to the development of the A.A.S.A. National Academy for School Executives in 1968 as an attempt to enlarge the role

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[20]Ibid., p. 38.

[21]Ibid., p. 39.

[22]Ibid., p. 43.

of professional organizations in administrator inservice.[23] The author held that professional societies had been relatively slow to recognize the tremendous needs for the continuing professional development of school administrators and stated:

> A new vehicle had to be fashioned to supplement the approaches of universities, state departments of education, local school districts, and professional societies.[24]

Gallo's research found that the key to meaningful experience for administrators in inservice programs is relevance and suggested that industrial inservice models would be well suited to education.[25] The author determined that the major complaints voiced by administrators in regard to inservice courses included:

> . . . a) the course was too long, b) the professor has no first hand experience, c) the credits weren't needed, d) the course was too expensive.[26]

Gallo felt that courses offered by colleges and universities should be short in duration, operating under the assumption that the participants all have intuition and basic skills.[27]

Hale concurred with Gallo on the concept of short intensive inservice sessions. His program, sponsored by the Institute for Educational Management at the Harvard School of Education and Business, allowed

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[23]Knezevich, op. cit., p. 53.

[24]Ibid., p. 52.

[25]Vincent A. Gallo, "Should We Abolish or Retain the Principalship?" Oregon School Study Council Bulletin, VI (April, 1970), p. 4.

[26]Ibid., p. 5.

[27]Ibid., p. 5.

administrators to remove themselves from their daily routine to spend five to seven days discussing issues of importance such as managing educational institutions, handling financial resources, and dealing effectively with negotiation teams.[28]

Davidson also advocated short-term workshops or institutes. The author's purpose was to increase administrator proficiency in those competence areas that promote leadership behavior.[29] Though sponsored by institutions of higher education, Davidson's plan presupposes the input of practitioners in the coordination and planning process, with program content being determined by the needs of the participants.[30]

Hayes' rationale for the short-term seminar lay in the fact that schools are staffed by a proportionately high share of administrators who have achieved such advanced degrees that normal graduate level course offerings are neither needed or wanted by many.[31] The author contended that sessions embodying a group of equals making collective judgments about common problems would be the most appropriate inservice activity for practicing school executives.[32] Follow-up evaluation activities found that administrators in attendance generally

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[28]Dennis Hale, "Summer School for Administrators," Change, October, 1972, p. 19.

[29]Ronald G. Davidson, "Better In-service Programs for School Administrators," Clearing House, IV (April, 1973), p. 499.

[30]Ibid., p. 500.

[31]Dale K. Hayes, Collegium I: School Administrators Face the Challenges of Modern Education (Lincoln: University of Nebraska, 1974), p. 4.

[32]Ibid., p. 5.

approved of the setting and preferred it to other types of in-service sessions in which they had participated.[33]

At this point in the literary review this writer feels that the following conclusions can be made concerning the development of administrative in-service since the A.A.S.A.'s 1963 publication.

1. Administrative in-service is currently viewed as a post-certification activity.

2. Cooperative planning and financing that includes input from local school districts, state departments of education, and professional organizations is common but the prime facilitator is usually the department of educational administration of colleges and universities.

3. The most popular types of in-service programs have been those of short duration with clearly defined goals or tasks (e.g., seminars, workshops, taskforces).

Administrator Competencies

One of the major concerns of school leadership development programs today is the identification of those skills or competence areas necessary for administrators. A movement is underway to reconstruct preparation and in-service programs, certification requirements, and on the job performance of school administrators in terms of

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[33]Based on personal correspondence between Dr. Dale K. Hayes, Collegium director and participants in Collegium I, July 15-10, 1974.

specified competencies. Gale and McCleary saw the rationale for this new approach and stated:

> The movement stems from the recognized need for more precision in training programs and more valid assessment procedures for measuring the performance of administrators. Whether a suitable interface is accomplished between profession definition of competence and pressure for accountability will likely be determined by the development of adequate methods for identifying and validating competencies needed for various job roles.[34]

The demand for competency-based programs to promote the professional development of school administrators is evident. As of December, 1973, New York State would no longer accept new programs for the preparation of administrators that were not based on competence areas or recognized skills.[35]

Two organizations which have been particularly involved with upgrading preparation and inservice programs for administrators by using competency-based techniques are the National Conference of Professors of Educational Administration (N.C.P.E.A.) and the National Association of Secondary School Principals (N.A.S.S.P.). Both of these groups have been mentioned by Gale and McCleary as satisfying the need for data-based planning of preservice and inservice educational programs by producing validated statements of administrative competence.

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[34]Larrie Gale and Lloyd E. McCleary, "Competencies of the Secondary School Principal: A Need Assessment Study" (Salt Lake City: University of Utah, 1972), p. 1. (Mimeographed.)

[35]Warren E. Dederick, "Competencies of the School Administrator," Phi Delta Kappan, LIV (January, 1973), pp. 249-50.

Gale has stated:

> Attention to the specification of competencies in the principalship were begun seriously on a nationwide scale by a conference sponsored by the N.A.S.S.P. and the Danforth Foundation which resulted in an entire issue of the N.A.S.S.P Bulletin (March, 1972) devoted to the "Preparation of the Secondary School Principal." An interest group on the competency-based curriculum in Educational Administration was formed in August of 1972 by the National Conference of Professors of Educational Administration and the Charles F. Kettering foundation and aided the founding of the C.C.B.C. Notebook, a quarterly published at the University of Utah. The Notebook, begun in January, 1972, links a national network interested in competency-based administration.[36]

General Areas of Administrative Competence

In an effort to specify competence areas for administrators, some general areas of competence have been identified by various individuals and groups.

Warren Dederick contended that the competence movement has suffered in the past due to a lack of coordination among those interested parties, but that organizations such as the University Council for Educational Administration have made inroads. Writing in a 1973 issue of Phi Delta Kappan, Dederick proposed six statements of behavior as initial, general classifications of competencies for the school administrator. The six areas are as follows:[37]

> 1) Initiating and responding to change: developing one's own framework for initiating and receiving proposals for change. 2) Decision making. 3) Support for instruction and learning. 4) Human relations and morale. 5) Evaluating school processes and products. 6) Responding to problem situations.

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[36] Gale and McCleary, op. cit., p. 1.

[37] Dederick, op. cit., pp. 349-350.

The six domains are identical to those originally proposed by the University Council for Educational Administration.

Gordon Purrington, writing in 1968, maintained that educational systems can function effectively only if the skills or competencies of the occupant of an administrative position have been directed toward the solving of four functional problems. These problem areas included: (1) goal attainment, (2) adaptation, (3) integration, and (4) pattern maintenance and tension management.[38]

Purrington held that each of these problems must be dealt with by the institution's manager in order for the system to operate properly. The administrator must therefore possess some minimum technical skill, some minimum conceptual skill, some minimum administrative skill, and some minimum human relations skill in order to perform his functional role successfully. Purrington saw the organizational problems and the needed competencies in a definite relationship and stated:

> Allowing for some overlapping, it is suggested that the administrator's ability to solve problems of pattern maintenance and tension management is related to his human relations competency; problems of adaptation are best met by his conceptual skill. Goal attainment functions are best handled by his technical skill and he must have administrative competence to resolve integrative problems.[39]

The writer further offered explanations of each of these

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[38]Gordon Purrington, "Administrative Competencies and Organizational Effectiveness" (paper read at the annual meeting of the American Educational Research Association Convention, February, 1968), p. 1.

[39]Ibid., p. 3.

general competence areas:

> Human relations competence is the ability to use pertinent knowledge and methods of working with people or through people.
>
> Technical skill involves the administrator's ability to use pertinent knowledge, methods, techniques, and equipment necessary for pursuing specific tasks, and perhaps more importantly, for the direction of such performance.
>
> The administrative competence of an administrator is his ability to deal with the demands of the organization for unified activity and integration. It is concerned with the planning, organizing, and scheduling tasks of the administrator.
>
> Conceptual skill is the ability to see the total picture. It involves the administrator's competence in visualizing the relationship of his unit with other relevant units, with the community, and with the social, political, and economic forces of the nation as a whole.[40]

McCleary advocated competence statements written in molar form that could be assigned to one of three general areas.[41] These general areas are indicated in McCleary's model for a competency-based curriculum for administrators (see Figure 1).

McCleary's competencies differed from Purrington's general areas in that the former made no distinction between the technical and administrative area of competence.

Ellis found the role of the administrator, more specifically

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[40] Ibid., p. 3.

[41] Lloyd E. McCleary, "Competency Based Educational Administration and Applications to Related Fields" (Salt Lake City: University of Utah, 1973), p. 8. (Mimeographed.)

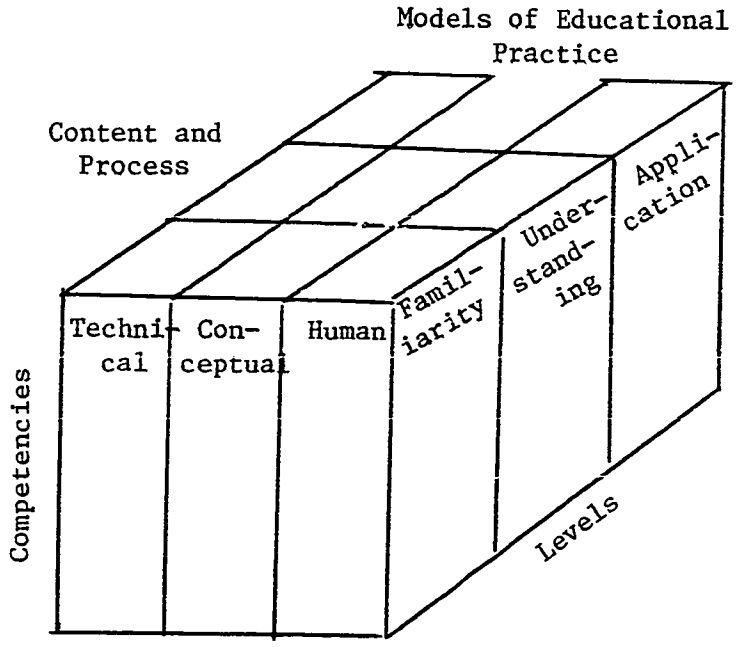

FIGURE 1[42]

Model for a Competency-based Curriculum for Administrators

the building principal, as a conceptual framework of skills which he categorized as: (1) technical-managerial (business management), (2) human-managerial (personnel management), (3) technical-educational (curriculum development), and (4) speculative-creative (change and innovation).[43]

Katz concurred with most of those writers identifying general competence areas. The author proposed that when one concentrates on

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[42]Lloyd E. McCleary and Kenneth E. McIntyre, "Competency Development and University Methodology: A Model and Proposal," N.A.S.S.P. Bulletin, LVI (March, 1972), p. 13.

[43]James R. Ellis, "The Man in the Middle: The Role of the Principal" (paper read at Canadian Educational Association annual convention, September, 1972), p. 2.

executive performance one must be concerned with the kinds of skills executives or administrators exhibit in carrying out their jobs effectively. These skills, according to Katz, are conceptual, technical, and human.[44]

Specific Statements of Administrative Competence Areas

Within the general competence framework lie numerous individual statements of needed administrative skills. McCleary's research has found that there is general agreement among the various models of administrative development as to the specific components needed for a quality program.[45]

This portion of the research then will examine several works which exemplify the specific competence statements and areas evident in currently existing literature sources.

Warren Dederick suggested various statements of behavior in an attempt to identify and classify the competence areas in which an administrator must show proficiency. The author used the following performance oriented statements:[46]

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[44]Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, XXXIII (July, 1955), p. 33.

[45]McCleary, "Competencies of the Secondary School Principal: A Need Assessment Study," op. cit., p. 8.

[46]Dederick, op. cit., pp. 349-50.

Domain 1. Initiating and Responding to Change: Developing one's own framework or initiating and receiving proposals for change.

1. demonstrates personal commitment to the education of all students in the schools.
2. supports the individual's need for personal development, for positive self-identification, for pride in ethnic background, and for respect for life-styles of other cultural groups.
3. respects the legitimacy of concern shown by parents and the community regarding policies and operation of the schools.
4. recognizes that interaction with the informal organization within a school is essential to the functioning and administration of the school.
5. recognizes the power of primary groups of the informal organization and interacts with them accordingly.
6. demonstrates a suitably "open mind," able to review new ideas and information without threat or discomfort and to deal with them with objectivity.
7. designs strategies for initiating and managing proposals at an action level.
8. monitors and supports processes and outcomes.

Domain 2. Decision Making

1. recognizes when a problem exists and is able to identify it correctly.
2. clarifies problems through acquisition of relevant information.
3. determines what is fact and what is opinion.
4. assigns priorities to completion of problem-solving tasks.
5. seeks, identifies, and evaluates alternate solutions.
6. understands types of decisions which can be made--e.g., terminal, interim, conditional-and the likely consequences of making each type of decision.
7. seeks more information when necessary to solve a problem.
8. understands legal, economic, sociocultural, and policy limitations on the decision-making process.
9. distinguishes between decisions that are and those that are not one's direct responsibility in reference to both superior and subordinate personnel.
10. establishes procedures for decision making in which community representatives, faculty, and students are active participants.
11. involves those persons who will implement the results of a decision in the making of that decision.
12. clarifies the commitments resulting from a decision to those who will carry it out and to those it will affect.

Domain 3. Support of Instruction and Learning

1. distinguishes between fundamental and school instructional problems and symptoms of instructional problems.
2. assures the continuing development of a curriculum design in each area of study.
3. establishes and maintains unbiased schoolwide commitment to the academic achievement of all students.
4. develops a student-centered program of instruction.
5. shares with faculty learning theories which are pertinent to classroom instruction.
6. executes a plan for developing understandings in the community of the instructional program in the school.
7. develops a uniform system of evaluation of faculty performance which is clearly understood by those evaluated and those to whom evaluation reports are sent.
8. assists teachers to gain insight into the learning styles of children.
9. develops methods for helping teachers gain insights into their own teaching styles.
10. executes a plan for examining classroom dynamics by teachers.
11. assists teachers in encouraging divergent and convergent thinking in the classroom.
12. utilizes faculty members with unique competencies in a manner designed to achieve "multiplier effects."
13. utilizes neighborhood, citywide, and statewide resources in the execution of the instructional program.
14. maintains a relationship between current school programs for students and later vocational achievement.
15. promotes student growth in aesthetic sensitivty and in constructive use of leisure time.

Domain 4. Human Relations and Morale

1. initiates structure
   - delineates the relationship between oneself and the members of one's work groups.
   - establishes well-defined patterns of organization, channels of communication, and methods of procedure.
2. demonstrates consideration through behavior indicative of friendship, mutual trust, respect, and warmth in relationships between oneself and members of one's staff.
3. demonstrates a range of techniques to involve the faculty in the effective formation of policy decisions which the faculty will have to implement.
4. communicates promptly to teachers information concerning problems of children in their classes.

5. involves teachers in deliberations of guidance counselors, parents, and principal concerning children in their classes.
6. shows support for the abilities of staff to teach and of the children to learn.
7. communicates to parents information concerning major changes in school policy, curriculum, or teaching practices.

Domain 5. Evaluating School Processes and Products

1. constructs and implements an evaluation design which systematically relates intention, observations, standards, and judgments.
2. executes an evaluation plan which stimulates rather than inhibits the personal and professional growth of individuals in the school organization (students, faculty, parents, community members)
3. relates evaluation to ongoing decisions and actions of the organization and its environment.

Domain 6. Responding to Problem Situations

1. demonstrates sensitivity to role-identifications of his co-workers.
2. acts to reduce problems resulting from role-conflict and role-ambiguity.
3. recognizes the varying roles of individuals within a working group and thereby facilitates group process.
4. understands the dimensions of organizational climate and his role and function in establishing or changing the climate in a school.
5. recognizes that conflict can lead to beneficial change and therefore "manages" conflict toward positive resolution.
6. plans and introduces range of structures, techniques, and processes for effective conflict management, focusing on efforts to keep the energies of group members directed toward goals consonant with those of the organization.
7. makes use of change agents from outside the schools to create a temporary social system within the school for the express purpose of facilitating change.
8. delegates responsibility for problems to appropriate subordinate levels when problems can be treated effectively at those levels.

Brubacher and Oleson, on the other hand, made statements of administrative function. Proceeding from four general administrative skills areas that were delineated at the University of Connecticut, the authors have proposed the following objectives and competence areas for school administrators:[47]

A. Planning

1. to understand the foundations of education
2. to develop general and specific educational objectives
3. to develop instructional and support programs for the school system
4. to develop resource projections
5. to interpret budgetary concerns

B. Communicating

1. to develop processes and techniques of leadership as related to staff and students
2. to comprehend the potentials of external organizational relationship

C. Allocating

1. to utilize and develop the human resources available
2. to utilize and develop material resources

D. Evaluating

1. to understand the methods and techniques used in evaluating
2. to develop evaluation designs for processes and products

McCleary spoke specifically to the problems of the principal, identifying areas of competence and developing statements of proficiency.

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[47] John W. Brubacher and Clarence R. Oleson, A Competency Based Program in Educational Administration (Hartford: University of Connecticut, March, 1972), p. 3.

McCleary's statements spring from the administrative, conceptual, and human relations skills found in his program model, and include:[48]

A. Working Relationships with Central Office

    1. Policy development for the district

B. Financial Management

C. Community Services and Community Relations

D. Pupil Personnel

    1. Counseling and Guidance

E. Student Activities

F. Pupil Control

    1. Discipline
    2. Attendance

G. School Plant Organization and Control

H. Auxiliary Services

    1. Cafeteria
    2. Transportation
    3. etc.

I. Personnel Administration

J. Personnel Improvement

K. Evaluation and Planning of the Educational Program

    1. The development of curricula and instruction

L. Research and Development Projects

    1. Investigation and testing of new techniques
    2. Innovations and change

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[48]Lloyd E. McCleary, "Areas of Competence and Statements of Proficiency for the Principalship" (Salt Lake City: University of Utah, n.d.), pp. 1-21. (Mimeographed.)

The three general skills were also the basis for the task areas identified by Max Abbott. In a joint project sponsored by the U.C.E.A. and the Atlanta Public Schools, Dr. Abbott found the following sixteen competence areas that he determined were essential for successful administrators:[49]

I. Conceptual Skills

A. The principal is responsible for decision making and conflict management within the school.

B. The principal is able to diagnose conflict situations and choose courses of action that respond accurately and adequately to those situations.

C. The principal has the ability to conceptualize and assess conflict.

D. The principal can determine the nature of conflict and understands the source of conflict.

II. Technical Skills

A. The principal is responsible for planning in the school:

1. budget establishment
2. issuing of contracts
3. purchasing of books and supplies
4. planning for future events
5. identifies community groups and goals in relation to the school setting

B. The principal is able to communicate effectively:

1. checks on other's perceptives through behavior description, descriptions of feelings, and paraphrasing.

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[49]Max G. Abbott, "Principal Performance, a Synthesis: Performance Objects for Innovative Principals" (Joint U.C.E.A. and Atlanta Public Schools Project, Working papers, n.d.), pp. 1-38. (Mimeographed.)

C. The principal is a skillful manager of his school:

1. establishes structural arrangements providing incentive to elicit contributions from members of organizational staff for accomplishment of tasks.
2. allocates staff personnel to accomplish instructional goals.
3. allocates time and space to accomplish instructional goals.
4. develops and utilizes materials, equipment, and facilities to accomplish goals.
5. aware of new techniques and arrangements, their advantages and limitations.
6. technical skills involved in budget preparation, accounting, for expenditures, and maintaining inventories on supplies and equipment.

D. The principal shows skill in monitoring decisions.

III. Human Skills

A. The principal takes the lead in building a cooperative effort between faculty members.

B. The principal serves as a mediator between faculty and central office.

C. The principal sets the tone for openness and trust in both formal and informal interpersonal relationships.

D. The principal is aware of others' perception of his role and behavior.

E. The principal recognizes the value of other staff members and strives to help them build a sense of achievement.

F. The principal provides opportunities for staff members to accept responsibility.

G. The principal provides opportunities for staff advancement and personal growth.

H. The principal builds effective and meaningful interpersonal relations.

The faculty in the department of educational administration at California State University at Los Angeles proposed certain school administrator competencies. A 1973 publication edited by Gerald Rasmussen presented twelve competence areas with one hundred and twelve functional statements of behaviors exemplifying these skills. These areas included the following performance skills common to all administrative positions:[50]

School Administrator Competencies

I. Human Values and Skills

A. Intra-personal. Demonstrates the ability

1. To live with the ambiguities of change and conflict,

2. The inclination to study his own motivations and actions and their effect on others

3. As shown in the daily performance of his duties, to be a person who has respect for himself and for all others

4. To be a person who possesses trust in others as an operational expression of faith

5. To be a person who has the stamina to make tough decisions when necessary, and

6. Willingness to pursue common goals, despite personal reservations regarding them

7. To make an honest attempt to evaluate himself, both objectively and realistically, and

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[50]Gerald Rasmussen (ed.), "Report of the Program Development Committee" (Los Angeles, California: State University, May, 1973), p. 3. (Mimeographed.)

8. Disposition to listen as a sincere expression of his desire to understand

9. To be a student of himself, particularly in regard to personal values which shape his actions and decisions

10. To be a person who is deeply dedicated to serve the goals of education in whatever capacity he finds himself

11. To display emotional maturity, particularly in stress situations.

B. Interpersonal. Demonstrates the ability to

1. Develop an atmosphere conducive to personal development and goal achievement of students and staff.

2. Perform effectively both as a leader and a participant in group situations.

3. Involve relevant individuals and groups in decision-making processes and respects decisions so reached.

4. Develop an open climate in which differences of opinion can be voiced freely and without fear of recriminations.

5. Understand the behavior of people as individuals and groups based on the findings from the behavioral sciences.

6. Respect the feelings and values of those with whom he works.

7. Create interdependence among persons, particularly regarding goals and agreement on means of achieving them.

8. Motivate students and teachers to a high level of learning and teaching through his leadership capacity.

9. Develop operational policies and procedures which reflect a belief in collegial relationships, respecting the professional staff as professionals.

II. Technical Skills

A. Planning and Purpose-setting. Demonstrates the ability to

1. Develop population projections, interpret these projections, discover trends, and relate the information gained to goals and purposes of the school.

2. Plan, utilize, and operate facilities so that they best serve the instructional programs of the school.

3. Identify corrective needs consistent with the goals of the school, and also to help others in the identification for development of relevant curricula experience.

B. Communication. Demonstrates the ability to

1. Formulate both orally and in writing purposes, aims and goals for the school which are clearly understood by all members of the school community.

2. Involve appropriate groups in the development of policy statements which are clear, concise and acceptable to the school community

3. Operate effectively in an environment of communication saturation, exercising expert judgment, ordering and selecting various communications with respect to their urgency.

4. Develop channels for immediate feedback at all levels of decision-making, and to develop an atmosphere of sincere willingness to receive and consider all communications.

5. Create a climate conducive to group involvement in effective problem solving.

6. Express ideas clearly, both orally and in writing.

7. Understand group dynamics, at least to the point of performing effectively as a participant and a leader in small-group situations.

8. Keep his mouth shut when appropriate and to listen actively.

9. Recognize the necessity for the informal organization and the role it can play in facilitating communications.

C. Research. Demonstrates the ability to

1. Find research appropriate to a problem and to utilize it effectively in seeking solutions to the problem.

2. Store and retrieve significant data and to utilize it in planning, problem-solving, decision-making and purpose-setting.

3. Gather data and to utilize research in assessing the overall health of the organization in order to improve the effectiveness of the organization.

D. Decision-making. Demonstrates the ability to

1. Apply tests of relevance, expertise, and jurisdiction in identifying and pursuing problems involving shared decision-making.

2. Develop models or paradigms for decision-making and to use them constructively.

3. Modify structural components in an organization to maximize effective decision-making.

4. Support operational decisions with sufficient resources, commitment, and time to provide a reasonable base for evaluation.

5. Apply professional and/or hierarchical concepts of decision-making as the situation warrants.

6. Seek information needed for decision-making and make it available to those who should have it.

7. Recognize that most of the crucial problems facing the schools are ill-structured and complex--avoid, therefore, simplistic and hurried solutions.

E. Change Agentry. Demonstrates the ability

1. An inclination to seek change and improvement.

2. To be aware of new developments on the growing edge of education.

3. To understand the range of human motivational factors relating to change v. stability.

4. To assess orientation to change in a particular group.

5. To utilize leadership skills in sharing control in decision-making and implementation processes.

6. To evaluate and reassess the results of change.

III. Knowledge, Theories and Concepts

A. Social Forces Affecting Schools. Demonstrates the ability to

1. Identify those social forces which have the potential to affect schools.

2. Determine which social forces are affecting schools and to determine how these forces interrelate.

3. Analyze the motives and operational techniques of the various social forces affecting schools.

4. Operate effectively with and to draw positive benefit from the various social forces affecting schools.

B. Organizational Structure. Demonstrates the ability to

1. Assess organizational structure needs of a system, subsystem, and/or component unit.

2. Develop appropriate organizational structure.

3. Develop operational policies and procedures for organizations.

4. Function effectively in an operational role within an organizational structure.

C. Curriculum Design, Implementation and Evaluation. Demonstrates the ability to

1. Organize the administrative and teaching staff, together with interested laymen and experts

a. for the identification and organization of curricular objectives in view of their implications for student behavior

b. for the determination of best curriculum design and organization to accommodate experiences, activities, units of work, courses of study, study outlines and other pertinent augmentations for the achievement of specified objectives

c. for the establishment of appropriate procedures for evaluating progress toward objectives and for making changes in curricular content and organization.

2. Organize professional staff to formulate plans concerned with the development of curriculum objectives.

3. Encourage lay and professional groups to promote clear understanding of student growth and development and the nature of the learning process.

4. Develop, with the staff, schedules consistent with the curriculum objectives, individual student programs, the efficient use of personnel and physical facilities, with emphasis on the desirability of the resulting arrangements from the viewpoint of effective instruction.

5. Provide requisite structure, organizational machinery, time and means for adequate instruction.

6. Provide ways and means for continuous experimentation, for curriculum improvement, and for coordinate achievements by publicizing and helping to focus attention on immediate goals and on implementation of agreements reached.

7. Clarify, coordinate, and summarize progress and disseminate information to all concerned groups or persons.

D. Systems Analysis. Demonstrates the ability to

1. Understand the basic tenets of systems analysis as it relates to public education.

2. Apply one systems analysis model (PPBS, PERT, etc.) to school administration.

3. Instruct others in the use of a systems analysis model in their discipline.

E. Data Processing for Management Decisions and Effective Operations. Demonstrates the ability to

1. See II, C., 3.

2. Utilize a knowledge of the various ways that data processing can be effective in school administration.

3. Communicate educational ideas to computer programmers so that functional programs can be developed.

4. Be aware of the shortcomings and limitations of data processing in school administration.

5. React and interpret data presented in a computer printout.

F. Organization of Public Education in California. Demonstrates the ability to

1. Understand and operationalize the historical development and current organizational structure of California's public education.

2. Explain the state-county-local organization of public education in California to patrons, staff members, and students.

3. Cooperate and develop productive working relationships with other components of the educational structure and related public and private organizations concerned about education.

4. Analyze changes in educational organization and to interpret these changes to staff and public.

G. School Finance. Demonstrates the ability to

1. Determine the role of school finance in the district's educational program.

2. Determine the sources of school revenue.

3. Assist with the preparation of the school budget.

4. Administer the capital outlay program and to supervise capital outlay needs.

5. Administer the school purchasing program.

6. Establish and supervise a system of accounting involving school money and property.

7. Determine school insurance needs and to establish an insurance program commensurate with the needs.

H. School Law. Demonstrates the ability to

1. Research sources of law as they relate to the operation of a school district.

2. Apply judicial interpretation of substantive law to school situations.

3. Keep school personnel, governing board, and pupils informed of legal changes in school operation and to operationalize these changes.

4. Provide the governing board with leadership essential to its operation.

5. Provide leadership in establishing rights, duties, and privileges of school personnel, pupils, and parents.

6. Provide leadership in establishing rights, duties, liabilities and responsibilities of school personnel, pupils and parents.

I. Pupil Personnel. Demonstrates the ability to

1. Institute and maintain a system of child accounting and attendance.

2. Institute measures for the orientation of pupils.

3. Provide for counseling services.

4. Provide for occupational information, placement and follow-up services.

5. Utilize the resources of the community and other juvenile agencies in providing pupil personnel services.

6. Develop methods of dealing with pupil discipline.

7. Provide effective leadership to conferences involving parents and the school.

J. Staff Personnel and Contract Negotiations. Demonstrates the ability to

1. Provide for the recruitment of certificated and classified personnel.

2. Select and assign employees to their respective positions.

3. Develop an effective system of staff personnel records.

4. Provide for the formulation of employee personnel policies.

5. Conduct meaningful negotiations with employees.

6. Provide effective leadership in reaching agreement with employees.

Cook, a student of McCleary, found twelve competence areas that he determined were required for secondary principals. His competence areas are basically indications of needed administrative, conceptual or human relations skills:[51]

1. Staff Improvement
   - evaluation, in-service training, involvement in policy information
2. Program Evaluation and Planning
   - curriculum development, instruction
3. Staff Personnel
   - assignment, working conditions, certification, and classification
4. Research and development projects, investigation of new techniques, innovation and change
5. Pupil Personnel
   - guidance, counseling services
6. Building level organization and control of school plant
7. Student control: discipline and attendance
8. Community services and community relations
9. Business affairs, budget, accounting, and purchasing
10. District-wide policy development and Board of Education staff work
11. Student activities supervision
12. Auxiliary services (cafeteria, transportation, health and safety)

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[51]Halsey H. Cook, "A Study of the Prime Competencies Required to Perform the Tasks of the Secondary School Principal" (unpublished Doctoral dissertation, University of Utah, 1972), p. 74.

Members of the Program Development Committee at the University of Nebraska, Lincoln, active during the 1973-74 academic year, established as a goal the assessment of the continuing educational needs of administrators in the state of Nebraska. An instrument was developed which included thiry-two competence areas. These skills ranged from use of instructional technology to professional ethics and were the result of research in the field of competence identification. The complete list is as follows:[52]

Competency Area

1. Use of instructional technology
2. Planning curriculum
3. Designing instructional strategies
4. Evaluation designs for curriculum and instruction
5. Supervision of instructional staff
6. Supervision of non-instructional staff
7. Evaluation of instructional staff
8. Evaluation of non-instructional staff
9. Self-assessment procedures
10. Designing special education programs
11. Management of special education programs
12. Designing needs assessment procedures and conducting needs assessment surveys
13. Designing and implementing due process in policy formation
14. Developing or identifying school district goals and objectives
15. Negotiation skills and knowledge of professional negotiations
16. Working in team management approaches
17. Formulating policy for school districts and buildings
18. Conducting educational surveys
19. Planning, conducting and evaluating inservice or staff development

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[52]Program Development Committee, Department of Educational Administration, "The Continuing Education Needs of Educational Administrators in Nebraska" (Lincoln: University of Nebraska, 1974), p. 1. (Mimeographed.)

20. Human relations training (both theory and practice)
21. Developing and implementing reporting systems (for student progress)
22. Planning and implementing public relations activities within a systematic approach
23. Understanding and applying school laws
24. Interviewing and selecting personnel
25. Planning space utilization within facilities
26. Planning educational facilities
27. Understanding and applying systems approaches to planning
28. Planning utilization of staff
29. Writing appropriate reports
30. Conducting oral interviews with public and patrons
31. Understanding and ability to apply research tools and knowledge
32. Professional ethics

The seven sources cited in the second portion of this review as examples of specific competence areas represent approximately one-fourth of the individuals or organizations attempting to specify skills for the practicing administrator. This writer found much agreement and repetition among those working in competence identification and based his selections on those authors generally exemplifying what has been written in this field. The most complete compilation of competence area statements to date is that done by the University of Georgia under the direction of Jonelle Pool.[53] This writer would direct those wishing to see the complete listing to that source.

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[53] Jonelle Pool (ed.), "A Compilation of Competency Statements as Derived from the Literature" (Rome: University of Georgia, February, 1974). (Mimeographed.)

CHAPTER III

METHODS AND PROCEDURES

The general purpose of the study was to determine the perceived inservice needs of secondary principals in Nebraska and the six states contiguous to Nebraska. Involved in the study was an examination of these needs in relation to the age, professional preparation, experience, and school size (total students) of principals in the sample group. Delivery systems are closely tied to inservice programs and a preference for various methods in regard to the above mentioned groups was sought.

Method

The survey method was used to gather the data pertinent to this investigation. Two individual surveys were conducted. One had as its objective the validation of a list of competence areas or skills for secondary principals. This survey involved authorities in the field of administration and practicing school administrators.

The second survey was conducted to retrieve information relating to inservice need in each of the competence areas and delivery system preference as it relates to inservice programs. This survey involved secondary principals in a seven-state region.

Procedures

Review of Related Literature

An extensive review of the literature pertaining to administrator competence areas and inservice programs for school executives was conducted to gain an in-depth understanding of the issues to be dealt with.

That portion of the review dealing with existing inservice programs began with the 1963 A.A.S.A. publication on inservice education for school administration.[1] This work represents the efforts of the Commission on Inservice Education for School Administration which was charged with the responsibility of projecting the conceptions of a program of services that would assist the educational leadership of the nation's institutions in developing the skills needed to deal effectively with the complex problems of school administration. Few literary sources prior to this established roles and responsibilities for the various organizations involved in upgrading leadership performance.

Since the A.A.S.A. publication most research in this area has emphasized the role of the college or university in providing inservice offerings. Though many authors recognize the contributions of local school districts, state departments of education, and professional organizations in funding and need assessment, implementation has

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[1] A.A.S.A., op. cit.

generally been the job of teachers colleges. Whether offered as formal professional education or a local task force, the influence of the various departments of educational administration is evident.

Those individuals writing in this area generally emphasized program content and delivery method. A perusal of publications from 1963 to the present enabled this writer to identify a number of delivery systems which were eventually incorporated in the data collection instrument.

The other major portion of the literary review concentrated on skills or competencies necessary for successful building leadership, especially at the secondary level. Although most administrative competence statements are general in nature, this writer made an attempt to identify those skills unique to the middle school, junior high or senior high principal.

Most of the current work in competency-based preparation and inservice was inspected. Although this writer's research is not specifically concerned with competency-based programs much of the competence area/skills identification work has sprung from those involved with this issue. The goal of this second section of the review was to find some agreement among the authorities in regard to the skills that secondary principals need. Thirty competence areas were identified from the various sources considered.

Selection of Validation Jury

Although there was general consensus among the authors as to

the competence areas in which secondary principals should demonstrate some degree of proficiency, it was determined that the compiled list should be scrutinized by practicing administrators, professors of educational administration, and professors of secondary education.

Jury selection was based in part on the suggestions of Dr. Dale K. Hayes, professor, University of Nebraska, and in part on this writer's identification of authorities writing in the field of administrator competencies. The jury consisted of the following individuals: Dr. Alan Seagren, assistant vice-chancellor of the University of Nebraska and former department chairman, educational administration; Dr. Edgar Kelley, associate professor of secondary education with rank in the department of educational administration; Dr. Lloyd McCleary, professor of educational administration at the University of Utah; Dr. Donald Stroh, superintedent of the Millard Public Schools; Dr. Richard Triplett, superintendent of the Bellevue Public Schools; Dr. Ronald Anderson, assistant superintendent for personnel, Omaha Public Schools; William Bogar, principal of Lincoln High School, Lincoln, Nebraska; Dr. Margaret Stejskal, principal of Lewis and Clark Junior High School, Omaha, Nebraska; Richard Sedlacek, principal of North Platte Senior High School, North Platte, Nebraska; and James Huge, principal of East High School, Lincoln, Nebraska.

Initial contact with potential jury members was made by phone and all agreed to lend assistance. The competence area list was mailed to the jury members during the first week in February, 1975.[2]

Jury members were asked to consider the appropriateness of

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[2]See Appendix A for letter to jury members and competence list.

each competence area for secondary principals and the potential clarity of understanding for the sample. Additional competence areas were requested in the final portion of the survey instrument. Included in the following paragraphs are the comments and concerns of the individuals surveyed and resultant action taken by this writer in regard to the final data collection questionnaire.

Dr. Alan Seagren suggested omitting that competence area dealing with policy formulation. It was his opinion that though secondary principals play a role in policy suggestion and adoption their input is minimal in comparison with more upper-echelon administrators. Dr. Seagren added that some of the competence areas could be confusing to the sample in that they were multi-dimensional (e.g., designing and conducting needs assessment procedures).

Dr. Edgar Kelley recommended that the competence area, "Designing special education programs" be reworded so as to imply the supervisory role of the principal. He was also of the opinion that two broad categories were not represented to any significant degree: human relations skills as related to self and the area of basic skills.

Lloyd McCleary reacted positively to most of the competence areas. He felt that responses from the sample group to an instrument using these managerial skills would provide valid estimates of their individual in-service needs. Dr. McCleary did feel, however, that examples should be included with two of the skills, those being "Implementation of team management procedures" and "Implementing systems analysis procedures for planning."

Of the thirty areas on the survey instrument, Donald Stroh saw "Designing special education programs" and "Developing school policies" as outside the realm of secondary principals. Dr. Stroh further suggested that competence areas including the administration of student teacher programs and health services should be placed on the final questionnaire.

Dr. Richard Triplett, superintendent of the Bellevue Public Schools, viewed the list as quite complete. All of the thirty competence areas, he felt, fell within the job role of the secondary principal and in his estimation, none was stated in a manner so as to make it unclear.

Dr. Ronald Anderson found all competence areas in the survey appropriate and understandable. His suggestions for additional principal skills included: (1) pupil accounting, (2) overall articulation of school program, and (3) formulation of "this we believe statements" concerning educational philosophy.

William Bogar agreed with all the competence areas offered. His comments as to the combining of expertise in the area of "Planning educational facilities" pointed out the fact that this is generally a shared responsibility.

Dr. Margaret Stejskal saw all the suggested areas of competence as necessary and mentioned the following as possible inclusions: (1) administration of student activities program, (2) administration

of auxiliary services, e.g., transportation, food services, (3) safety procedures, (4) orientation and supervision of student teachers, (5) parental communication/public relations. Dr. Steyjskal felt that as they were stated the thirty skills would be clearly understood by the sample.

Richard Sedlacek was critical of the competence areas, "Developing school policies" and "Implementing systems analysis procedures for planning." Of the former he held that it was outside the realm of a secondary principal, as only the board of education can adopt policy. Mr. Sedlacek commented that the latter competence area would be more clearly understood if examples of team management procedures were included in the statement.

James Huge responded positively to all the skills and expressed doubt that sample members would find difficulty in understanding them. Huge suggested that "Developing school policies" be changed to read "Assist in the development of school policies."

Development of the Final Questionnaire

From the comments and reactions of the validation jury the following changes were made in the competence areas included in the instrument distributed to the sample of secondary principals. "Designing special education programs" was altered to read "Designing or implementing programs for exceptional children." "Implementing team management procedures" in the final form included examples of participatory decision making. "Developing school policies" was changed to "Assist

in the development of school policies." Examples of systems analysis were included in the competence area concerning the implementation of such procedures.

Competence areas added to the questionnaire after the initial survey included the following: "Administration of food service program," "Administration of transportation program," "Orientation and supervision of student teachers," "Administration of student health services," and "Budget compilation on building level."

The thirty-five competence areas used on the final survey instrument are now being used as sample competencies for secondary principals in a monograph published by the N.A.S.S.P. and edited by Edgar Kelley. The expected publication date of this work is August, 1975.

With the assistance of Dr. Dale Hayes, the data collection instrument was prepared in its final form and pilot tested by four sample members. These individuals found the instrument to be clear and concise. One pilot study member, Dr. Ike Pane,commented that as the questionnaire was not especially time consuming a good response was probable.

Selection of the Sample

A sample of secondary principals was taken from the following states: Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota and Wyoming. In order to facilitate the drawing of inferences to the entire populations within these states care was taken in the manner in which

the sample was drawn. Michael Nunnery's formula for the selection of sample size was employed to determine the number of principals in each state that would have to respond to provide adequate data.[3]

Once the number for each state was calculated, the educational directories published by the respective state departments of education were secured and numbers were assigned to all secondary principals listed.[4] Using a table of random numbers the appropriate sample was selected from each directory. (In order to facilitate an adequate response fifty percent more instruments than were needed were sent.)

Conduct of the Survey

On March 21, 1975, an introductory letter and a questionnaire were sent to each sample member included in the study.[5] Formula computation indicated that a minimum return of two hundred forty-six instruments would be acceptable. To insure an adequate response an additional one hundred questionnaires reflecting the sample proportions of the various states were included in the initial mailing.

On April 5, 1975 a follow-up letter was sent out to non-responding sample members. Table I presents the returns on a weekly basis.

As the total response exceeded the projected acceptable minimum, it was not necessary to conduct a second mailing of data collection instruments.

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[3]Nunnery, op. cit., p. 72.

[4]See Appendix "B" for letters sent to various state departments of education.

[5]See Appendix "C" for questionnaire.

TABLE I

WEEKLY RETURNS OF SURVEY INSTRUMENT

State	Week Ending March 28	Week Ending April 4	Week Ending April 11	Week Ending April 18
Colorado	3	16	34	36
Iowa	52	63	69	69
Kansas	10	48	53	54
Missouri	11	31	43	43
Nebraska	17	31	35	35
South Dakota	8	19	23	23
Wyoming	2	14	19	19
Total	103	221	275	277

The high response rate (84 percent) and various comments by sample members indicated that secondary principals are very concerned with activities designed to promote their professional development.[6]

On April 17, 1975, this writer had the Keypunch Associates transfer data from the returned questionnaires to fortran computer cards. A program employing various computational facets of the Statistical Package for the Social Studies was developed with the assistance of Dr. Leslie Bielin. The results of that analysis are presented in the following chapter.

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[6]Several sample members asked to see the results of the survey.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Chapter IV presents and analyzes the data obtainted from the survey conducted using a sample of secondary principals in Nebraska and the six contiguous states. The following format is used in the presentation and discussion of the data.

In-Service Need

Table II presents the rank order of competence area in-service need. The rank order of perceived need was determined by comparing median scores on the five-point Likert scale used on the data collection instrument. Median scores were used because the in-service need of sample members constituted ordinal data. It was determined that of the five responses, there was the possibility of varied interpretation of the terms "extreme," "great," "some," "little," and "no" and that mean scores could be appropriately used only if intervals between each response were definite. Mean scores are presented in the discussion, but were not used as the basis for any rank order.

In the pages that follow, each competence area is exhibited in a figure with the responses of the various groups illustrated on contingency tables. Four variables, age, education, enrollment and experience are represented on each of the printed figures one through thirty-five. Each cell in the contingency tables contains two numbers. The top number represents count or response frequency while the bottom

TABLE II

RANK ORDER OF COMPETENCE AREA IN-SERVICE NEED BY MEDIAN SCORE

Rank	Item	Median
1	Supervision and evaluation of professional staff	2.188
2	Designing or implementing programs for exceptional children	2.339
3	Designing and evaluating curriculum	2.389
4	Planning, conducting and evaluating in-service or staff development	2.433
5	Designing instructional strategies	2.478
6	Designing and conducting needs assessment procedures	2.633
7	Understanding and applying school law	2.635
8	Designing and implementing a communication/public relations program	2.645
9	Investigation and testing of teaching techniques	2.667
10	Self-assessment procedures for personal self-renewal	2.760
11	Administration of budget compilation on building level	2.939
12	Identification of school district goals and objectives	2.975
13	Implementing team management procedures	3.004
14	Assist in developing school policies	3.009
15	Management of staff conflict	2.010
16	Student control and discipline necessary for operation	3.056

TABLE II (continued)

Rank	Item	Median
17	Interviewing and selecting professional staff	3.090
18	Collection, interpretation, and utilization of research	3.094
19	Implementing systems analysis procedures for planning	3.115
20	Utilization of data processing procedure	3.216
21	Development and implementation of reporting systems (student progress)	3.226
22	Designing and implementing student accounting and attendance procedures	3.228
23	Supervision and evaluation of non-instructional staff (classified employees)	3.252
24	Administration of student activities program	3.282
25	Administration of guidance and counseling services	3.289
26	Staff assignment and utilization	3.310
27	Planning educational facilities	3.370
28	Conducting educational surveys	3.417
29	Interviewing and selecting non-instructional staff (classified employees)	3.548
30	Designing and implementing inventory procedures for supplies and equipment	3.585
31	Planning space utilization	3.623
32	Administration of student health program	3.705
33	Administration of student teacher program	3.737
34	Administration of food service program	3.962
35	Administration of transportation program	3.989

number gives the percentage which the frequency assumed in that portion of the table. In situations where sample members failed to provide variable information or did not respond as to need or preference no response was recorded.

Chi squares were calculated for each of the independent variables represented on the contingency tables to determine if significant relationships between the independent variables and the response pattern existed. Where chi squares met or exceeded the .05 level of confidence for the corresponding degrees of freedom, it was assumed that the response pattern varied from that expected in a normal population and was the result of the grouping.

Item 1

Item 1, "supervision and evaluation of professional staff" had median and mean scores of 2.188 and 2.247 respectively. The greatest absolute frequency of response fell in the "great need" area with a count of one hundred four and an adjusted frequency of 37.8 percent.

A lack of a chi square at a significant level for any of the independent variables indicated that the response patterns in Figure 2 approximated a normal population.

Item 2

The second item illustrated in Figure 3 concerned "designing and implementing programs for exceptional children." One hundred twelve respondents or forty percent of the entire sample indicated their in-service need in this area as "great." The overall median was 2.339 and the mean computed to 2.395.

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 20.0	8 53.3	4 26.7	0 0.0	0 0.0	15 100.0
30-39	23 23.0	40 40.0	30 30.0	5 5.0	2 2.0	100 100.0
40-49	29 28.4	35 34.3	27 26.5	10 9.8	1 1.0	102 100.0
50-59	7 18.9	12 32.4	16 43.2	0 0.0	2 5.4	37 100.0
60+	2 22.2	3 33.3	2 22.2	1 11.1	1 11.1	9 100.0

Chi Square = 17.761 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	1 33.3	1 33.3	1 33.3	0 0.0	0 0.0	3 100.0
Masters	45 22.5	76 38.0	64 32.9	10 5.0	5 2.5	200 100.0
Prof. Cert.	12 23.1	23 44.2	12 23.1	5 9.6	0 0.0	52 100.0
Doctorate	8 40.0	4 20.0	5 25.0	2 10.0	1 5.0	20 100.0

Chi Square = 10.11 with 12 df

Figure 2

Competence Area: Supervision and Evaluation of Professional Staff

Median Score: 2.11
Rank: 1

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	15 27.8	15 27.8	22 40.7	0 0.0	2 3.7	54 100.0
201- 400	15 16.9	45 50.6	20 22.5	7 7.9	2 2.2	89 100.0
401- 600	16 32.7	14 28.6	15 30.6	4 8.2	0 0.0	49 100.0
601- 800	5 17.2	10 34.5	12 41.4	1 3.4	1 3.4	29 100.0
801-1000	4 18.2	9 40.9	6 27.3	3 13.6	0 0.0	22 100.0
1001-1500	8 38.1	7 33.3	5 23.8	1 4.8	0 0.0	21 100.0
1501-2000	2 28.6	3 42.9	0 0.0	1 14.3	1 14.3	7 100.0
2000+	1 25.0	1 25.0	2 50.0	0 0.0	0 0.0	4 100.0

Chi Square = 36.294 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	22 21.2	45 43.3	31 29.8	5 4.8	1 1.0	104 100.0
6-10	22 27.2	33 40.7	22 27.2	3 3.7	1 1.2	81 100.0
11-15	8 22.9	10 28.6	10 28.6	5 14.3	2 5.7	35 100.0
15+	10 23.3	13 30.2	16 37.2	2 4.7	2 4.7	43 100.0

Chi Square = 13.448 with 12 df

Figure 2 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	6 40.0	5 33.3	3 20.0	1 6.7	0 0.0	15 100.0
30-39	16 16.0	38 38.0	36 36.0	10 10.0	0 0.0	100 100.0
40-49	17 16.7	44 43.1	29 28.4	12 11.8	0 0.0	102 100.0
50-59	1 2.6	18 47.4	11 28.9	7 18.4	1 2.6	38 100.0
60+	3 33.3	1 11.1	4 44.4	1 11.1	0 0.0	9 100.0

Chi Square = 24.167 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	3 100.0	0 0.0	0 0.0	3 100.0
Masters	30 14.9	82 40.8	61 30.3	27 13.4	1 0.5	201 100.0
Prof. Cert.	10 19.2	22 42.3	18 34.6	2 3.8	0 0.0	52 100.0
Doctorate	4 20.0	8 40.0	6 30.0	2 10.0	0 0.0	20 100.0

Chi Square = 11.215 with 12 df

Figure 3

Competence Area: Designing and Implementing Programs for Exceptional Students

Median Score: 2.339
Rank: 2

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	10 18.2	21 38.2	12 21.8	12 21.8	0 0.0	55 100.0
201- 400	17 19.1	30 33.7	35 29.3	6 6.7	1 1.1	89 100.0
401- 600	9 18.4	22 44.9	11 22.4	7 14.3	0 0.0	49 100.0
601- 800	2 6.9	14 48.3	9 31.0	4 13.8	0 0.0	29 100.0
801-1000	4 18.2	9 40.9	9 40.9	0 0.0	0 0.0	22 100.0
1001-1500	2 9.5	12 57.1	6 28.6	1 4.8	0 0.0	21 100.0
1501-2000	0 0.0	2 28.2	4 57.1	1 14.3	0 0.0	7 100.0
2000+	0 0.0	2 50.0	2 50.0	0 0.0	0 0.0	4 100.0

Chi Square = 28.922 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	23 22.1	36 34.6	34 32.7	11 10.6	0 0.0	104 100.0
6-10	10 12.2	37 45.1	26 31.7	8 9.8	1 1.2	82 100.0
11-15	5 14.3	15 42.9	11 31.4	4 11.4	0 0.0	35 100.0
15+	3 7.0	16 37.2	16 37.2	8 18.6	0 0.0	43 100.0

Chi Square = 11.640 with 12 df

Figure 3 (continued)

Of the four independent variables presented in Figure 3, none was found to affect the responses elicited to any significant degree.

Item 3

Sample members ranked "designing and evaluating curriculum" third in perceived in-service need. Median and mean scores of 2.389 and 2.420 were computed Of the two hundred and seventy-six secondary principals who responded to this item on the questionnaire, one hundred and seventeen or 42.2 percent felt a "great need" for additional in-service activities.

A chi square of 41.424 with twenty-eight degrees of freedom for the independent variable enrollment indicated a definite relationship between school size and the way respondents reacted to this item.

Item 4

"Planning, conducting and evaluating in-service or staff development" was ranked fourth as an area of in-service need by the secondary principals surveyed. This item had a median of 2.433 and a mean of 2.435. The greatest absolute frequency of response fell in the "great need" area with a count of one hundred four and an adjusted frequency of 37.7 percent.

Significant relationships at the .05 level were found to exist between the independent variables enrollment and education and the response pattern of the sample. Low chi squares for the variables

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.3	9 56.3	6 37.5	0 0.0	0 0.0	16 100.0
30-39	9 9.0	42 42.0	40 40.0	8 8.0	1 1.0	100 100.0
40-49	19 18.6	47 46.1	29 28.4	6 5.8	1 1.0	102 100.0
50-59	4 10.8	11 29.7	17 45.9	4 10.8	1 2.7	37 100.0
60+	1 11.1	2 22.2	5 55.6	1 11.1	0 0.0	9 100.0

Chi Square = 15.213 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	2 66.7	0 0.0	0 0.0	3 100.0
Masters	24 11.9	89 44.3	73 36.3	13 6.5	2 1.0	201 100.0
Prof. Cert.	7 13.5	20 38.5	22 42.3	3 5.8	0 0.0	52 100.0
Doctorate	3 15.0	7 35.0	6 30.0	3 15.0	1 5.0	20 100.0

Chi Square = 8.314 with 12 df

Figure 4

Competence Area: Designing and Evaluating Curriculum

Median Score: 2.389
Rank: 3

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	7 12.7	20 36.4	25 45.5	3 5.5	0 0.0	55 100.0
201- 400	8 9.1	42 47.7	32 36.4	6 6.8	0 0.0	88 100.0
401- 600	8 16.3	22 44.9	13 26.5	6 12.2	0.0 0.0	49 100.0
601- 800	4 13.8	7 24.1	15 51.7	1 3.4	2 6.9	29 100.0
801-1000	2 9.1	9 40.9	9 40.9	2 9.1	0 0.0	22 100.0
1001-1500	4 18.2	12 54.5	6 27.3	0 0.0	0 0.0	22 100.0
1501-2000	1 14.3	2 28.6	2 28.6	1 14.3	1 14.3	7 100.0
2000+	0 0.0	3 75.0	1 25.0	0 0.0	0 0.0	4 100.0

Chi Square = 41.424 with 28 df**

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	13 12.5	48 46.2	36 34.6	6 5.8	1 1.0	104 100.0
6-10	9 11.0	33 40.2	34 41.5	5 6.1	1 1.2	82 100.0
11-15	5 14.3	15 42.9	12 34.3	3 8.6	0 0.0	35 100.0
15+	4 9.3	16 37.2	17 39.5	5 11.6	1 2.3	43 100.0

Chi Square = 4.593 with 12 df

**Significant at .01 level of confidence

Figure 4 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 12.5	5 31.3	7 43.0	2 12.5	0 0.0	16 100.0
30-39	11 11.1	37 37.4	40 40.4	11 11.1	0 0.0	99 100.0
40-49	18 17.6	45 44.1	31 30.4	7 6.9	1 1.0	102 100.0
50-59	6 15.8	12 31.6	14 36.8	5 13.2	1 2.6	38 100.0
60+	3 33.3	0 0.0	5 55.6	1 11.1	0 0.0	9 100.0

Chi Square = 15.600 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	2 66.7	0 0.0	0 0.0	3 100.0
Masters	25 12.4	81 40.3	75 37.3	19 9.5	1 0.5	201 100.0
Prof. Cert.	10 19.2	18 34.6	22 42.3	2 3.8	0 0.0	52 100.0
Doctorate	6 30.0	4 24.0	4 20.0	5 25.0	1 5.0	20 100.0

Chi Square = 22.548 with 12 df*

Figure 5

Competence Area: Planning, Conducting, and Evaluating Inservice or Staff Development

Median Score: 2.433
Rank: 4
*Significant at .05 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	6 10.9	20 36.4	20 36.4	9 16.4	0 0.0	55 100.0
201- 400	15 17.0	35 39.8	27 30.7	11 12.5	0 0.0	88 100.0
401- 600	5 10.2	19 38.8	21 42.9	4 8.2	0 0.0	49 100.0
601- 800	4 13.8	10 34.5	14 48.3	0 0.0	1 3.4	29 100.0
801-1000	3 13.6	7 31.8	11 50.0	1 4.5	0 0.0	22 100.0
1001-1500	4 18.2	10 45.5	11 36.4	0 0.0	0 0.0	25 100.0
1501-2000	2 28.6	3 42.9	0 0.0	1 14.3	1 14.3	7 100.0
2000+	2 50.0	0 0.0	2 50.0	0 0.0	0 0.0	4 100.0

Chi Square = 46.620 with 28 df*

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	12 11.4	44 41.9	36 34.3	12 11.4	1 1.0	105 100.0
6-10	13 16.0	30 37.0	32 39.5	6 7.4	0 0.0	81 100.0
11-15	5 14.3	14 40.0	12 34.3	4 11.4	0 0.0	35 100.0
15+	7 16.3	12 27.9	20 46.5	3 7.0	1 2.3	43 100.0

Chi Square = 7.454 with 12 df

*Significant at .05 level of confidence

Figure 5 (continued)

age and experience showed no significant variation from the responses expected from a normal population.

Item 5

The secondary principals in the study ranked "designing instructional strategies" fifth in regard to in-service need. A median of 2.478 and a mean of 2.531 were computed for this particular item. Of the two hundred seventy-five principals responding, one hundred thirteen or 40.8 percent indicated a "great" in-service need.

Figure 6 shows chi squares for the variables age, education, enrollment and experience were all below the alpha level (.15) acceptable to indicate significance.

Item 6

"Designing and conducting needs assessment procedures" was the sixth ranked item on the hierarchy. Median and mean scores for perceived in-service need were 2.633 and 2.665 respectively. The greatest absolute frequency recorded in any of the response categories was one hundred nine or 39.6 percent in the "some need" designation.

Figure 7 shows a lack of chi squares at an acceptable level of significance.

Item 7

Sample responses to perceived in-service need for the competence area "understanding and applying school law" are illustrated in Figure 8. This item had a median of 2.635 and a mean of 2.652. Eighty-

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.7	6 40.0	7 36.7	1 6.7	0 0.0	8 100.0
30-39	10 10.1	37 37.4	29 39.4	11 11.1	2 2.0	99 100.0
40-49	13 12.7	48 47.1	32 31.4	9 8.8	0 0.0	102 100.0
50-59	2 5.3	14 36.8	15 39.5	6 15.8	1 2.6	38 100.0
60+	1 11.1	3 33.3	3 33.3	1 11.1	1 11.1	9 100.0

Chi Square = 13.959 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	3 100.0
Masters	17 8.5	84 42.0	75 37.5	21 10.5	3 1.5	200 100.0
Prof. Cert.	5 9.6	21 40.4	20 38.5	6 11.5	0 0.0	52 100.0
Doctorate	5 25.0	8 40.0	4 20.0	2 10.0	1 5.0	20 100.0

Chi Square = 12.940 with 12 df

Figure 6

Competence Area: Designing Instructional Strategies

Median Score: 2.478
Rank: 5

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	4 7.4	19 35.2	25 46.3	6 11.1	0 0.0	54 100.0
201- 400	6 6.7	37 41.6	35 39.5	11 12.4	0 0.0	89 100.0
401- 600	9 18.4	19 38.8	15 30.6	6 12.2	0 0.0	49 100.0
601- 800	2 6.9	13 44.8	10 34.5	3 10.3	1 3.4	29 100.0
801-1000	1 4.5	9 40.9	7 31.8	4 18.2	1 4.5	22 100.0
1001-1500	4 19.0	11 52.4	5 23.8	0 0.0	1 4.8	21 100.0
1501-2000	0 0.0	4 57.1	2 28.6	0 0.0	1 14.3	7 100.0
2000+	1 25.0	1 25.0	2 50.0	0 0.0	0 0.0	4 100.0

Chi Square = 33.993 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	8 7.8	43 41.7	43 41.7	8 7.8	1 0.0	103 100.0
6-10	11 13.4	28 34.1	34 41.5	8 9.8	1 1.2	82 100.0
11-15	3 8.6	16 45.7	9 25.7	7 20.0	0 0.0	35 100.0
15+	4 9.3	19 44.2	12 27.9	6 14.0	2 4.7	43 100.0

Chi Square = 13.582 with 12 df

Figure 6 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 20.0	5 33.3	5 33.3	2 13.3	0 0.0	15 100.0
30-39	4 4.0	40 40.4	27 37.4	14 14.1	4 4.0	99 100.0
40-49	6 5.9	40 39.2	40 39.2	14 13.7	2 2.0	102 100.0
50-59	4 10.5	15 39.5	16 42.1	2 5.3	1 2.6	38 100.0
60+	2 22.2	1 11.1	5 55.6	0 0.0	1 11.1	9 100.0

Chi Square = 17.540 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	2 66.7	0 0.0	0 0.0	3 100.0
Masters	13 6.5	77 38.5	82 41.0	22 11.0	6 3.0	200 100.0
Prof. Cert.	6 11.5	21 40.4	16 30.8	9 17.3	0 0.0	52 100.0
Doctorate	1 5.0	4 20.0	9 45.0	4 20.0	2 10.0	20 100.0

Chi Square = 13.068 with 12 df

Figure 7

Competence Area: Designing and Conducting Needs Assessment Procedures

Median Score: 2.633
Rank: 6

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.6	25 46.3	19 35.2	6 11.1	1 1.9	54 100.0
201- 400	9 10.1	29 32.6	37 41.6	12 13.5	2 2.2	89 100.0
401- 600	5 10.2	17 34.7	20 40.8	6 12.2	1 2.0	49 100.0
601- 800	1 3.4	13 44.8	6 20.7	9 31.0	0 0.0	29 100.0
801-1000	1 4.5	6 27.3	12 54.5	1 4.5	2 9.1	22 100.0
1001-1500	1 4.8	9 42.9	10 47.6	0 0.0	1 4.8	21 100.0
1501-2000	0 0.0	2 28.6	3 42.9	1 14.3	1 14.3	7 100.0
2000+	0 0.0	2 50.0	2 50.0	0 0.0	0 0.0	4 100.0

Chi Square = 31.399 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	7 6.8	37 35.9	42 40.8	12 11.7	5 4.9	103 100.0
6-10	9 11.0	30 36.6	31 37.8	11 13.4	1 1.2	82 100.0
11-15	1 2.9	13 37.1	14 40.0	7 20.0	0 0.0	35 100.0
15+	3 7.0	15 34.9	19 44.2	4 9.3	2 4.7	43 100.0

Chi Square = 8.077 with 12 df

Figure 7 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 18.8	4 25.0	6 37.5	2 12.5	1 6.3	16 100.0
30-39	13 13.0	29 29.0	32 32.0	21 21.0	5 5.0	100 100.0
40-49	19 18.8	35 34.7	32 31.7	12 11.9	3 3.0	101 100.0
50-59	4 10.5	9 23.7	12 31.6	13 34.2	0 0.0	38 100.0
60+	2 22.2	2 22.2	3 33.3	1 11.1	1 11.1	9 100.0

Chi Square = 15.719 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	32 15.8	34 31.7	67 33.2	31 15.8	8 4.0	202 100.0
Prof. Cert.	5 9.8	14 27.5	17 33.3	14 27.5	1 2.0	51 100.0
Doctorate	4 20.0	6 30.0	4 20.0	5 25.0	1 5.0	20 100.1

Chi Square = 7.839 with 12 df

Figure 8

Competence Area: Understanding and Appling School Law

Median Score: 2.635
Rank: 7

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	8 14.8	18 33.3	15 27.8	11 20.4	2 3.7	54 100.0
201- 400	15 18.9	25 28.1	32 36.0	14 15.7	3 3.4	89 100.0
401- 600	6 12.2	15 30.6	18 36.7	10 20.4	0 0.0	49 100.0
601- 800	4 13.8	9 31.0	9 31.0	5 17.2	2 6.9	29 100.0
801-1000	1 4.5	6 27.3	8 36.4	6 27.3	1 4.5	22 100.0
1001-1500	4 18.2	8 36.4	5 27.7	4 18.2	1 4.5	22 100.0
1501-2000	1 14.3	4 57.1	1 14.3	1 14.3	0 0.0	7 100.0
2000+	2 50.0	0 0.0	1 25.0	0 0.0	1 25.0	4 100.0

Chi Square = 21.899 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	20 19.0	30 31.4	31 29.5	16 15.2	5 4.8	105 100.0
6-10	12 14.8	23 28.4	29 35.8	15 18.5	2 2.5	81 100.0
11-15	3 8.6	14 40.0	10 28.6	6 17.1	2 5.7	35 100.0
15+	4 9.3	14 30.2	15 34.9	11 25.6	0 0.0	43 100.0

Chi Square = 9.561 with 12 df

Figure 8 (continued)

nine respondents or 32.3 percent of the sample indicated their in-service need as "some."

There were no significant chi squares among the independent variables.

Item 8

Figure 9 shows the responses of secondary principals to item eight, "designing and implementing a communications/public relations program." The median and mean scores for this item were 2.645 and 2.671 respectively. The response category "some need" had an absolute frequency of one hundred seven or 38.6 percent of all respondents.

No significant relationship between any of the independent variables and the response pattern was detected as no chi squares approached the alpha level.

Item 9

Secondary principals ranked "investigation and testing of teaching techniques" ninth on the hierarchy of in-service needs. This item had a median of 2.667 and a mean of 2.628. The greatest number of responses were in the "some need" category where one hundred twenty-nine respondents or 46.6 percent of the sample indicated their need lay.

A lack of significant chi squares demonstrated that the responses illustrated in Figure 10 approximated a normal population.

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count / Row %
20-29	1 6.3	7 43.8	3 18.8	4 25.0	1 6.3	16 100.0
30-39	8 8.0	30 30.0	44 44.0	11 11.9	7 7.0	100 100.0
40-49	12 11.8	40 39.2	34 33.3	14 13.7	2 2.0	102 100.0
50-59	4 10.5	11 28.9	20 52.6	2 5.3	1 2.6	38 100.0
60+	2 22.2	3 33.3	1 11.1	2 22.2	1 11.1	9 100.0

Chi Square = 19.771 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count / Row %
Bachelors	0 0.0	1 33.3	2 66.7	0 0.0	0 0.0	3 100.0
Masters	15 7.4	75 37.1	76 37.6	28 13.9	8 4.0	202 100.0
Prof. Cert.	9 17.3	12 23.1	25 48.1	4 7.7	2 3.8	52 100.0
Doctorate	3 15.0	8 40.0	4 20.0	3 15.0	2 10.0	20 100.0

Chi Square - 14.640 with 12 df

Figure 9

Competence Area: Designing and Implementing a Communications/ Public Relations Program

Median Score: 2.645
Rank: 8

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	4 7.3	19 34.5	22 40.0	9 16.4	1 1.8	55 100.0
201- 400	8 9.0	29 32.6	36 40.4	11 12.4	5 5.6	89 100.0
401- 600	7 14.3	16 32.7	18 36.7	4 8.2	4 8.2	49 100.0
601- 800	2 6.9	13 44.8	11 37.9	3 10.3	0 0.0	29 100.0
801-1000	1 4.5	8 36.4	10 45.5	2 9.1	1 4.5	22 100.0
1001-1500	5 22.7	6 27.3	6 27.3	5 22.7	0 0.0	22 100.0
1501-2000	0 0.0	4 57.1	2 28.6	0 0.0	1 14.3	7 100.0
2000+	0 0.0	1 25.0	2 50.0	1 25.0	0 0.0	4 100.0

Chi Square = 22.811 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	7 6.7	37 35.2	44 41.9	13 12.4	4 3.8	105 100.0
6-10	12 14.6	28 34.1	28 34.1	11 13.4	3 3.7	82 100.0
11-15	1 2.9	12 34.3	13 37.1	7 20.0	2 5.7	35 100.0
15+	6 14.0	16 37.2	15 34.9	4 9.3	2 4.7	43 100.0

Chi Square = 8.507 with 12 df

Figure 9 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count / Row %
20-29	0 0.0	6 37.5	8 50.0	2 12.5	0 0.0	16 100.0
30-39	8 8.0	34 34.0	44 44.0	12 12.0	2 2.0	100 100.0
40-49	11 10.8	33 32.4	47 46.1	9 8.8	2 2.0	102 100.0
50-59	3 7.9	12 31.6	21 55.3	1 2.6	1 2.6	38 100.0
60+	0 0.0	5 55.6	3 33.3	1 11.1	0 0.0	9 100.0

Chi Square = 8.813 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count / Row %
Bachelors	0 0.0	0 0.0	3 100.0	0 0.0	0 0.0	3 100.0
Masters	13 6.4	72 35.6	94 46.5	20 9.9	3 1.5	202 100.0
Prof. Cert.	7 13.5	16 30.8	25 48.1	3 5.8	1 1.9	52 100.0
Doctorate	2 10.0	7 35.0	7 35.0	3 15.0	1 5.0	20 100.0

Chi Square = 9.721 with 12 df

Figure 10

Competence Area: Investigation and Testing of Teaching Techniques

Median Score: 2.667
Rank: 9

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.6	14 25.5	31 56.4	7 12.7	1 1.8	55 100.0
201- 400	7 7.9	33 37.1	37 41.6	10 11.2	2 2.2	89 100.0
401- 600	6 12.2	19 38.8	20 40.8	4 8.2	0 0.0	49 100.0
601- 800	2 6.9	9 31.0	17 58.6	1 3.4	0 0.0	29 100.0
801-1000	1 4.5	4 18.2	13 59.1	3 13.6	1 4.5	22 100.0
1001-1500	2 9.1	11 50.0	9 40.9	0 0.0	0 0.0	22 100.0
1501-2000	1 14.3	3 42.9	1 14.2	1 14,3	1 14.3	7 100.0
2000+	1 25.0	2 50.0	1 25.0	0 0.0	0 0.0	4

Chi Square = 29.998 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	6 5.7	35 33.3	53 50.5	9 8.6	2 1.9	105 100.0
6-10	8 9.8	31 37.8	32 39.0	9 11.0	2 2.4	82 100.0
11-15	2 5.7	12 34.3	18 51.4	3 8.6	0 0.0	35 100.0
15+	2 4.7	15 34.9	21 48.8	4 9.3	1 2.3	43 100.0

Chi Square = 4.577 with 12 df

Figure 10 (continued)

Item 10

"Self-assessment procedures for personal self-renewal" ranked tenth with a median of 2.760 and a mean of 2.737. The response category "some need" had the largest absolute frequency with one hundred twenty-seven or 45.8 percent of all respondents.

As is illustrated in Figure 11, low chi squares showed that the variables age, education, enrollment and experience had no significant effect on the way in which sample members responded to this item.

Item 11

Secondary principals ranked "administration of budget compilation on the building level" eleventh in perceived in-service need. This item had a median of 2.939 and a mean of 2.971. The greatest absolute frequency of response was ninety-eight or 35.4 percent of the sample and fell in the category "some need."

Figure 12 shows no chi squares at the required significance level indicating that response patterns approximated a normal population.

Item 12

The competence area "identifying school district goals and objectives" was ranked twelfth in regard to the in-service need of the survey participants. Of the categories on the Likert scale, the response area "some need" had the greatest absolute frequency with one hundred eighteen respondents choosing this designation. This

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.7	5 33.3	6 40.0	3 20.0	0 0.0	15 100.0
30-39	3 3.1	25 25.5	50 51.0	19 19.4	1 1.0	98 100.0
40-49	10 9.8	33 32.4	44 43.1	9 8.8	6 5.9	102 100.0
50-59	4 10.5	13 34.2	18 47.4	2 5.3	1 2.6	38 100.0
60+	1 11.1	4 44.4	2 22.2	2 22.2	0 0.0	9 100.0

Chi Square = 19.585 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	3 100.0
Masters	14 7.0	64 32.2	92 46.2	23 11.6	6 3.0	199 100.0
Prof. Cert.	4 7.7	14 26.9	26 50.0	7 13.5	1 1.9	52 100.0
Doctorate	1 5.0	7 35.0	7 35.0	4 20.0	1 5.0	20 100.0

Chi Square = 5.359 with 12 df

Figure 11

Competence Area: Self-Assessment Procedures for Personal Self-Renewal

Median Score: 2.760
Rank: 10

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.6	16 29.6	25 46.3	6 11.1	4 7.4	54 100.0
201- 400	3 3.4	28 31.5	44 49.4	13 14.6	1 1.1	89 100.0
401- 600	4 8.3	14 29.2	24 50.0	5 10.4	1 2.1	48 100.0
601- 800	4 13.8	10 34.5	9 31.0	5 17.2	1 3.4	29 100.0
801-1000	0 0.0	5 22.7	13 59.1	4 18.2	0 0.0	22 100.0
1001-1500	4 19.0	7 33.3	8 38.1	2 9.5	0 0.0	21 100.0
1501-2000	1 14.3	3 42.9	2 28.6	0 0.0	1 14.3	7 100.0
2000+	0 0.0	2 50.0	2 50.0	0 0.0	0 0.0	4 100.0

Chi Square = 27.954 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	5 4.9	25 24.3	56 54.4	14 13.6	3 2.9	103 100.0
6-10	7 8.6	28 34.6	34 42.0	11 13.6	1 1.2	81 100.0
11-15	1 2.9	14 40.0	17 48.6	2 5.7	1 2.9	35 100.0
15+	6 14.0	13 30.2	16 37.2	5 11.6	3 7.0	43 100.0

Chi Square = 14.496 with 12 df

Figure 11 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 18.8	4 25.0	7 43.8	2 12.5	0 0.0	16 100.0
30-39	8 8.0	28 28.0	40 40.0	14 14.0	10 10.0	100 100.0
40-49	14 13.7	22 21.6	34 33.3	17 16.7	15 14.7	102 100.0
50-59	5 13.5	4 10.8	13 35.1	9 24.3	6 16.2	37 100.0
60+	1 11.1	2 22.2	1 11.1	3 33.3	2 22.2	9 100.0

Chi Square = 15.692 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	22 10.9	48 23.9	72 35.8	32 15.9	27 13.4	201 100.0
Prof. Cert.	6 11.5	8 15.4	21 40.4	12 23.1	5 9.6	52 100.0
Doctorate	3 15.0	7 35.0	4 20.0	3 15.0	3 15.0	20 100.0

Chi Square = 7.725 with 12 df

Figure 12

Competence Area: Administration of Budget Compilation on Building Level

Median Score: 2.939
Rank: 11

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	7 13.0	14 25.9	17 31.5	10 18.5	6 11.1	54 100.0
201- 400	9 10.1	19 21.3	39 43.8	12 13.5	10 11.2	89 100.0
401- 600	4 8.2	11 22.4	18 36.7	9 18.4	7 14.3	49 100.0
601- 800	3 10.3	7 24.1	6 20.7	8 27.6	5 17.2	29 100.0
801-1000	1 4.5	4 18.2	10 45.5	3 13.6	4 18.2	22 100.0
1001-1500	6 27.3	5 22.7	5 22.7	5 22.7	1 4.5	22 100.0
1501-2000	0 0.0	3 42.9	2 28.6	1 14.3	1 14.3	7 100.0
2000+	1 25.0	1 25.0	1 25.0	0 0.0	1 25.0	4 100.0

Chi Square = 22.275 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	13 12.4	27 25.7	38 36.2	14 13.3	13 12.4	105 100.0
6-10	7 5.6	20 24.7	34 42.0	14 17.3	6 7.4	81 100.0
11-15	2 5.7	7 20.0	12 34.3	8 22.9	6 17.1	35 100.0
15+	8 18.6	7 16.3	9 20.9	9 20.9	10 23.3	43 100.0

Chi Square = 16.298

Figure 12 (continued)

frequency represented 42.6 percent of the entire sample. The median and mean scores for this competence area were 2.975 and 2.967 respectively.

An examination of Figure 13 shows that the chi squares are indicative of a normal response pattern with no significant relationships attributable to the independent variables.

Item 13

"Implementing team management procedures" had a median of 3.004 and a mean of 2.989 and a corresponding rank of thirteen on the hierarchy. The category "some need" had one hundred sixteen responses and represented the need of 41.9 percent of all sample members.

As none of the chi squares in Figure 14 reached or exceeded the prescribed alpha level, a significant relationship between the independent variables and the responses elicited by the questionnaire could not be assumed.

Item 14

Figure 15 illustrates the responses of sample members to in-service need in the competence area "assist in developing school board policies." With a median of 3.009 and a mean of 3.015, this item ranked fourteenth. The greatest absolute frequency fell in the "some need" category of the scale with one hundred ten responses which constituted 39.7 percent of the sample.

The contingency tables depicted in Figure 15 have no corresponding chi squares at a significant level that would indicate a relationship

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 20.0	3 20.0	5 33.3	3 20.0	1 6.7	15 100.0
30-39	7 7.0	19 19.0	43 43.0	26 26.0	5 5.0	100 100.0
40-49	2 2.0	32 31.4	46 45.1	18 17.6	4 3.9	102 100.0
50-59	2 5.3	7 18.4	16 42.1	12 31.6	1 2.6	38 100.0
60+	0 0.0	5 55.6	2 22.2	1 11.1	1 11.1	9 100.0

Chi Square = 22.847 with 10 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	2 66.7	1 33.3	0 0.0	0 0.0	3 100.0
Masters	12 6.0	50 24.9	88 43.8	41 20.4	10 5.0	201 100.0
Prof. Cert.	2 3.8	11 21.2	24 46.2	14 26.9	1 1.9	52 100.0
Doctorate	1 5.0	4 20.0	5 25.0	9 45.0	1 5.0	20 100.0

Chi Square = 11.676 with 12 df

Figure 13

Competence Area: Identifying School District Goals and Objectives

Median Score: 2.975
Rank: 12

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	5 9.1	10 18.2	30 54.5	9 16.4	1 1.8	55 100.0
201- 400	4 4.5	24 27.0	40 46.9	18 20.2	3 3.4	89 100.0
401- 600	2 4.1	12 24.5	20 40.8	12 24.5	3 6.1	49 100.0
601- 800	2 6.9	8 27.6	10 34.5	6 20.7	3 10.3	29 100.0
801-1000	1 4.5	2 9.1	13 59.1	5 22.7	1 4.5	22 100.0
1001-1500	0 0.0	8 38.1	4 19.0	8 38.1	1 4.8	21 100.0
1501-2000	1 14.3	1 14.3	1 14.3	4 57.1	0 0.0	7 100.0
2000+	0 0.0	2 50.0	0 0.0	2 50.0	0 0.0	4 100.0

Chi Square = 32.369 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	9 8.7	22 21.2	45 43.3	23 22.1	5 4.8	104 100.0
6-10	5 6.1	16 19.5	34 41.5	23 28.0	4 4.9	82 100.0
11-15	1 2.9	10 28.6	18 56.4	6 17.1	0 0.0	35 100.0
15+	0 0.0	16 37.2	15 34.9	9 20.9	3 7.0	43 100.0

Chi Square = 13.999 with 12 df

Figure 13 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 18.3	1 6.3	5 31.3	6 37.5	1 6.3	16 100.0
30-39	5 5.1	17 17.3	45 45.9	24 24.5	7 7.1	98 100.0
40-49	10 9.8	28 27.5	40 39.2	20 19.6	4 3.9	102 100.0
50-59	1 2.6	9 23.7	18 47.4	7 18.4	3 7.9	38 100.0
60+	1 11.1	4 44.4	1 11.1	3 33.3	0 0.0	9 100.0

Chi Square = 19.946 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	3 100.0
Masters	14 7.0	38 19.0	89 44.5	46 23.0	13 6.5	200 100.0
Prof. Cert.	4 7.7	13 25.0	22 42.3	12 23.1	1 1.9	52 100.0
Doctorate	2 10.0	8 40.0	3 15.0	5 25.0	2 10.0	20 100.0

Chi Square = 11.811 with 12 df

Figure 14

Implementing Teach Management Procedures

Median Score: 3.004
Rank: 13

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	4 7.4	8 14.8	27 50.0	12 22.2	3 5.6	54 100.0
201- 400	6 6.7	19 21.3	35 39.3	22 24.7	7 7.9	89 100.0
401- 600	4 5.2	12 24.5	19 38.8	11 22.4	3 6.1	49 100.0
601- 800	2 7.1	2 7.1	15 53.6	8 28.6	1 3.6	28 100.0
801-1000	0 0.0	7 31.8	10 45.5	4 18.2	1 4.5	22 100.0
1001-1500	3 13.6	5 22.7	8 36.4	6 27.3	0 0.0	22 100.0
1501-2000	1 14.3	5 71.4	0 0.0	0 0.0	1 14.3	7 100.0
2000+	0 0.0	1 25.0	2 50.0	1 25.0	0 0.0	4 100.0

Chi Square = 27.978 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	8 7.7	19 18.3	48 46.2	24 23.1	5 4.8	104 100.0
6-10	4 4.9	17 21.0	33 40.7	23 28.4	4 4.9	81 100.0
11-15	3 8.6	7 20.0	14 40.0	8 22.9	3 8.6	35 100.0
15+	3 7.0	13 30.2	15 34.9	9 20.9	3 7.0	43 100.0

Chi Square = 5.505 with 12 df

Figure 14 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.3	9 56.3	5 31.3	0 0.0	1 6.3	16 100.0
30-39	3 3.0	22 22.0	40 40.0	29 29.0	6 6.0	100 100.0
40-49	8 7.8	22 21.8	42 41.6	23 22.8	6 5.9	101 100.0
50-59	1 2.6	10 26.3	18 47.4	8 21.1	1 2.6	38 100.0
60+	1 11.1	1 11.1	2 22.2	3 33.3	2 22.2	9 100.0

Chi Square = 22.960 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	2 66.7	0 0.0	0 0.0	3 100.0
Masters	9 4.5	53 26.5	80 40.0	45 22.5	13 6.5	200 100.0
Prof. Cert.	5 9.8	6 11.8	24 47.1	15 29.4	1 2.0	51 100.0
Doctorate	0 0.0	7 35.0	4 20.0	7 35.0	2 10.0	20 100.0

Chi Square = 16.082 with 12 df

Figure 15

Competence Area: Assist in Developing School Policies

Median Score: 3.009
Rank: 14

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	4 7.4	19 35.2	17 31.5	12 22.2	2 3.7	54 100.0
201- 400	5 5.7	22 25.3	32 36.8	22 25.3	6 6.9	87 100.0
401- 600	1 2.0	11 22.4	23 46.9	11 22.4	3 6.1	49 100.0
601- 800	1 3.4	5 17.2	14 48.3	7 24.1	2 6.9	29 100.0
801-1000	0 0.0	3 13.6	10 45.5	9 40.9	0 0.0	22 100.0
1001-1500	2 9.1	4 18.2	11 50.0	3 13.6	2 9.1	22 100.0
1501-2000	1 14.3	2 28.6	2 28.6	1 14.3	1 14.3	7 100.0
2000+	0 0.0	1 25.0	1 25.0	2 50.0	0 0.0	4 100.0

Chi Square = 21.508 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	3 2.9	29 27.9	44 42.3	22 21.2	6 5.8	104 100.0
6-10	8 9.8	17 20.7	31 37.8	21 25.6	5 6.1	82 100.0
11-15	1 3.0	8 24.2	15 45.5	7 21.2	2 6.1	33 100.0
15+	0 0.0	11 25.6	16 37.2	14 32.6	2 4.7	43 100.0

Chi Square = 11.018 with 12 df

Figure 15 (continued)

existed between any of the independent variables and the responses of secondary principals to their perception of in-service need in this area.

Item 15

The secondary principals surveyed ranked "management of staff conflict" fifteenth in overall in-service need. This area had a median of 3.010 and a mean of 3.004. Ninety-seven respondents felt "some need" which accounted for the largest absolute frequency on the five-point scale. This frequency represented 35.0 percent of all sample members who responded to this item.

The contingency table for the independent variable education had a chi square of 31.466 with twelve degrees of freedom. Figure 16 shows a significant relationship between this variable and the response pattern as the chi square exceeded the .01 level of confidence. The variables age, enrollment, and experience had low chi squares and no subsequent effect on the way principals reacted to this item.

Item 16

The competence area "student control: discipline necessary for operation" was ranked sixteenth in regard to in-service need. The median and mean were 3.056 and 3.065 respectively. The greatest absolute frequency on the scale was in the "some need" category with one hundred eight responses or 39.0 percent of all the sample members.

A lack of chi squares at an acceptable level of significance in Figure 17 indicates that responses in this area were not affected

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.7	4 26.7	5 33.3	3 20.0	2 13.3	15 100.0
30-39	7 7.1	28 28.3	32 32.3	25 25.3	7 7.1	99 100.0
40-49	10 9.8	21 20.6	40 39.2	23 22.5	8 7.8	102 100.0
50-59	2 5.3	11 28.9	13 34.2	10 26.3	2 5.3	38 100.0
60+	1 11.1	0 0.0	3 33.3	4 44.4	1 11.1	9 100.0

Chi Square = 8.437 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	0 0.0	1 33.3	3 100.0
Masters	9 4.5	49 24.5	72 36.0	54 27.0	16 8.0	200 100.0
Prof. Cert.	5 9.6	14 26.9	20 28.5	12 23.1	1 1.9	52 100.0
Doctorate	7 35.0	3 15.0	4 20.0	4 20.0	2 10.0	20 100.0

Chi Square = 31.466 with 12 df**

Figure 16

Competence Area: Management of Staff Conflict

Median Score: 3.010
Rank: 15
**Significant at .01 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	4 7.4	11 20.4	22 40.7	11 20.4	6 11.1	54 100.0
201- 400	3 3.4	23 25.8	34 38.2	22 24.7	7 7.9	89 100.0
401- 600	4 8.2	11 22.4	18 36.7	14 28.6	2 4.1	49 100.0
601- 800	0 0.0	8 27.6	10 34.5	10 34.5	1 3.4	29 100.0
801-1000	3 13.6	5 22.7	7 31.8	5 22.7	2 9.1	22 100.0
1001-1500	4 19.0	6 28.6	4 19.0	6 28.6	1 4.8	21 100.0
1501-2000	3 32.9	2 28.6	1 14.3	0 0.0	1 14.3	7 100.0
2000+	0 0.0	1 25.0	1 25.0	2 50.0	0 0.0	4 100.0

Chi Square = 32.863 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	7 6.7	30 28.8	34 32.7	25 24.0	8 7.7	104 100.0
6-10	9 11.1	18 22.2	33 40.7	20 24.7	1 1.2	81 100.0
11-15	2 5.7	3 8.6	15 42.9	11 31.4	4 11.4	35 100.0
15+	2 4.7	13 30.2	11 25.6	11 25.6	6 14.0	43

Chi Square = 18.066 with 12 df

Figure 16 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count / Row %
20-29	2 13.3	2 13.3	5 33.3	4 26.7	2 13.3	15 100.0
30-39	8 8.0	18 18.0	46 46.0	20 20.0	8 8.0	100 100.0
40-49	4 3.9	25 24.5	38 37.3	29 28.4	6 5.9	102 100.0
50-59	3 7.9	9 23.7	13 34.2	9 23.7	3 10.5	38 100.0
60+	0 0.0	2 22.2	2 22.2	3 33.3	2 22.2	9 100.0

Chi Square = 12.341 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count / Row %
Bachelors	0 0.0	1 33.3	0 0.0	1 33.3	1 33.3	3 100.0
Masters	12 6.0	44 21.9	84 41.8	41 20.4	20 10.0	201 100.0
Prof. Cert.	5 5.8	13 25.0	17 32.7	18 34.6	1 1.9	52 100.0
Doctorate	2 10.0	3 15.0	7 35.0	7 35.0	1 5.0	20 100.0

Chi Square = 13.988 with 12df

Figure 17

Competence Area: Student Control: Discipline Necessary for Operation

Median Score: 3.056
Rank: 16

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.5	13 23.6	22 40.0	10 18.2	7 12.7	55 100.0
201- 400	6 6.7	17 19.1	36 40.4	22 24.7	8 9.0	89 100.0
401- 600	5 10.2	17 34.7	16 32.7	10 20.4	1 2.0	49 100.0
601- 800	0 0.0	6 20.7	12 41.4	7 24.1	4 13.8	29 100.0
801-1000	1 4.5	2 9.1	11 50.0	7 31.8	1 4.5	22 100.0
1001-1500	1 4.8	4 19.0	8 38.1	7 33.3	1 4.8	21 100.0
1501-2000	1 14.3	0 0.0	3 42.9	2 28.6	1 14.3	7 100.0
2000+	0 0.0	2 50.0	0 0.0	2 50.0	0 0.0	4 100.0

Chi Square = 25.439 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	9 8.7	20 19.2	37 35.6	28 26.9	10 9.6	104 100.0
6-10	5 6.1	20 24.4	37 45.1	18 22.1	2 2.4	82 100.0
11-15	2 5.7	7 20.0	12 34.3	11 31.4	3 8.6	35 100.0
15+	1 2.3	11 25.6	17 39.5	7 16.3	7 16.3	43 100.0

Chi Square = 13.399 with 12 df

Figure 17 (continued)

by the independent variables.

Item 17

Sample members ranked in-service need for the area "interviewing and selecting professional staff" seventeenth in the hierarchy. This item, illustrated in Figure 18, had a median of 3.090 and a mean response of 3.084. As in item sixteen, the "some need" designation had the greatest absolute frequency with one hundred six or 38.3 percent of the principals surveyed.

None of the independent variables had chi squares which met or exceeded the accepted level of confidence.

Item 18

The eighteenth ranked item on the hierarchy was "collection, interpretation and utilization of research." In-service need for this competence area had a median and mean of 3.094 and 3.109 respectively. Of the five possible responses included on the Likert scale the designation "some need" had the greatest absolute frequency with one hundred twenty-eight or 46.2 percent of the responding sample members.

Of the four independent variables education had a chi square of 30.015 with 12 degrees of freedom which exceeded the .01 level of confidence, thus indicating a relationship between this grouping and the responses of secondary principals. Figure 19 presents the contingency tables and shows no significant chi squares for the remaining variables.

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	3 20.0	2 13.3	6 40.0	3 20.0	1 6.7	15 100.0
30-39	5 5.0	22 22.0	37 37.0	31 31.0	5 5.0	100 100.0
40-49	9 8.8	22 21.6	37 36.3	21 20.6	13 12.7	102 100.0
50-59	2 5.4	6 16.2	16 43.2	9 24.3	4 10.8	37 100.0
60+	1 11.1	0 0.0	2 22.2	3 33.3	3 33.3	9 100.0

Chi Square = 19.607 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	1 33.3	1 33.3	0 0.0	1 33.3	0 0.0	3 100.0
Masters	14 7.0	39 19.5	80 40.0	49 24.5	18 9.0	200 100.0
Prof. Cert.	4 7.7	11 21.2	18 34.6	15 28.8	4 7.7	52 100.0
Doctorate	3 15.9	2 10.0	8 40.0	3 15.0	4 20.0	20 100.0

Chi Square = 10.740 with 12 df

Figure 18

Competence Area: Interviewing and Selecting Professional Staff

Media Score: 3.090
Rank: 17

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	5 9.1	15 27.3	18 32.7	12 21.8	5 9.1	55 100.0
201- 400	6 6.7	14 15.7	42 47.2	18 20.2	9 10.1	89 100.0
401- 600	3 6.1	12 24.5	16 32.7	15 30.6	3 6.1	49 100.0
601- 800	1 3.4	3 10.3	12 41.4	9 31.0	4 13.8	29 100.0
801-1000	2 9.1	5 22.7	7 31.8	6 27.3	2 9.1	22 100.0
1001-1500	5 23.8	2 9.5	6 28.6	6 28.6	2 9.5	21 100.0
1501-2000	0 0.0	2 33.3	3 50.0	0 0.0	1 16.7	6 100.0
2000+	0 0.0	0 0.0	2 50.0	2 50.0	0 0.0	4 100.0

Chi Square = 26.008 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	10 9.6	22 21.2	42 40.4	23 22.1	7 6.7	104 100.0
6-10	5 6.1	19 23.2	34 41.5	19 23.2	5 6.1	82 100.0
11-15	1 2.9	8 22.9	15 42.9	8 22.9	3 8.6	35 100.0
15+	4 9.3	3 7.0	13 30.2	14 32.6	9 20.9	43 100.0

Chi Square = 17.407 with 12 df

Figure 18 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 13.3	3 20.0	7 46.7	2 13.2	1 6.7	15 100.0
30-39	3 3.0	12 12.0	50 50.0	30 30.0	5 5.0	100 100.0
40-49	3 2.9	24 23.5	49 38.0	19 18.6	7 6.9	102 100.0
50-59	2 5.3	7 18.4	16 42.1	11 28.9	2 5.3	38 100.0
60+	0 0.0	3 33.3	3 33.3	2 22.2	1 11.1	9

Chi Square = 14.543 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	3 100.0	0 0.0	0 0.0	3 100.0
Masters	7 3.5	44 21.9	91 45.3	52 25.9	7 3.5	201 100.0
Prof. Cert.	2 3.8	4 7.7	30 57.7	11 21.2	5 9.6	52 100.0
Doctorate	2 10.0	3 15.0	4 20.0	6 30.0	5 25.0	20 100.0

Chi Square = 30.015 with 12 df**

Figure 19

Competence Area: Collection, Interpreation, and Utilization of Research

Median Score: 3.094
Rank: 18
**Significant at .01 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.5	9 16.4	30 54.5	10 18.2	3 5.5	55 100.0
201- 400	2 2.2	17 19.1	45 50.6	22 24.7	3 3.4	89 100.0
401- 600	4 8.2	10 20.4	19 38.8	13 26.5	3 6.1	49 100.0
601- 800	0 0.0	6 20.7	10 34.5	11 37.9	2 6.9	29 100.0
801-1000	0 0.0	4 18.2	10 45.5	5 22.7	3 13.6	22 100.0
1001-1500	1 4.8	4 19.0	10 47.6	5 23.8	1 4.8	21 100.0
1501-2000	0 0.0	0 0.0	4 57.1	1 14.3	2 28.6	7 100.0
2000+	1 25.0	1 25.0	0 0.0	2 50.0	0 0.0	4 100.0

Chi Square = 29.867 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	4 3.8	19 18.3	47 45.2	28 26.9	6 5.8	104 100.0
6-10	6 7.3	10 12.2	41 50.0	20 24.4	5 6.1	82 100.0
11-15	0 0.0	7 20.0	16 45.7	9 25.7	3 8.6	35 100.0
15+	1 2.3	13 30.2	17 39.5	8 20.9	3 7.0	43 100.0

Chi Square = 10.281 with 12 df

Figure 19 (continued)

Item 19

The area "implementing systems analysis procedures for planning" was ranked nineteenth in perceived in-service need by responding sample members. This item had a median of 3.115 and a mean of 3.117. The greatest absolute frequency of response fell in the "some need" designation with a count of one hundred four and an adjusted frequency of 37.5 percent.

The independent variable age, as illustrated in Figure 20, had a chi square of 31.629 with sixteen degrees of freedom. This score was significant at the .05 level of confidence and suggested that the age of respondents affected the manner in which they perceived their in-service need on this item. The variables education, enrollment, and experience had no chi squares at the acceptable level of confidence.

Item 20

In the rank order of perceived in-service need "utilization of data processing procedures" was twentieth. This item had median and mean scores of 3.216 and 3.207 respectively. Of the five response categories, the designation "some need" had the greatest absolute frequency with ninety-seven responses which constituted 35.0 percent of the principals surveyed.

Figure 21 illustrates that a significant relationship between respondent age and perceived in-service need exists at the .01 level. Contingency tables representing the variables education, enrollment, and experience show no significant variation from a normal population

Age	Extreme Need	Great Need	Some Need	Little Need	Nc Need	Count Row %
20-29	1 6.3	4 25.0	6 37.5	4 25.0	1 6.3	16 100.0
30-39	6 6.1	16 16.3	35 35.7	32 32.7	9 9.2	98 100.0
40-49	6 5.9	23 22.8	42 41.6	18 17.8	12 11.9	101 100.0
50-59	1 2.6	9 23.7	17 44.7	10 26.3	1 2.6	38 100.0
60+	4 44.4	2 22.2	1 11.1	1 11.1	1 11.1	9 100.0

Chi Square = 31.629 with 16 df*

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	2 66.7	0 0.0	1 33.3	0 0.0	3 100.0
Masters	13 6.5	42 21.1	73 36.7	51 25.6	20 10.1	199 100.0
Prof. Cert.	3 5.8	7 13.5	26 50.0	14 26.9	2 3.8	52 100.0
Doctorate	2 10.0	4 20.0	5 25.0	5 25.0	4 20.0	20 100.0

Chi Square = 13.705 with 12 df

Figure 20

Competence Area: Implementing Systems Analysis Procedures for Planning

Median Score: 3.115
Rank: 19
*Significant at .05 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.7	16 30.2	18 34.0	14 26.4	2 3.8	53 100.0
201- 400	2 2.3	15 17.0	34 38.6	29 33.0	8 9.1	88 100.0
401- 600	3 6.1	5 10.2	23 46.9	10 20.4	8 16.3	49 100.0
601- 800	3 10.3	8 27.6	9 31.0	6 20.7	3 10.3	29 100.0
801-1000	3 13.6	3 13.6	10 45.5	5 22.7	1 4.5	22 100.0
1001-1500	2 9.1	5 22.7	9 40.9	4 18.2	2 9.1	22 100.0
1501-2000	2 28.6	1 14.3	0 0.0	3 42.9	1 14.3	7 100.0
2000+	0 0.0	2 50.0	1 25.0	0 0.0	1 25.0	4 100.0

Chi Square = 35.074 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	7 6.8	23 22.3	32 31.1	31 30.1	10 9.7	103 100.0
6-10	1 1.3	12 14.8	39 48.1	21 25.9	8 9.9	81 100.0
11-15	4 11.4	7 20.0	11 31.4	9 25.7	3 11.4	35 100.0
15+	3 7.0	11 25.6	16 37.2	9 20.9	4 9.3	43 100.0

Chi Square = 12.226 with 12 df

Figure 20 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 12.5	3 18.8	4 25.0	5 31.3	2 12.5	16 100.0
30-39	5 5.1	16 16.3	24 24.5	44 44.9	9 9.2	98 100.0
40-49	7 6.9	21 20.6	45 44.1	15 14.7	14 13.7	102 100.0
50-59	3 7.9	7 18.4	16 62.1	8 21.1	4 10.5	38 100.0
60+	2 22.2	2 22.2	4 44.4	0 0.0	1 11.1	9

Chi Square = 32.322 with 16 df **

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	0 0.0	2 66.7	0 0.0	3 100.0
Masters	15 7.5	35 17.5	71 35.5	54 27.0	25 12.5	200 100.0
Prof. Cert.	3 5.8	7 13.5	19 36.5	17 32.7	6 11.5	52 100.0
Doctorate	1 5.0	6 30.0	7 35.0	3 15.9	3 15.0	20 100.0

Chi Square = 8.067 with 12 df

Figure 21

Competence Area: Utilization of Data Processing Procedures

Median Score: 3.216
Rank: 20
**Significant at .01 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	5 9.3	10 18.5	12 22.2	19 35.2	8 14.8	54 100.0
201- 400	4 4.5	15 17.0	32 36.4	27 30.7	10 11.4	88 100.0
401- 600	1 2.0	6 12.2	19 35.8	15 30.6	8 16.3	49 100.0
601- 800	2 6.9	6 20.7	14 48.3	5 17.2	2 6.9	29 100.0
801-1000	1 4.5	4 18.2	9 40.9	7 31.8	1 4.5	22 100.0
1001-1500	4 18.2	5 22.7	8 36.4	2 9.1	3 13.6	22 100.0
1501-2000	2 28.6	2 28.6	1 14.3	1 14.3	1 14.3	7 100.0
2000+	0 0.0	1 25.0	2 50.0	0 0.0	1 25.0	4 100.0

Chi Square = 29.948 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	10 9.7	21 20.4	30 29.1	33 32.0	9 8.7	103 100.0
6-10	1 1.2	14 17.1	26 31.7	28 34.1	13 15.9	82 100.0
11-15	4 11.4	5 14.3	16 45.7	5 14.3	5 14.3	35 100.0
15+	2 4.7	8 18.6	19 44.2	9 20.9	4 11.6	43

Chi Square = 17.590 with 12 df

Figure 21 (continued)

as their corresponding chi squares do not exceed the required alpha level.

Item 21

Sample members ranked the competence area "development and implementation of reporting systems (student progress)" twenty-first in perceived in-service need. This item had a median of 3.226 and a mean of 3.217. The response category "some need" had the greatest absolute frequency with one hundred thirteen respondents or 40.8 percent of the principals surveyed.

The chi squares for the four contingency tables as illustrated in Figure 22 were all below the established alpha level indicating that there was no significant relationship between the variables and the response patterns.

Item 22

"Designing and implementing student accounting and attendance procedures" was ranked twenty-second in the in-service need hierarchy. Median and mean scores for this item were 3.228 and 3.253 respectively. The greatest absolute frequency of response fell in the "some need" category which had one hundred twelve respondents or 40.4 percent of of the sample members.

Figure 23 illustrates that no chi squares exceeded the acceptable alpha level, thus indicating that response patterns approximated a normal population.

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.3	1 6.3	9 56.3	5 31.3	0 0.0	16 100.0
30-39	3 3.0	13 13.1	43 43.4	30 30.3	10 10.1	99 100.0
40-49	5 4.9	20 19.6	37 36.3	34 33.3	6 5.9	102 100.0
50-59	1 2.6	6 15.8	19 50.0	9 23.7	3 7.9	38 100.0
60+	1 11.1	3 33.3	0 0.0	4 44.4	1 11.1	9 100.0

Chi Square = 15.777 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	3 100.0
Masters	6 3.0	30 14.9	87 43.3	63 31.3	15 7.5	201 100.0
Prof. Cert.	4 7.7	11 21.2	k7 32.7	19 36.5	1 1.9	52 100.0
Doctorate	1 5.0	4 20.0	7 35.0	4 20.0	4 20.0	20 100.0

Chi Square = 13.915 with 12 df

Figure 22

Competence Area: Development and Implementation of Reporting System (Student Progress)

Median Score: 3.226
Rank: 21

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.7	9 16.7	20 37.0	18 33.3	5 9.3	54 100.0
201- 400	3 3.4	11 12.4	40 44.9	29 32.6	6 6.7	89 100.0
401- 600	2 4.1	9 18.4	21 42.9	12 24.5	5 10.2	49 100.0
601- 800	1 3.4	4 13.8	11 37.9	10 34.5	3 10.3	29 100.0
801-1000	1 4.5	7 31.8	9 40.9	5 22.7	0 0.0	22 100.0
1001-1500	2 9.1	4 18.2	6 27.3	10 45.5	0 0.0	22 100.0
1501-2000	0 0.0	1 14.3	3 42.9	2 28.6	1 14.3	7 100.0
2000+	0 0.0	0 0.0	3 75.0	1 25.0	0 0.0	4 100.0

Chi Square = 18.042 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	5 4.8	16 15.2	44 41.9	35 33.3	5 4.8	105 100.0
6-10	3 3.7	9 11.1	38 46.9	25 30.9	6 7.4	81 100.0
11-15	2 5.7	7 20.0	11 31.4	12 34.3	3 8.6	35 100.0
15+	0 0.0	12 27.9	16 37.2	10 23.3	5 11.6	43 100.0

Chi Square = 12.256 with 12 df

Figure 22 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	0 0.0	4 25.0	6 37.5	4 25.0	2 12.5	16 100.0
30-39	4 4.0	14 14.0	38 38.0	36 36.0	8 8.0	100 100.0
40-49	7 6.9	18 17.6	42 41.2	22 21.6	13 12.7	102 100.0
50-59	2 5.3	6 15.8	k7 44.7	8 21.1	5 13.2	38 100.0
60+	0 0.0	1 11.1	3 33.3	3 33.3	2 22.2	9 100.0

Chi Square =

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	10 5.0	35 17.3	80 39.6	54 26.7	23 11.4	202 100.0
Prof. Cert.	3 5.8	6 11.5	20 38.5	17 32.7	6 11.5	52 100.0
Doctorate	0 0.0	2 10.0	11 55.0	4 20.0	3 15.0	20 100.0

Chi Square = 5.859 with 12 df

Figure 23

Competence Area: Designing and Implementing Student Accounting and Attendance Procedures

Median Score: 3.228
Rank: 22

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.5	7 12.7	22 40.0	19 34.5	4 7.3	55 100.0
201- 400	3 3.4	15 16.9	35 39.3	23 25.8	13 14.6	87 100.0
401- 600	4 8.2	8 16.3	15 30.6	14 28.6	8 16.3	49 100.0
601- 800	1 3.4	4 13.8	16 55.2	5 17.2	3 10.3	29 100.0
801-1000	0 0.0	3 13.6	10 45.5	8 36.4	1 4.5	22 100.0
1001-1500	1 4.5	5 22.7	10 45.5	5 36.4	1 4.5	22 100.0
1501-2000	1 14.3	1 14.3	3 42.9	1 14.3	1 14.3	7 100.0
2000+	0 0.0	1 25.0	1 25.0	1 25.0	1 25.0	4 100.0

Chi Square = 17.644 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	6 5.7	18 17.1	43 41.0	29 27.6	9 8.6	105 100.0
6-10	3 3.7	9 11.0	33 40.2	27 32.9	10 12.2	82 100.0
11-15	1 2.9	6 17.1	15 42.9	7 20.0	6 17.1	35 100.0
15+	3 7.0	10 23.3	14 32.6	11 25.6	5 11.6	43 100.0

Chi Square = 7.957 with 12 df

Figure 23 (continued)

Item 23

The twenty-third item in the rank order of perceived in-service need was "supervision and evaluation of non-instructional staff." This area had a median of 3.252 and a mean of 3.266. The response category "some need" had the greatest absolute frequency with one hundred thirteen respondents or 40.8 percent of the principals surveyed.

The chi squares for the independent variables represented in Figure 24 show no significance at the established confidence level.

Item 24

Sample members ranked the competence area "administration of student activities program" twenty-fourth in perceived in-service need. This item had a median of 3.282 and a mean of 3.267. The response category "some need" had the greatest absolute frequency with ninety-four respondents or 33.9 percent of the principals surveyed.

The chi squares for the four contingency tables as illustrated in Figure 25 were all below the established alpha level indicating that there was no significant relationship between the variables and the response pattern.

Item 25

The area "administration of guidance and counseling services" was ranked twenty-fifth in perceived in-service need by responding sample members. This item had a median of 3.289 and a mean of 3.275. The greatest absolute frequency of response fell in the "some need"

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.7	3 20.6	4 26.7	5 33.3	2 13.3	15 100.0
30-39	4 4.0	17 17.0	43 43.0	28 28.8	8 8.0	100 100.0
40-49	4 4.0	10 9.9	42 41.6	35 34.7	10 9.9	101 100.0
50-59	2 5.4	7 18.9	14 37.8	9 24.3	5 13.5	37 100.0
60+	0 0.0	1 11.1	5 55.5	2 22.2	1 11.1	9 100.0

Chi Square = 7.464 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	8 4.0	30 15.1	84 42.2	56 28.1	21 10.6	199 100.0
Prof. Cert.	2 3.8	5 9.6	21 40.4	20 38.5	4 7.7	52 100.0
Doctorate	1 5.0	5 25.0	7 35.0	5 25.0	2 10.0	20 100.0

Chi Square = 5.772 with 12 df

Figure 24

Competence Area: Supervision and Evaluation of of Non-instructional Staff

Median Score: 3.252
Rank 23

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.6	9 16.4	21 38.2	17 30.9	6 10.6	55 100.0
201- 400	4 6.5	13 14.6	33 37.1	29 32.6	10 11.2	89 100.0
401- 600	3 6.3	10 20.8	22 45.8	7 14.6	6 12.5	48 100.0
601- 800	1 3.4	2 6.9	10 34.5	14 48.3	2 6.9	29 100.0
801-1000	1 4.8	2 9.5	11 52.4	7 33.3	0 0.0	21 100.0
1001-1500	0 0.0	2 9.5	12 57.1	5 23.8	2 9.5	21 100.0
1501-2000	0 0.0	2 28.6	1 14.3	3 42.9	1 14.3	7 100.0
2000+	0 0.0	1 25.0	3 75.0	0 0.0	0 0.0	4 100.0

Chi Square = 24.377 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	4 3.8	16 15.4	47 45.2	29 27.9	8 7.7	104 100.0
6-10	4 4.9	15 18.5	29 35.8	27 33.3	6 7.4	81 100.0
11-15	1 2.9	3 8.9	15 44.1	9 26.5	6 17.6	34 100.0
15+	2 4.7	5 11.6	18 41.9	11 25.6	7 16.3	43 100.0

Chi Square = 8.630 with 12 df

Figure 24 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 12.5	4 25.0	2 12.5	5 31.3	3 18.8	16 100.0
30-39	4 4.0	20 20.0	28 28.0	36 36.0	12 12.0	100 100.0
40-49	4 3.9	20 19.6	38 37.3	29 28.4	11 10.8	102 100.0
50-59	2 5.3	4 10.5	17 44.7	10 26.3	5 13.2	38 100.0
60+	0 0.0	3 33.3	3 33.3	1 11.1	2 22.1	9 100.0

Chi Square = 14.409 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	9 4.5	41 20.3	63 31.2	63 31.2	26 12.9	202 100.0
Prof. Cert.	3 5.8	5 9.6	24 46.2	16 30.8	4 7.7	52 100.0
Doctorate	0 0.0	6 30.0	6 30.0	5 25.0	3 15.0	20 100.0

Chi Square = 9.920 with 12 df

Figure 25

Competence Area: Administration of Student Activities Program

Median Score: 3.282
Rank: 24

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	4 7.3	14 25.5	14 25.5	16 29.1	7 12.7	55 100.0
201- 400	2 2.2	17 19.1	33 37.1	23 25.8	14 15.7	89 100.0
401- 600	4 8.2	5 10.2	17 34.7	18 37.7	5 10.2	49 100.0
601- 800	0 0.0	4 13.8	11 37.9	12 41.4	2 6.9	29 100.0
801-1000	0 0.0	5 22.7	9 40.9	8 36.4	0 0.0	22 100.0
1001-1500	2 9.1	5 22.7	5 22.7	7 31.8	3 13.6	22 100.0
1501-2000	0 0.0	3 42.9	3 42.9	0 0.0	1 14.3	7 100.0
2000+	0 0.0	0 0.0	2 50.0	1 25.0	1 25.0	4 100.0

Chi Square = 27.355 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	6 5.7	24 22.9	29 27.6	35 33.3	11 10.5	105 100.0
6-10	4 4.9	9 11.0	34 41.5	26 31.7	9 11.0	82 100.0
11-15	1 2.9	9 25.7	11 31.4	7 20.0	7 20.0	35 100.0
15+	1 2.3	7 16.3	15 34.9	16 37.2	4 9.3	43 100.0

Chi Square = 12.867 with 12 df

Figure 25 (continued)

designation with a count of ninety-five and an adjusted frequency of 34.3 percent.

Figure 26 shows that none of the independent variables displayed had chi squares at the acceptable level of confidence.

Item 26

In the rank order of perceived in-service need "staff assignment and utilization" was twenty-sixth. This item had median and mean scores of 3.310 and 3.250 respectively. Of the five response categories, the designation "little need" had the greatest absolute frequency with ninety-one responses which constituted 32.9 percent of the principals surveyed.

Figure 27 illustrates that a significant relationship between the enrollment of respondents' schools and perceived in-service need exists at the .01 level. Contingency tables representing the variables age, education, and experience show no significant variation from a normal population as their corresponding chi squares did not exceed the required alpha level.

Item 27

"Participation in the planning of education facilities" was ranked twenty-seventh in the in-service need hierarchy. Median and mean scores for this item were 3.370 and 3.368 respectively. The greatest absolute frequency of response fell in the "some need" category which had ninety-six respondents or 34.7 percent of the sample members.

Figure 28 illustrates that no chi squares exceeded the acceptable

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 12.5	3 18.8	4 25.0	3 18.8	4 25.0	16 100.0
30-39	2 2.0	21 21.0	29 29.0	35 35.0	13 12.0	100 100.0
40-49	6 5.9	21 20.6	40 39.2	25 24.5	10 9.8	102 100.0
50-59	2 5.4	4 10.8	15 40.5	11 29.7	5 13.5	37 100.0
60+	0 0.0	1 11.1	3 33.3	3 33.3	2 22.2	9 100.0

Chi Square = 14.600 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	1 33.3	0 0.0	2 66.7	0 0.0	0 0.0	3 100.0
Masters	7 3.5	35 17.4	73 36.3	64 31.8	22 10.9	201 100.0
Prof. Cert.	3 5.8	9 17.3	15 28.8	19 36.5	6 11.5	52 100.0
Doctorate	2 10.0	6 30.0	5 25.0	1 5.0	6 30.0	20 100.0

Chi Square = 23.161 with 12 df

Figure 26

Competence Area: Administration of Guidance and Counseling Services

Median Score: 3.289
Rank: 25

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	5 9.1	10 18.2	20 36.4	12 21.8	8 14.5	55 100.0
201- 400	2 2.2	16 18.0	30 33.7	29 32.6	12 13.5	89 100.0
401- 600	2 4.1	10 20.4	14 28.6	16 32.7	7 13.5	49 100.0
601- 800	1 3.4	3 10.3	12 41.4	10 34.5	3 10.3	29 100.0
801-1000	1 4.5	2 9.1	9 40.9	8 36.4	2 9.1	22 100.0
1001-1500	2 9.5	5 23.8	6 29.6	7 33.3	1 4.8	21 100.0
1501-2000	0 0.0	3 42.9	3 42.9	0 0.0	1 14.3	7 100.0
2000+	0 0.0	1 25.0	1 25.0	2 50.0	0 0.0	4

Chi Square = 18.614 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	6 5.7	22 21.0	33 31.4	29 27.6	15 14.3	105 100.0
6-10	4 4.9	16 19.5	28 34.1	26 31.7	8 9.8	82 100.0
11-15	0 0.0	6 17.1	13 37.1	11 31.4	5 14.3	35 100.0
15+	3 7.1	3 7.1	16 38.1	16 38.1	4 9.5	42 100.0

Chi Square = 8.432 with 12 df

Figure 26 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.3	6 37.5	3 18.8	4 25.0	2 12.5	16 100.0
30-39	2 2.0	20 20.0	30 30.0	36 36.0	12 12.0	100 100.0
40-49	8 7.9	17 16.8	32 31.7	32 31.7	12 11.9	101 100.0
50-59	3 7.9	8 21.1	12 31.6	11 28.9	4 10.5	38 100.0
60+	0 0.0	2 22.2	1 11.1	5 55.5	1 11.1	9 100.0

Chi Square = 11.466 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	2 66.7	0 0.0	1 33.3	0 0.0	3 100.0
Masters	8 4.0	41 20.4	66 32.8	62 30.8	24 11.9	201 100.0
Prof. Cert.	2 3.8	11 21.2	14 26.9	21 40.4	4 7.7	52 100.0
Doctorate	4 20.0	2 10.0	4 20.0	7 35.0	3 15.0	20 100.0

Chi Square = 18.456 with 12 df

Figure 27

Competence Area: Staff Assignment and Utilization

Median Score: 3.310
Rank: 26

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	3 5.6	18 33.3	9 16.7	17 31.5	7 13.0	54 100.0
201- 400	2 2.2	17 19.1	36 40.4	21 23.6	13 14.6	89 100.0
401- 600	1 2.0	9 18.4	18 36.7	17 34.7	4 8.2	49 100.0
601- 800	0 0.0	4 13.8	8 27.6	14 48.3	3 10.3	29 100.0
801-1000	1 4.5	1 4.5	5 22.7	14 63.6	1 4.5	22 100.0
1001-1500	5 22.7	5 22.7	2 9.1	8 36.4	2 9.1	22 100.0
1501-2000	2 28.6	1 14.3	3 42.9	0 0.0	1 14.3	7 100.0
2000+	0 0.0	1 25.0	3 75.0	0 0.0	0 0.0	4 100.0

Chi Square = 64.483 with 28 df**

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	3 2.9	30 28.6	28 26.7	30 28.6	14 13.3	105 100.0
6-10	5 6.2	14 17.3	28 34.6	28 32.1	8 9.9	81 100.0
11-15	3 8.6	5 14.3	13 37.1	9 25.7	5 14.3	35 100.0
15+	2 4.7	4 9.3	13 30.2	20 46.5	4 9.3	43 100.0

Chi Square = 15.178 with 12 df

Figure 27 (continued)

**Significant at .01 level of confidence

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	0 0.0	3 18.8	8 50.0	4 25.0	1 6.3	16 100.0
30-39	5 5.0	13 13.0	33 33.0	36 36.0	13 13.0	100 100.0
40-49	5 4.9	19 18.6	34 33.3	28 27.5	16 15.7	102 100.0
50-59	1 2.6	7 18.4	14 36.8	8 21.1	8 21.1	38 100.0
60+	0 0.0	2 22.2	0 0.0	5 55.5	2 22.2	9 100.0

Chi Square = 14.080 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	5 2.5	35 17.3	75 37.1	59 29.2	28 13.9	202 100.0
Prof. Cert.	5 9.6	3 5.8	18 34.6	18 34.6	8 15.4	52 100.0
Doctorate	1 5.0	5 25.0	2 10.0	6 30.0	6 30.0	20 100.0

Chi Square = 18.578 with 12 df

Figure 28

Competence Area: Participation in the Planning of Educational Facilities

Median Score: 3.370
Rank: 27

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.6	7 12.7	20 36.4	17 30.9	9 16.4	55 100.0
201- 400	3 3.4	16 18.0	34 38.2	23 25.8	13 14.6	89 100.0
401- 600	3 6.1	5 10.2	17 34.7	15 30.6	9 18.4	49 100.0
601- 800	0 0.0	3 10.3	11 37.9	12 41.4	3 10.3	29 100.0
801-1000	0 0.0	3 13.6	9 40.9	6 27.3	4 18.2	22 100.0
1001-1500	1 4.5	6 27.3	3 13.6	10 45.5	2 9.1	22 100.0
1501-2000	1 14.3	3 42.9	1 14.3	1 14.3	1 14.3	7 100.0
2000+	1 25.0	1 25.0	1 25.0	0 0.0	1 25.0	4 100.0

Chi Square = 27.999 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	5 4.8	20 19.0	40 38.1	30 28.6	10 9.5	105 100.0
6-10	3 3.7	10 12.2	27 32.9	29 35.4	13 15.9	82 100.0
11-15	1 2.9	4 11.4	17 48.6	6 17.1	7 20.0	35 100.0
15+	2 4.7	7 10.3	9 20.9	16 37.2	9 20.9	43 100.0

Chi Square = 14.009 with 12 df

Figure 28 (continued)

alpha level, thus indicating that response patterns approximated a normal population.

Item 28

The twenty-eighth item in the rank order of perceived in-service need was "conducting educational surveys." This area had a median of 3.417 and a mean of 3.440. The response category "some need" had the greatest absolute frequency with one hundred fourteen respondents or 41.2 percent of the principals surveyed.

The chi squares for the independent variables represented in Figure 29 show no significance at the established confidence level.

Item 29

Sample members ranked the competence area "interviewing and selecting non-instructional staff" twenty-ninth in perceived in-service need. This item had a median of 3.548 and a mean of 3.535. The response category "some need" had the greatest absolute frequency with ninety-six respondents or 34.7 percent of the principals surveyed.

The chi squares for the four contingency tables as illustrated in Figure 30 were all below the established alpha level indicating that there was no significant relationship between the variables and the response patterns.

Item 30

The area "designing and implementing inventory procedures for supplies and equipment" was ranked thirtieth in perceived in-service

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 12.5	1 6.3	4 25.0	8 50.0	1 6.3	16 100.0
30-39	3 3.0	8 8.0	40 40.0	33 33.0	16 16.0	100 100.0
40-49	3 2.9	7 6.9	46 45.1	34 33.3	12 11.8	102 100.0
50-59	0 0.0	7 18.4	15 39.5	12 31.6	4 10.5	38 100.0
60+	0 0.0	2 22.2	4 44.4	2 22.2	1 11.1	9 100.0

Chi Square = 16.866 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	3 100.0
Masters	7 3.5	19 9.4	87 43.1	65 32.2	24 11.9	202 100.0
Prof. Cert.	1 1.9	5 9.6	21 40.4	19 36.5	6 11.5	52 20
Doctorate	0 0.0	2 10.0	4 20.0	9 45.0	5 25.0	20 100.0

Chi Square = 8.143 with 12 df

Figure 29

Competence Area: Conducting Educational Surveys

Median Score: 3.417
Rank: 28

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.6	6 10.9	21 38.2	18 32.7	8 14.5	55 100.0
201- 400	3 3.4	7 7.9	42 47.2	29 32.6	8 9.0	89 100.0
401- 600	0 0.0	3 6.1	18 38.8	17 39.7	10 20.4	49 100.0
601- 800	1 3.4	2 6.9	12 41.4	11 32.9	3 10.3	29 100.0
801-1000	2 9.1	3 13.6	9 40.9	6 27.3	2 9.1	22 100.0
1001-1500	0 0.0	2 9.1	8 36.4	10 45.5	2 9.1	22 100.0
1501-2000	0 0.0	3 42.9	1 14.3	1 14.3	2 28.6	7 100.0
2000+	0 0.0	0 0.0	2 50.0	2 50.0	0 0.0	4 100.0

Chi Square = 26.541 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	5 4.8	10 9.5	38 36.2	42 40.0	10 9.5	105 100.0
6-10	1 1.2	7 8.5	37 45.1	23 28.0	14 17.1	82 100.0
11-15	1 2.9	3 8.6	14 40.0	11 31.4	6 17.1	35 100.0
15+	1 2.3	3 7.0	19 44.2	15 34.9	5 11.6	43 100.0

Chi Square = 7.802 with 12 df

Figure 29 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	0 0.0	3 20.0	7 46.7	4 26.7	1 6.7	15 100.0
30-39	3 3.0	9 9.9	40 40.0	33 33.0	12 12.0	100 100.0
40-49	3 3.0	13 12.9	28 27.7	39 38.6	18 17.8	101 100.0
50-59	0 0.0	4 10.5	12 34.2	11 28.9	10 26.3	38 100.0
60+	0 0.0	2 22.2	2 22.2	3 33.3	2 22.2	9 100.0

Chi Square = 11.978 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	1 33.3	1 33.3	0 0.0	3 100.0
Masters	3 1.5	20 10.0	71 35.5	73 36.5	33 16.5	200 100.0
Prof. Cert.	2 3.8	8 15.4	16 30.8	15 28.8	11 21.2	52 100.0
Doctorate	1 5.0	2 10.0	8 40.0	5 25.0	4 20.0	20 100.0

Chi square = 7.048 with 12 df

Figure 30

Competence Area: Interviewing and Selecting Non-instructional Staff

Median Score: 3.548
Rank: 29

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	1 1.8	7 12.7	18 32.7	18 32.7	11 20.0	55 100.0
201- 400	1 1.1	6 6.7	38 42.7	26 29.2	18 20.2	89 100.0
401- 600	2 4.2	7 14.6	14 29.2	17 35.4	8 16.7	48 100.0
601- 800	0 0.0	1 3.4	9 31.0	15 51.7	4 13.8	29 100.0
801-1000	1 4.5	5 22.7	9 40.9	5 22.7	2 9.1	22 100.0
1001-1500	1 4.8	4 19.0	4 19.0	9 42.9	3 14.3	21 100.0
1501-2000	0 0.0	1 14.3	3 42.9	2 28.6	1 14.3	7 100.0
2000+	0 0.0	0 0.0	1 25.0	2 50.0	1 25.0	4 100.0

Chi Square = 22.553 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	3 2.9	10 9.6	41 39.4	36 34.6	14 13.5	104 100.0
6-10	2 2.4	9 11.0	35 42.7	24 29.3	12 14.6	82 100.0
11-15	0 0.0	6 17.6	11 32.4	10 29.3	7 20.6	34 100.0
15+	1 2.3	4 9.3	8 18.6	17 39.5	13 20.2	43 100.0

Chi Square = 14.323 with 12 df

Figure 30 (continued)

need by responding sample members. This item had a median of 3.585 and a mean of 3.523. The greatest absolute frequency of response was in the "little need" designation with a count of one hundred and an adjusted frequency of 36.1 percent.

As is illustrated in Figure 31 no chi squares met or exceeded the acceptable level of confidence.

Item 31

In the rank order of perceived in-service need, "planning space utilization" was thirty-first. This item had median and mean scores of 3.623 and 3.469 respectively. Of the five response categories, the designation "little need" had the greatest absolute frequncy with one hundred ten responses which constituted 39.7 percent of the principals surveyed.

Figure 32 illustrates that a significant relationship between respondent age, and perceived in-service need exists at the .05 level. Contingency tables representing the variables education, enrollment, and experience show no significant variation from a normal population as their corresponding chi squares do not exceed the required alpha level.

Item 32

"Administration of student health program" was ranked thirty-second in the in-service need hierarchy. Median and mean scores for this item were 3.705 and 3.655 respectively. The greatest absolute frequency of response fell in the "little need" category which had one

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	1 6.3	2 12.5	2 12.5	8 50.0	3 18.8	16 100.0
30-39	3 3.0	11 11.0	30 30.0	28 28.0	18 18.0	100 100.0
40-49	3 2.9	12 11.8	33 32.4	33 32.4	21 20.6	102 100.0
50-59	1 2.6	5 13.2	15 39.5	14 36.8	3 7.9	38 100.0
60+	0 0.0	1 11.1	3 33.3	4 44.4	1 11.1	9 100.0

Chi Square = 7.997 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	0 0.0	1 33.3	1 33.3	3 100.0
Masters	6 3.0	24 11.9	65 32.2	71 35.1	36 17.8	202 100.0
Prof. Cert.	2 3.8	4 7.7	19 36.5	21 40.4	6 11.5	52 100.0
Doctorate	0 0.0	4 20.0	5 25.0	7 35.0	4 20.0	20 100.0

Chi Square = 7.360 with 12 df

Figure 31

Competence Area: Designing and Implementing Inventory Procedures for Supplies and Equipment

Median Score: 3.585
Rank: 30

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.6	7 12.7	16 29.1	20 36.4	10 18.2	55 100.0
201- 400	3 3.4	9 10.1	31 34.8	32 36.0	14 15.7	89 100.0
401- 600	2 4.1	6 12.2	12 24.5	18 36.7	11 22.4	49 100.0
601- 800	0 0.0	2 6.9	13 44.8	7 24.1	7 24.1	29 100.0
801-1000	0 0.0	2 9.1	8 36.4	10 45.5	2 9.1	22 100.0
1001-1500	0 0.0	4 18.2	7 31.8	10 45.5	1 4.5	22 100.0
1501-2000	1 14.3	2 28.6	1 14.3	2 28.6	1 14.3	7 100.0
2000+	0 0.0	1 25.0	1 25.0	1 25.0	1 25.0	4 100.0

Chi Square = 20.677 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	4 3.8	12 11.4	33 31.4	37 35.2	19 18.1	105 100.0
6-10	1 1.2	10 12.3	26 31.7	29 35.4	16 19.5	82 100.0
11-15	0 0.0	6 17.1	12 34.3	14 40.0	3 8.6	35 100.0
15+	2 4.7	3 7.0	15 34.9	17 39.5	6 14.0	43 100.0

Chi Square = 7.044 with 12 df

Figure 31 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	4 25.0	1 6.3	5 31.3	5 31.3	1 6.3	16 100.0
30-39	4 4.0	12 12.0	20 20.0	47 47.0	17 17.0	100.0 100.0
40-49	6 5.9	14 13.7	35 34.3	36 35.3	11 10.8	102 100.0
50-59	1 2.6	3 7.9	14 36.8	12 31.6	8 21.1	38 100.0
60+	1 11.1	1 11.1	0 0.0	4 44.4	3 33.3	9 100.0

Chi Square = 28.009 with 16 df*

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	1 33.3	1 33.3	0 0.0	1 33.3	0 0.0	3 100.0
Masters	9 4.5	23 11.4	59 29.2	80 39.6	31 15.3	202 100.0
Prof. Cert.	6 11.5	4 7.7	13 25.0	23 44.2	6 11.5	52 100.0
Doctorate	0 0.0	4 20.0	5 25.0	6 30.0	5 25.0	20 100.0

Chi Square = 15.982 with 12 df

Figure 32

Competence Area: Planning Space Utilization

Median Score: 3.623
Rank: 31
*Significant at .05 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	6 10.9	4 7.3	14 25.5	19 34.5	12 21.8	55 100.0
201- 400	5 5.6	12 13.5	25 28.1	33 37.1	14 15.7	89 100.0
401- 600	2 4.1	4 8.2	12 24.5	24 49.0	7 14.3	49 100.0
601- 800	0 0.0	3 10.3	9 31.0	13 44.8	4 13.8	29 100.0
801-1000	0 0.0	2 9.1	8 36.4	10 45.5	2 9.1	22 100.0
1001-1500	2 9.1	5 22.7	5 22.7	8 36.4	2 9.1	22 100.0
1501-2000	1 14.3	1 14.3	3 42.9	1 14.3	1 14.3	7 100.0
2000+	0 0.0	1 25.0	1 25.0	2 50.0	0 0.0	4 100.0

Chi Square = 20.490 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	10 9.5	17 16.2	22 21.0	43 41.0	13 12.4	105 100.0
6-10	2 2.4	7 8.5	25 30.5	36 43.9	12 14.6	82 100.0
11-15	1 2.9	3 8.6	15 42.9	9 25.7	7 20.0	35 100.0
15+	2 4.7	3 7.0	13 30.2	17 39.5	8 18.6	43 100.0

Chi Square = 16.933 with 12 df

Figure 32 (continued)

hundred five respondents or 37.9 percent of the sample members.

Figure 33 illustrates that no chi squares exceeded the acceptable alpha level, thus indicating that response patterns approximated a normal population.

Item 33

The thirty-third item in the rank order of perceived in-service need was "administration of student teacher program." This area had a median of 3.737 and a mean of 3.266. The response category "little need" had the greatest absolute frequency with ninety-nine respondents or 35.7 percent of the principals surveyed.

Chi squares for the independent variables education and experience were significant at the .05 level, indicating a relationship between these grouping and the response pattern. Figure 34 illustrates that for the variables age, and enrollment no significant chi squares were recorded.

Item 34

Sample members ranked the competence area "administration of food service program" thirty-fourth in perceived in-service need. This item had a median of 3.962 and a mean of 3.848. The response category "little need" had the greatest absolute frequency with ninety-three responses or 33.6 percent of the principals surveyed.

The chi squares for the four contingency tables as illustrated in Figure 35 were all below the established alpha level indicating there there was no significant relationship between the variables and

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	0 0.0	2 12.5	5 31.3	7 43.8	2 12.5	16 100.0
30-39	0 0.0	10 10.0	27 27.0	44 44.0	19 19.0	100 100.0
40-49	4 4.0	5 5.0	39 38.6	35 34.7	18 17.8	101 100.0
50-59	2 5.4	2 5.4	15 40.5	10 27.0	8 21.6	37 100.0
60+	1 11.1	0 0.0	0 0.0	5 55.5	3 33.3	9 100.0

Chi Square = 20.192 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	1 33.3	2 66.7	0 0.0	3 100.0
Masters	5 2.5	14 7.0	74 37.0	65 32.5	42 21.0	200 100.0
Prof. Cert.	1 1.9	4 7.7	13 25.0	26 50.0	8 15.0	52 100.0
Doctorate	1 5.0	1 5.0	2 10.0	12 60.0	4 20.0	20 100.0

Chi Square = 14.195 with 12 df

Figure 33

Competence Area: Administration of Student Health Program

Median Score: 3.705
Rank: 32

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	1 1.9	3 5.6	17 31.5	23 42.6	10 18.5	54 100.0
201- 400	1 1.1	17 7.9	33 37.1	30 33.7	18 20.2	48 100.0
401- 600	2 4.2	3 6.3	16 33.3	16 33.3	11 22.9	48 100.0
601- 800	0 0.0	3 10.3	7 24.1	13 44.8	6 20.7	29 100.0
801-1000	0 0.0	1 4.5	6 27.3	12 54.5	3 13.6	22 100.0
1001-1500	2 9.1	2 9.1	8 36.4	6 27.3	4 18.2	22 100.0
1501-2000	1 14.3	0 0.0	1 14.3	4 57.1	1 14.3	9 100.0
2000+	0 0.0	0 0.0	2 50.0	1 25.0	1 25.0	4 100.0

Chi Square = 20.139 with 28df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	0 0.0	13 12.4	33 31.4	39 36.2	21 20.0	105 100.0
6-10	2 2.5	4 5.0	30 37.5	31 38.8	13 16.3	80 100.0
11-15	1 2.9	1 2.9	7 20.0	16 45.7	10 28.6	35 100.0
15+	2 4.7	1 2.3	16 37.2	15 34.9	9 20.9	43 100.0

Chi Square = 16.009 with 12 df

Figure 33 (continued)

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	0 0.0	4 25.0	5 31.3	4 25.0	3 18.8	16 100.0
30-39	0 0.0	9 9.1	27 27.3	41 41.4	22 22.2	99 100.0
40-49	4 3.9	6 5.9	39 38.2	30 29.4	23 22.3	102 100.0
50-59	0 0.0	4 10.8	11 29.7	13 35.1	9 24.6	37 100.0
60+	0 0.0	1 11.1	0 0.0	5 55.5	3 33.3	9 100.0

Chi Square = 21.185 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	1 33.3	0 0.0	2 66.7	0 0.0	3 100.0
Masters	2 1.0	19 9.5	68 34.0	64 32.0	47 23.5	200 100.0
Prof. Cert.	2 3.8	1 1.9	11 21.2	30 57.7	8 15.4	52 100.0
Doctorate	0 0.0	3 15.0	7 35.0	3 15.0	7 35.0	20 100.0

Chi Square = 25.982 with 12 df*

Figure 34

Competence Area: Administration of Student Teacher Program

Median Score: 3.737
Rank 33
*Significant at .05 level of confidence

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	0 0.0	7 13.0	10 18.5	22 40.7	15 27.8	54 100.0
201- 400	1 1.1	5 5.7	24 27.3	34 38.6	24 27.3	88 100.0
401- 600	2 4.1	2 4.1	17 34.7	20 40.8	8 16.3	49 100.0
601- 800	0 0.0	2 6.9	15 51.7	6 20.7	6 20.7	29 100.0
801-1000	0 0.0	4 18.2	7 31.8	8 36.4	3 13.6	22 100.0
1001-1500	1 4.5	3 13.6	8 36.4	6 27.3	4 18.2	22 100.0
1501-2000	0 0.0	1 14.3	2 28.6	3 42.9	1 14.3	7 100.0
2000+	0 0.0	0 0.0	3 75.0	0 0.0	1 25.0	4 100.0

Chi Square = 30.616 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	0 0.0	15 14.4	35 33.7	33 21.7	21 20.2	104 100.0
6-10	3 3.7	2 2.5	26 32.1	33 40.7	17 21.0	81 100.0
11-15	0 0.0	1 2.9	6 17.1	15 42.9	13 37.1	35 100.0
15+	1 2.3	5 11.6	15 34.9	12 27.9	10 23.3	43 100.0

Chi Square = 22.532 with 12 df*

Figure 34 (continued)

*Significant at .05 level of confidence

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	2 12.5	1 6.3	4 25.0	3 18.8	6 37.5	16 100.0
30-39	4 4.0	7 7.0	19 19.0	37 37.0	33 33.0	100 100.0
40-49	3 2.9	5 4.9	24 23.5	38 37.3	32 31.4	102 100.0
50-59	0 0.0	2 5.4	13 35.1	11 29.7	11 29.7	37 100.0
60+	0 0.0	1 11.1	3 33.3	2 22.2	3 33.3	9 100.0

Chi Square = 12.155 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	1 33.3	2 66.7	0 0.0	3 100.0
Masters	7 3.5	17 8.5	54 26.9	59 29.4	64 36.8	201 100.0
Prof. Cert.	1 1.9	0 0.0	12 23.1	24 36.2	15 28.8	52 100.0
Doctorate	1 5.0	0 0.0	2 10.0	8 40.0	9 45.0	20 100.0

Chi Square = 16.092 with 12 df

Figure 35

Competence Area: Administration of Food Service Program

Median Score: 3.962
Rank 34

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	2 3.7	6 11.1	16 29.6	17 31.5	13 24.1	54 100.0
201- 400	2 2.2	4 4.5	25 28.1	26 29.2	32 36.0	89 100.0
401- 600	3 6.1	1 2.0	10 20.4	19 38.8	16 32.7	49 100.0
601- 800	1 3.4	3 10.3	5 17.2	13 44.8	7 24.1	29 100.0
801-1000	0 0.0	1 4.5	6 27.3	8 36.4	7 31.8	22 100.0
1001-1500	0 0.0	2 9.1	5 22.7	6 27.3	9 40.9	22 100.0
1501-2000	1 14.3	0 0.0	1 14.3	2 28.6	3 42.9	7 100.0
2000+	0 0.0	0 0.0	1 25.0	2 50.0	1 25.0	4 100.0

Chi Square = 19.522 with 28 df

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	5 4.8	9 8.6	23 21.9	35 33.3	33 31.4	105 100.0
6-10	1 1.2	4 4.9	20 24.7	31 38.3	25 30.9	81 100.0
11-15	1 2.9	1 2.9	10 28.6	8 22.9	15 42.9	35 100.0
15+	1 2.3	2 4.7	12 27.9	15 34.9	13 30.2	43 100.0

Chi Square = 7.762 with 12 df

Figure 35 (continued)

the response patterns.

Item 35

The area "administration of transportation program" was ranked thirty-fifth in perceived in-service need by responding sample members. This item had a median of 3.989 and a mean of 3.877. The greatest absolute frequency of response fell in the "little need" designation with a count of ninety-four and an adjusted frequency of 33.9 percent.

The independent variables as illustrated in Figure 36 had no chi square at the acceptable level of confidence.

Age	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
20-29	0 0.0	4 25.0	4 25.0	5 31.3	3 18.8	16 100.0
30-39	3 3.0	9 9.0	18 18.0	38 38.0	32 32.0	100 100.0
40-49	3 2.9	4 3.9	26 25.5	35 34.3	34 33.3	102 100.0
50-59	0 0.0	3 8.1	11 29.7	10 27.0	13 35.1	37 100.0
60+	0 0.0	0 0.0	3 33.3	2 22.2	4 44.4	9 100.0

Chi Square = 16.304 with 16 df

Education	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
Bachelors	0 0.0	0 0.0	1 33.3	2 66.7	0 0.0	3 100.0
Masters	5 2.5	18 9.0	51 25.4	63 31.3	64 31.8	201 100.0
Prof. Cert.	0 0.0	2 3.8	12 23.1	22 42.3	16 20.8	52 100.0
Doctorate	1 5.0	0 0.0	2 10.0	7 35.0	10 50.0	20 100.0

Chi Square = 12.591 with 12 df

Figure 36

Competence Area: Administration of Transportation Program

Median Score: 3.989
Rank: 35

Enrollment	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
50- 200	1 1.9	6 11.1	19 35.2	17 31.5	11 20.4	54 100.0
201- 400	1 1.1	6 6.7	24 27.0	28 21.5	30 33.7	89 100.0
401- 600	2 4.1	3 6.1	7 14.3	19 28.8	18 36.7	49 100.0
601- 800	1 3.4	1 3.4	5 17.2	12 41.4	10 34.5	29 100.0
801-1000	0 0.0	2 9.1	4 18.2	9 40.9	7 31.8	22 100.0
1001-1500	0 0.0	2 9.1	5 22.7	6 27.3	9 40.9	22 100.0
1501-2000	1 14.3	0 0.0	1 14.3	2 28.6	3 42.9	7 100.0
2000+	0 0.0	0 0.0	1 25.0	1 25.0	2 50.0	4

Chi Square =

Experience	Extreme Need	Great Need	Some Need	Little Need	No Need	Count Row %
1- 5	2 1.9	14 13.3	26 24.8	32 30.5	31 29.5	105 100.0
6-10	1 1.2	4 4.9	18 22.2	35 43.2	23 28.4	81 100.0
11-15	1 2.9	1 2.9	8 22.9	8 22.9	17 48.6	35 100.0
15+	1 2.3	1 2.3	9 20.9	16 37.2	16 27.2	43 100.0

Chi Square = 16.028 with 12 df

Figure 36 (continued)

Delivery Systems

Table III presents the rank order of preferred delivery systems. The rank order was determined by comparing median scores of sample members who were asked to indicate their preference for twelve suggested delivery systems by numbering them one through twelve in priority order.

In the pages that follow, each delivery system is exhibited in a figure with the responses of the various groups illustrated on contingency tables. Four variables, age, education, enrollment and experience are represented on each of the printed figures thirty-six through forty-seven. Each cell in the contingency tables contains two numbers. The top number represents count or response frequency while the bootom number gives the percentage which the frequency assumed in that postion of the table.

Chi squares were calculated for each of the independent variables represented on the contingency tables to determine if significant relationships between the independent variables and the response pattern existed. Where chi squares met or exceeded the .05 level of confidence for the corresponding degrees of freedom, it was assumed that the response pattern varied from that expected in a normal population and was the result of the grouping.

Delivery System 1

Secondary principals ranked "college or university extension courses offered in area convenient for you for credit" first in

TABLE III

RANK ORDER OF DESIRED DELIVERY SYSTEMS
BY MEDIAN SCORE

Rank	Delivery System	Median
1	College or university extension courses, offered in area conveneient for you, for credit.	4.250
2	Seminars of one day or less as offered by universities, professional organizations, or state departments of education.	4.561
3	Weekend seminars offered by universities, professional organization, or state departments of education.	5.100
4	Courses offered by local school districts for college credit or slary schedule benefits.	5.283
5	College or university courses, offered on campus for credit.	5.552
6	Weekday seminars of three to five days as offered by universities, professional organizations, or state departments of education.	5.643
7	Conventions sponsored by professional organizations.	6.346
8	After school seminars offered by local districts.	6.796
9	Participation in study committees/task forces.	7.100
10	Media-based couses offered for college credit.	7.828.
11	Presentations/seminars as offered by private consultant firms.	9.034
12	Seminars/ meetings offered by private business.	9.243

preferred delivery systems. The median and mean scores for this method were 4.250 and 4.919 respectively. The priority most frequently assigned to this system was one, as fifty respondents or 18.1 percent of the sample made this delivery system their first choice.

Figure 37 illustrates a relationship between the variable enrollment and the response pattern that is significant at the .05 level. The other variables show no chi squares at a significant level.

Delivery System 2

"Seminars of one day or less as offered by universities, professional associations, or state departments of education" ranked second in preferred delivery systems. The median response was 4.561 and the mean computed to 4.952. Thirty-seven respondents or 13.4 percent of the principals surveyed selected this as their first choice for the greatest absolute and relative frequencies.

Chi squares for the contingency tables illustrated in Figure 38 indicate no significant variation from a normal population within the independent variable groupings.

Delivery System 3

Sample members ranked the delivery system "weekend seminars offered by universities, professional associations, or state departments of education" third in overall preference. This method had a median of 5.000 and a mean of 5.596. The greatest absolute frequency came at response two with forty respondents or 14.4 percent of the sample members.

Figure 39 illustrates that no chi squares exceeded the acceptable alpha level, thus indicating that responses were not affected by the independent variables to any significant degree.

Delivery System 4

Secondary principals ranked "courses offered by local districts for college credit or salary considerations" fourth in preferred delivery systems. The median and mean scores for this method were 5.283 and 5.456 respectively. The priority most frequently assigned to this method was one as thirty-nine respondents or 14.1 percent of the sample made this delivery system their first choice.

Figure 40 illustrates that none of the contingency tables have chi squares at a significant level.

Delivery System 5

"College or university courses offered on campus for credit" ranked fifth in preferred delivery systems. The median response was 5.552 and the mean computed to 6.048. Thirty-five respondents or 12.6 percent of the principals surveyed selected this as their first choice for the greatest absolute and relative frequencies.

Chi squares for the contingency tables illustrated in Figure 41 indicate no significant variation from a normal population within the independent variable groupings.

Delivery System 6

Sample members ranked the delivery system "weekday seminars of three to five days as offered by universities, professional

associations or state departments of education" sixth in overall preference. This method had a median of 5.643 and a mean of 5.893. The greatest absolute frequency came at the response three with thirty-four respondents or 12.3 percent of the sample members.

Figure 42 shows a significant relationship at the .05 level between the variable enrollment and the response pattern. The variables age, education, and experience did not have chi squares which exceed the established alpha level.

Delivery System 7

Secondary principals ranked "conventions sponsored by professional organizations" seventh in preferred delivery systems. The median and mean scores for this method were 6.346 and 6.669 respectively. The priority most frequently assigned to this method was twelve as forty-one respondents or 14.8 percent of the sample made this delivery system their last choice. The second greatest absolute frequency, however, came at the response one with twenty-eight respondents or 10.1 percent of the principals surveyed.

Figure 43 illustrates that none of the contingency tables have corresponding chi squares at a significant level.

Delivery System 8

"After school seminars offered by local districts" ranked eighth in preferred delivery systems. The median response was 6.796 and the mean computed to 6.784. Thirty-three respondents or 11.9 percent of the principals surveyed selected this as their fifth choice for the greatest absolute and relative frequencies.

Chi squares for the contingency tables illustrated in Figure 44 indicate no significant variation from a normal population within the independent variable groupings.

Delivery System 9

Sample members ranked the delivery system "participation in study committees/task forces" ninth in overall preference. This method had a median of 7.100 and a mean of 6.772. The greatest absolute frequency came at the response nine with thirty-three respondents or 11.9 percent of the sample members.

Figure 45 illustrates that no chi squares exceeded the acceptable alpha level, thus indicating that responses were not affected by the independent variables to any significant degree.

Delivery System 10

Secondary principals ranked "media based courses offered for college credit" tenth in preferred delivery systems. The median and mean scores for this method were 7.828 and 7.576 respectively. The greatest absolute frequency came at the response ten with thirty-six respondents or 13.0 percent of the sample members.

Figure 46 illustrates that the independent variable enrollment had a chi square of 98.829 with 77 degrees of freedom. This chi square is significant at the .05 level and indicates a relationship between school size and the response pattern for this delivery system. Chi squares for the other variables failed to meet or exceed the acceptable alpha level.

Delivery System 11

"Presentations/seminars as offered by private consultant firms" ranked eleventh in delivery system preference. The median response was 9.034 and the mean computed to 8.435. Forty-seven respondents or 17 percent of the principals surveyed selected this as their eleventh choice for the greatest absolute and relative frequencies.

Chi squares for the contingency tables illustrated in Figure 47 indicate no significant variation from a normal population within the independent variable groupings.

Delivery System 12

Sample members ranked the delivery system "seminars/meetings offered by private business firms" twelfth in overall preference. This method had a median of 9.034 and a mean of 8.435. The greatest absolute freqeuncy came at the response twelve with forty-seven respondents or 17 percent of the sample members.

Figure 48 illustrates that no chi squares exceeded the acceptable alpha level, thus indicating that responses were not affected by the independent variables to any significant degree.

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	3 13.8	1 6.3	2 12.5	3 18.8	9 0.0	2 12.5	3 18.8	2 12.5	0 0.0	0 0.0	0 0.0	0 0.0	16 100.0
30-39	20 20.8	15 15.6	7 7.3	6 6.3	10 10.4	7 7.3	6 6.3	3 3.1	9 9.4	6 6.3	5 5.2	2 2.1	96 100.0
40-49	14 13.9	22 21.8	8 7.9	10 9.9	6 5.9	6 5.9	11 10.9	4 4.0	4 4.0	6 5.9	9 8.9	1 1.0	101 100.0
50-59	6 16.2	6 16.2	3 8.1	2 5.4	3 8.1	1 2.7	3 8.1	1 2.7	7 18.9	2 5.4	1 2.7	2 5.4	37 100.0
60+	2 22.2	1 11.1	1 11.1	1 11.1	0 0.0	1 11.1	1 11.1	1 11.1	0 0.0	0 0.0	1 11.1	0 0.0	9 100.0

Chi Square: 38.858 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0
Masters	37 18.7	40 20.2	16 8.1	17 8.6	15 7.6	13 6.6	18 9.1	7 3.5	13 6.6	10 5.1	9 4.5	3 1.5	198 100.0
Prof. Cert.	10 19.6	6 11.8	5 9.8	4 7.8	2 3.9	3 5.9	7 13.7	2 3.9	4 7.8	2 3.9	5 9.8	1 2.0	51 100.0
Doctorate	2 10.5	1 5.3	1 5.3	0 0.0	3 15.8	1 5.3	2 10.5	1 5.3	3 15.8	2 10.5	2 10.5	1 5.3	19 100.0

Chi Square: 28.217 with 33 df

Figure 37

College or University Extension Courses, Offered in Area Convenient for You for Credit

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	14 25.9	9 16.7	6 11.1	2 3.7	4 7.4	3 5.6	1 1.9	2 3.7	7 13.0	2 3.7	3 5.6	1 1.9	54 100.0
201 - 400	18 20.7	14 16.1	7 8.0	6 6.9	6 6.9	7 8.0	12 13.8	6 6.9	3 3.4	1 1.1	6 6.9	1 1.1	87 100.0
401 - 600	7 14.6	10 20.8	1 2.1	7 14.6	4 8.3	4 8.3	4 8.3	0 0.0	4 8.3	4 8.3	2 4.2	1 2.1	48 100.0
601 - 800	5 17.9	5 17.9	4 14.3	1 3.6	2 7.1	0 0.0	5 17.9	1 3.6	3 10.7	1 3.6	1 3.6	0 0.0	28 100.0
801 - 1000	1 4.5	3 13.6	3 13.6	2 9.1	2 9.1	2 9.1	3 13.6	1 4.5	1 4.5	3 13.6	0 0.0	1 4.5	22 100.0
1001 - 1500	5 22.7	3 13.6	1 4.5	4 18.2	2 9.1	1 4.5	2 9.1	1 4.5	1 4.5	2 9.1	0 0.0	0 0.0	22 100.0
1501 - 2000	0 0.0	2 28.6	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 14.3	1 14.3	3 42.8	0 0.0	7 100.0
2000+	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	1 33.3	3 100.0

Chi square = 95.682 with 77 df*

Figure 37 (continued)

*Significant at .05 level

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	24 23.5	18 17.6	8 7.8	6 5.9	5 4.9	8 7.8	8 7.8	5 4.9	6 5.9	6 5.9	7 6.9	1 1.0	102 100.0
6 - 10	16 19.8	14 17.3	9 11.1	9 11.1	11 13.6	3 3.7	8 9.9	2 2.5	6 7.4	0 0.0	2 2.5	1 1.2	81 100.0
11 - 15	5 14.3	6 17.1	3 8.6	2 5.7	2 5.7	3 8.6	5 14.3	1 2.9	2 5.7	3 8.6	3 9.6	0 0.0	35 100.0
15+	5 11.9	9 21.4	2 4.8	5 11.9	1 2.4	2 4.8	5 11.9	2 4.8	5 11.9	2 4.8	3 7.1	1 2.4	42 100.0

Chi Square =

Figure 37 (continued)

Median score: 4.259
Rank: 1

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	1 6.3	3 18.8	2 12.5	2 12.5	1 6.3	1 6.3	1 6.3	0 0.0	2 12.5	0 0.0	1 6.3	2 12.5	16 100.0
30-39	14 14.6	16 16.7	9 9.4	11 11.5	7 7.3	6 6.3	12 12.5	7 7.3	3 3.1	7 7.3	2 3.1	1 1.0	96 100.0
40-49	12 12.0	8 8.0	12 12.0	16 16.0	11 11.0	14 14.0	5 5.0	6 6.0	8 8.0	5 5.0	2 2.0	1 1.0	100 100.0
50-59	7 18.9	5 13.5	4 10.8	2 5.4	9 24.3	2 5.4	3 8.1	1 2.7	1 2.7	2 5.4	1 2.7	0 0.0	37 100.0
60+	1 11.1	0 0.0	1 11.1	1 11.1	3 33.3	0 0.0	1 11.1	1 11.1	0 0.0	1 11.1	0 0.0	0 0.0	9 100.0

Chi Square: 51.683 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	1 33.3	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	3 100.0
Masters	31 15.7	25 12.7	21 10.7	21 10.7	22 11.2	k7 8.6	19 9.6	9 4.6	11 5.6	12 6.1	7 3.6	2 1.0	197 100.0
Prof. Cert.	2 3.9	6 11.8	5 9.8	8 15.7	10 19.6	5 9.8	3 5.9	4 7.8	3 5.9	3 5.9	1 2.0	1 2.0	51 100.0
Doctorate	3 15.8	2 10.5	3 15.8	4 21.1	1 5.3	2 10.5	1 5.3	2 10.5	0 0.0	1 5.3	0 0.0	0 0.0	19 100.0

Chi Square: 40.510 with 33 df

Figure 38

Seminars of One Day or Less as Offered by Universities, Professional Organizations, or State Departments of Education

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	11 20.4	5 9.3	7 13.0	2 3.7	9 16.7	6 11.1	4 7.4	1 1.9	6 11.1	1 1.9	1 1.9	1 1.9	54 100.0
201 - 400	10 11.6	12 14.9	8 9.3	12 14.0	8 9.3	6 7.0	11 12.8	5 5.8	5 5.8	5 5.8	2 2.3	2 2.3	86 100.0
401 - 600	3 6.3	10 20.8	5 10.4	8 16.7	3 6.3	4 8.3	5 10.4	4 8.3	0 0.0	3 6.3	2 4.2	1 2.1	48 100.0
601 - 800	6 21.4	2 7.1	2 7.1	3 10.7	7 25.0	2 7.1	0 0.0	1 3.6	0 0.0	3 10.7	2 7.1	0 0.0	28 100.0
801 - 1000	3 13.6	2 9.1	5 22.7	4 18.2	3 13.6	1 4.5	1 4.5	1 4.5	1 4.5	1 4.5	0 0.0	0 0.0	22 100.0
1001 - 1500	2 9.1	1 4.5	2 9.1	3 13.6	3 13.6	3 13.6	1 4.5	3 13.6	1 4.5	2 9.1	1 4.5	0 0.0	22 100.0
1501 - 2000	2 28.6	1 14.3	0 0.0	1 14.3	0 0.0	1 14.3	1 14.3	0 0.0	1 14.3	0 0.0	0 0.0	0 0.0	7 100.0
2000+	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	3 100.0

Chi square = 68.396 with 77 df

Figure 38 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	15 14.7	14 13.7	12 11.8	8 7.8	10 9.8	8 7.8	10 9.8	8 7.8	9 8.8	5 4.9	1 1.0	2 2.0	102 100.0
6 - 10	9 11.3	10 12.5	8 10.0	9 11.3	11 13.8	8 10.0	8 10.0	2 2.5	2 2.5	5 6.3	5 7.5	2 2.5	80 100.0
11 - 15	6 17.1	2 5.7	5 14.3	8 22.9	4 11.4	3 8.6	0 0.0	2 5.7	2 5.7	3 8.6	0 0.0	0 0.0	35 100.0
15+	4 9.5	6 14.3	4 9.5	7 16.7	5 11.9	5 11.9	4 9.5	2 4.8	1 2.4	3 7.1	1 2.4	0 0.0	42 100.0

Chi Square = 30.163 with 33 df

Figure 38 (continued)

Median score: 4.561
Rank: 2

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
20-29	1 6.3	1 6.3	2 12.5	1 6.3	4 25.0	2 12.5	0 0.0	2 12.5	0 0.0	1 6.3	0 0.0	2 12.5	16 100.0
30-39	10 10.4	15 15.6	12 12.5	10 10.4	6 6.3	11 11.5	4 4.2	5 5.2	6 6.3	5 5.2	5 5.2	7 7.3	96 100.0
40-49	10 10.0	15 15.0	9 9.0	10 10.0	6 6.0	11 11.0	9 9.0	8 8.0	4 4.0	6 6.0	4 4.0	8 8.0	100 100.0
50-59	4 10.8	4 10.8	4 10.8	6 16.2	2 5.4	1 2.7	6 16.2	2 5.4	3 8.1	1 2.7	0 0.0	4 10.8	37 100.0
60+	0 0.0	3 33.3	0 0.0	0 0.0	0 0.0	2 22.2	1 11.1	0 0.0	1 11.1	2 22.2	0 0.0	0 0.0	9 100.0

Chi Square: 40.931 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
Bachelors	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	3 100.0
Masters	17 8.6	26 13.2	22 11.2	20 10.2	15 7.6	21 10.7	14 7.1	15 7.6	9 4.6	11 5.6	8 4.1	19 9.6	197 100.0
Prof. Cert.	5 9.8	9 17.6	8 15.7	6 11.8	2 3.9	4 7.8	4 7.8	3 5.9	5 9.8	3 5.9	0 0.0	2 3.9	51 100.0
Doctorate	3 15.8	4 21 1	0 0.0	2 10.5	2 10.5	2 10.5	3 15.8	0 0.0	0 0.0	0 0.0	1 5.3	2 10.5	19 100.0

Chi Square: 27.880 with 33 df

Figure 39
Weekend Seminars Offered by Universities, Professional Organization, or State Departments of Education

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	7 13.0	10 18.5	4 7.4	6 11.1	6 11.1	5 9.3	7 13.0	2 3.7	0 0.0	3 5.6	2 3.7	2 3.7	54 100.0
201 - 400	6 7.0	11 12.8	14 16.3	5 5.8	9 10.5	8 9.3	6 7.0	9 10.5	3 3.5	5 5.8	2 2.3	8 9.3	85 100.0
401 - 600	2 4.2	7 14.6	5 10.4	6 12.5	2 4.2	5 10.4	1 2.1	2 4.2	6 12.5	3 6.3	3 6.3	6 12.5	48 100.0
601 - 800	5 17.9	2 7.1	4 14.3	2 7.1	0 0.0	2 7.1	3 10.7	1 3.6	2 7.1	1 3.6	2 7.1	4 14.3	28 100.0
801 - 1000	4 18.2	6 27.3	1 4.5	4 18.2	0 0.0	2 9.1	2 9.1	1 4.5	1 4.5	0 0.0	0 0.0	1 4.5	22 100.0
1001 - 1500	1 4.5	4 18.2	2 9.1	1 4.5	1 4.5	4 18.2	1 4.5	2 9.1	2 9.1	3 13.6	0 0.0	1 4.5	22 100.0
1501 - 2000	0 0.0	0 0.0	0 0.0	3 42.9	2 28.6	1 14.3	1 14.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	7 100.0
2000+	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	1 33.3	3 100.0

Chi square = 83.873 with 77 df

Figure 39 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
1 - 5	7 6.9	13 12.7	12 11.8	12 11.8	11 10.8	9 8.8	9 8.8	9 8.8	5 4.9	4 3.9	5 4.9	6 5.9	102 100.0
6 - 10	9 11.3	15 18.8	6 7.5	8 10.0	5 6.3	8 10.0	3 3.8	5 6.3	5 6.3	5 6.3	3 3.8	8 10.0	80 100.0
11 - 15	5 14.3	6 17.1	7 20.0	3 8.6	2 5.7	3 8.6	2 5.7	0 0.0	0 0.0	3 8.6	1 2.9	3 8.6	35 100.0
15+	4 9.5	3 7.1	5 11.9	3 7.1	2 4.8	5 11.9	6 14.3	3 7.1	3 7.1	3 7.1	0 0.0	5 11.9	42 100.0

Chi Square = 26.083 with 33 df

Figure 39 (continued)

Median score: 5.100
Rank: 3

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	3 18.6	1 6.3	1 6.3	1 6.3	2 12.5	1 6.3	1 6.3	0 0.0	3 18.6	2 12.5	1 6.3	0 0.0	16 100.0
30-39	9 9.4	9 9.4	15 15.6	9 9.4	8 8.3	9 9.4	7 7.3	8 8.3	9 9.4	5 5.2	5 5.2	3 3.1	96 100.0
40-49	19 18.8	7 6.9	13 12.6	4 4.0	8 7.9	9 8.9	11 10.9	5 5.0	4 4.0	9 8.9	9 8.9	3 3.0	101 100.0
50-59	5 13.5	5 13.5	7 18.9	1 2.7	3 8.1	5 13.5	3 8.1	4 10.8	1 2.7	1 2.7	1 2.7	1 2.7	37 100.0
60+	1 11.1	1 11.1	2 22.2	0 0.0	1 11.1	1 11.1	1 11.1	1 11.1	0 0.0	0 0.0	1 11.1	0 0.0	9 100.0

Chi Square: 29.454 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0
Masters	31 15.7	18 9.1	32 16.2	12 6.1	19 9.6	13 6.6	14 7.1	12 6.1	14 7.1	12 6.1	14 7.1	6 3.0	197 100.0
Prof. Cert.	6 11.8	4 7.8	5 9.8	3 5.9	4 7.8	11 21.6	5 9.8	5 9.8	1 2.0	3 5.9	3 5.9	1 2.0	51 100.0
Doctorate	2 10.5	3 15.8	0 0.0	0 0.0	0 0.0	2 10.5	4 21.1	3 15.8	2 10.5	3 15.8	0 0.0	0 0.0	19 100.0

Chi Square: 38.417 with 33 df

Figure 40

Courses Offered by Local School Distrcits for College Credit or Salary Schedule Benefits

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	11 20.4	4 7.4	8 14.8	1 1.9	6 11.1	8 14.8	4 7.4	3 5.6	3 5.6	4 7.4	1 1.9	1 1.9	54 100.0
201 - 400	12 14.1	9 10.6	13 15.3	4 4.7	6 7.1	9 10.6	5 5.9	7 8.2	6 7.1	6 7.1	4 4.7	4 4.7	85 100.0
401 - 600	3 6.1	7 14.3	7 14.3	1 2.0	5 10.2	4 8.2	7 14.3	2 4.1	5 10.2	4 8.2	4 8.2	0 0.0	49 100.0
601 - 800	5 17.9	0 0.0	6 21.4	3 10.7	3 10.7	3 10.7	0 0.0	6 21.4	0 0.0	0 0.0	0 0.0	2 7.1	28 100.0
801 - 1000	2 9.1	2 9.1	1 4.5	3 13.6	1 4.5	2 9.1	3 13.6	3 13.6	1 4.5	1 4.5	3 13.6	0 0.0	22 100.0
1001 - 1500	3 13.6	3 13.6	2 9.1	3 13.6	2 9.1	0 0.0	2 9.1	0 0.0	1 4.5	1 4.5	5 22.7	0 0.0	22 100.0
1501 - 2000	2 28.6	0 0.0	1 14.3	0 0.0	0 0.0	1 14.3	1 14.3	0 0.0	1 14.3	1 14.3	0 0.0	0 0.0	7 100.0
2000+	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	3 100.0

Chi square = 83.561 with 77 df

Figure 40 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	15 14.6	11 10.7	16 15.5	6 5.8	11 10.7	11 10.7	7 6.8	4 3.9	8 7.8	8 7.8	4 3.9	2 1.9	103 100.0
6 - 10	11 13.9	6 7.6	13 16.5	4 5.1	4 5.1	8 10.1	9 11.4	8 10.1	4 5.1	5 6.3	3 3.8	4 5.1	79 100.0
11 - 15	5 14.3	4 11.4	1 2.9	3 8.6	1 2.9	3 8.6	4 11.4	1 2.9	3 8.6	3 8.6	6 17.1	1 2.9	35 100.0
15+	7 16.7	4 9.5	6 14.3	1 2.4	7 16.7	4 9.5	2 4.8	6 14.3	1 2.4	2 4.8	2 4.8	0 0.0	42 100.0

Chi Square = 34.774 with 33 df

Figure 40 (continued)

Median score: 5.283
Rank: 4

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	3 18.8	1 6.3	2 12.5	3 18.8	1 6.3	2 12.5	1 6.3	1 6.3	1 6.3	0 0.0	0 0.0	1 6.3	16 100.0
30-39	14 14.3	7 7.1	5 5.1	8 8.2	9 9.2	10 10.2	6 6.1	7 7.1	5 5.1	7 7.1	9 9.2	11 11.2	98 100.0
40-49	9 8.9	7 6.9	14 13.9	9 8.9	13 12.9	10 9.9	4 4.0	6 5.9	7 6.9	4 4.0	5 5.0	13 12.9	101 100.0
50-59	5 13.5	3 8.1	5 13.5	3 8.1	2 5.4	2 5.4	2 5.4	2 5.4	0 0.0	6 16.2	1 2.7	6 16.2	37 100.0
60+	2 22.2	1 11.1	1 11.1	0 0.0	1 11.1	3 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 11.1	9 100.0

Chi Square: 35.242 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0
Masters	26 13.1	15 7.6	18 9.1	19 9.6	22 11.1	22 11.1	8 4.0	12 6.1	9 4.5	13 6.6	8 4.0	26 12.1	198 100.0
Prof. Cert.	6 11.5	7 13.5	7 13.5	3 5.8	4 7.7	3 5.8	3 5.8	4 7.7	4 7.7	4 7.7	3 5.8	4 7.7	52 100.0
Doctorate	2 10.0	0 0.0	2 10.0	2 10.0	1 5.0	3 15.0	1 5.0	0 0.0	1 5.0	1 5.0	4 20.0	3 15.0	20 100.0

Chi Square: 29.970 with 33 df

Figure 41

College or University Courses Offered on Campus for Credit

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	7 12.7	5 9.1	6 10.9	6 10.9	5 9.1	5 9.1	3 5.5	2 3.6	2 3.6	5 9.1	1 1.8	8 14.5	55 100.0
201 - 400	11 12.6	10 11.5	6 6.9	10 11.5	13 14.9	4 4.6	6 6.9	8 9.2	5 5.7	4 4.6	1 1.1	9 10.3	87 100.0
401 - 600	9 18.4	0 0.0	5 10.2	3 6.1	2 4.1	7 14.3	2 4.1	4 8.2	3 6.1	4 8.2	7 14.3	3 6.1	49 100.0
601 - 800	1 3.6	4 14.3	1 3.6	3 10.7	3 10.7	6 21.4	1 3.6	2 7.1	1 3.6	3 10.7	0 0.0	3 10.7	28 100.0
801 - 1000	4 18.2	2 9.1	2 9.1	0 0.0	2 9.1	3 13.6	0 0.0	0 0.0	1 4.5	1 4.5	5 22.7	2 9.1	22 100.0
1001 - 1500	2 9.1	1 4.5	5 22.7	2 9.1	2 9.1	2 9.1	1 4.5	0 0.0	2 9.1	1 4.5	0 0.0	4 18.2	22 100.0
1501 - 2000	1 14.3	0 0.0	1 14.3	0 0.0	0 0.0	1 14.3	0 0.0	0 0.0	0 0.0	0 0.0	1 14.3	3 43.9	7 100.0
2000+	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	3

Chi square = 86.761 with 77 df

Figure 41 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
1 - 5	13	10	9	10	9	7	9	6	4	5	7	14	103
	12.6	9.7	8.7	9.7	8.7	6.8	8.7	5.8	3.9	4.9	6.8	13.6	100.0
6 - 10	11	6	11	6	9	12	1	5	2	6	3	9	81
	13.6	7.4	13.6	7.4	11.1	14.8	1.2	6.2	2.5	7.4	3.7	11.1	100.0
11 - 15	4	2	1	2	8	3	0	3	4	2	2	4	35
	11.4	5.7	2.9	5.7	22.9	8.6	0.0	8.6	11.4	5.7	5.7	11.4	100.0
15+	5	3	5	5	1	6	3	2	2	4	2	4	42
	11.9	7.1	11.9	7.1	2.4	14.3	7.1	4.8	4.8	9.5	4.8	9.5	100.0

Chi Square = 31.407 with 33 df

Figure 41 (continued)

Median score: 5.552
Rank: 5

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
20-29	1 6.3	2 12.5	2 12.5	0 0.0	1 6.3	1 6.3	0 0.0	5 31.3	0 0.0	2 12.5	2 12.5	0 0.0	16 100.0
30-39	7 7.3	10 10.4	15 15.6	8 8.3	11 11.5	4 4.2	12 12.5	9 9.4	3 3.1	7 7.3	6 6.3	4 4.2	96 100.0
40-49	11 11.0	11 11.0	11 11.0	10 10.0	8 8.0	6 6.0	11 11.0	11 11.0	9 9.0	5 5.0	4 4.0	3 3.0	100 100.0
50-59	4 10.8	1 2.7	4 10.8	3 8.1	3 8.1	2 5.4	3 8.1	5 13.5	2 5.4	3 8.1	2 5.4	5 13.5	37 100.0
60+	1 11.1	0 0.0	1 11.1	1 11.1	0 0.0	0 0.0	2 22.2	1 11.1	2 22.2	0 0.0	0 0.0	1 11.1	9 100.0

Chi Square: 38.095 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
Bachelors	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	3 100.0
Masters	16 8.1	18 9.1	22 11.2	19 9.6	17 8.6	12 6.1	19 9.6	26 13.2	13 6.6	13 6.6	11 5.6	11 5.6	197 100.0
Prof. Cert.	4 7.8	5 9.8	5 9.8	4 7.8	8 15.7	2 3.9	7 13.7	7 13.7	2 3.9	2 3.9	2 3.9	3 5.9	51 100.0
Doctorate	4 21.1	2 10.5	7 36.8	1 5.3	0 0.0	0 0.0	1 5.3	0 0.0	1 5.3	2 10.5	1 5.3	0 0.0	19 100.0

Chi Square: 34.295 with 33 df

Figure 42

Weekday Seminars of Three to Five Days as Offered by Universities, Professional Assocations or State Departments of Education

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	1 1.9	4 7.4	3 5.6	7 13.0	6 11.1	4 7.4	4 7.4	5 9.3	3 5.6	7 13.0	3 5.6	7 13.0	57 100.0
201 - 400	7 8.1	7 8.1	11 12.8	7 8.1	9 10.5	4 4.7	7 8.1	13 15.1	6 7.0	7 8.1	6 7.0	2 2.3	86 100.0
401 - 600	9 18.8	5 10.4	4 8.3	4 8.3	5 10.4	0 0.0	7 14.6	5 10.4	1 2.1	4 8.3	3 6.3	1 2.1	48 100.0
601 - 800	2 7.1	3 10.7	2 7.1	4 14.3	1 3.6	4 14.3	5 17.9	3 10.7	0 0.0	0 0.0	1 3.6	0 0.0	28 100.0
801 - 1000	2 9.1	2 9.1	6 27.4	2 9.1	3 13.6	1 4.5	2 9.1	3 13.6	1 4.5	0 0.0	0 0.0	0 0.0	22 100.0
1001 - 1500	1 4.5	4 18.2	5 22.7	1 4.5	0 0.0	1 4.5	1 4.5	3 13.6	4 18.2	0 0.0	1 4.5	1 4.5	22 100.0
1501 - 2000	1 14.3	0 0.0	3 42.9	0 0.0	1 14.3	0 0.0	0 0.0	1 14.3	1 14.3	0 0,0	0 0.0	0 0.0	7 100.0
2000+	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0

Chi square = 93.150 with 77 df*

Figure 42 (continued)

*Significant at .05 level

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	7 6.9	7 6.9	11 10.8	9 8.8	9 8.8	7 6.9	8 7.8	17 16.7	6 5.9	8 7.8	9 8.8	4 3.9	102 100.0
6 - 10	5 6.3	6 7.5	11 13.8	11 13.8	10 12.5	3 3.8	8 10.0	7 8.8	3 3.8	5 6.3	4 5.0	7 8.8	80 100.0
11 - 15	4 11.4	5 14.3	6 17.1	4 11.4	2 5.7	1 2.9	5 14.3	2 5.7	3 8.6	2 5.7	1 2.9	0 0.0	35 100.0
15+	6 14.3	6 14.3	3 7.1	1 2.4	2 4.8	3 7.1	7 16.7	6 14.3	3 7.1	2 4.8	0 0.0	3 7.1	42 100.0

Chi Square = 32.617 with 33 dd

Figure 42 (continued)

Median score: 5.643
Rank: 6

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	2 12.5	0 0.0	0 0.0	1 6.3	3 18.8	1 6.3	1 6.3	0 0.0	1 6.3	3 18.8	1 6.3	3 16.8	16 100.0
30-39	7 7.2	3 3.1	11 11.3	12 12.4	7 7.2	10 10.3	8 8.2	9 9.3	5 5.2	9 9.3	3 3.1	13 13.4	97 100.0
40-49	16 15.8	5 5.0	6 5.9	8 7.9	8 7.9	10 9.9	5 5.0	3 3.0	9 8.9	9 8.9	6 5.9	16 15.8	101 100.0
50-59	2 5.4	4 10.8	2 5.4	4 10.8	1 2.7	5 13.5	1 2.7	3 8.1	2 5.4	1 2.7	4 10.8	8 21.6	37 100.0
60+	1 11.1	0 0.0	1 11.1	0 0.0	1 11.1	0 0.0	0 0.0	3 33.3	1 11.1	1 11.1	0 0.0	1 11.1	9 100.0

Chi Square: 45.992 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	3 100.0
Masters	19 9.6	7 3.5	17 8.6	17 8.6	15 7.6	23 11.6	11 5.6	12 6.1	15 7.6	18 9.1	14 7.1	30 15.2	198 100.0
Prof. Cert.	8 15.4	4 7.7	5 9.6	7 13.5	3 5.8	2 3.8	3 5.8	4 7.7	4 7.7	4 7.7	1 1.9	7 7.7	52 100.0
Doctorate	1 5.3	3 15.8	2 10.5	3 15.8	1 5.3	1 5.3	1 5.3	2 10.5	0 0.0	2 10.5	0 0.0	3 15.8	19 100.0

Chi Square: 34.876 with 33 df

Figure 43

Conventions Sponsored by Professional Organizations

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	3 5.6	4 7.4	3 5.6	5 9.3	5 9.3	5 9.3	3 5.6	6 11.1	6 11.1	5 9.3	2 3.7	7 13.0	54 100.0
201 - 400	8 9.2	4 4.6	9 10.3	9 10.3	6 6.9	6 6.9	6 6.9	4 4.6	5 5.7	8 9.2	8 9.2	14 16.1	87 100.0
401 - 600	6 12.2	2 4.1	4 8.2	7 14.3	4 8.2	7 14.3	0 0.0	3 6.1	3 6.1	6 12.2	3 6.1	4 8.2	49 100.0
601 - 800	5 17.9	2 7.1	2 7.1	2 7.1	3 10.7	1 3.6	3 10.7	0 0.0	3 10.7	2 7.1	0 0.0	5 17.9	28 100.0
801 - 1000	3 13.6	0 0.0	1 4.5	1 4.5	1 4.5	3 13.6	2 9.1	2 9.1	0 0.0	2 9.1	2 9.1	5 22.7	22 100.0
1001 - 1500	3 13.6	0 0.0	4 18.2	1 4.5	1 4.5	4 18.2	1 4.5	2 9.1	1 4.5	1 4.5	0 0.0	4 18.2	22 100.0
1501 - 2000	0 0.0	1 14.3	1 14.3	1 14.3	0 0.0	0 0.0	0 0.0	1 14.3	1 14.3	0 0.0	0 0.0	2 28.6	7 100.0
2000+	0 0.0	1 33.3	0 0.0	1 33.3	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0

Chi square = 59.979 with 77 df

Figure 43 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	9 8.7	5 4.9	8 7.8	13 12.6	9 8.7	9 8.7	6 5.8	7 6.8	4 3.9	10 9.7	5 4.9	18 17.5	103 100.0
6 - 10	12 14.8	3 3.7	7 8.6	5 6.2	5 6.2	8 9.9	6 7.4	5 6.2	6 7.4	9 11.1	5 6.2	10 12.3	81 100.0
11 - 15	2 5.7	4 11.4	4 11.4	2 5.7	2 5.7	5 14.3	2 5.7	4 11.4	3 8.6	3 8.6	2 5.7	2 5.7	35 100.0
15+	4 9.5	2 4.8	3 7.1	5 11.9	5 11.9	4 9.5	0 0.0	2 4.8	4 9.5	2 4.8	3 7.1	8 19.0	42 100.0

Chi Square = 22.223 with 33 df

Figure 43 (continued)

Median score: 6.346
Rank: 7

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	0 0.0	0 0.0	2 12.5	2 12.5	1 6.3	2 12.5	2 12.5	3 18.8	0 0.0	1 6.3	1 6.3	2 12.5	16 100.0
30-39	6 6.3	7 7.4	2 2.1	7 7.4	13 13.7	8 8.4	11 11.6	9 9.5	9 9.5	4 4.2	10 10.5	9 9.5	95 100.0
40-49	5 5.0	7 7.0	8 8.0	7 7.0	15 15.0	5 5.0	9 9.0	11 11.0	6 6.0	12 12.0	6 6.0	9 9.0	100 100.0
50-59	2 5.4	3 8.1	2 5.2	5 13.5	3 8.1	6 16.2	3 8.1	4 10.8	3 8.1	1 2.7	4 10.8	1 2.7	37 100.0
60+	1 11.1	1 11.1	0 0.0	2 22.2	0 0.0	2 22.2	0 0.0	1 11.1	0 0.0	1 11.1	0 0.0	1 11.1	9 100.0

Chi Square: 35.531 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	3 100.0
Masters	11 5.6	9 4.6	12 6.2	16 8.2	23 11.8	21 10.8	20 10.3	22 11.3	15 7.7	19 9.7	13 6.7	14 7.2	195 100.0
Prof. Cert.	3 5.9	5 9.8	1 2.0	6 11.8	7 13.7	3 5.9	5 9.8	6 11.8	3 5.9	1 2.0	6 11.8	5 9.8	51 100.0
Doctorate	0 0.0	3 15.8	1 5.3	1 5.3	3 15.8	0 0.0	2 10.5	2 10.5	3 15.8	0 0.0	2 10.5	2 10.5	19

Chi Square: 37.251 with 33 df

Figure 44

After School Seminars Offered by Local Districts

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	2 3.7	3 5.6	1 1.9	4 7.4	4 7.4	8 14.8	6 11.1	6 11.1	5 9.3	3 5.6	2 3.7	10 18.5	54 100.0
201 - 400	7 8.3	3 3.6	7 8.3	10 11.9	9 10.7	6 7.1	8 9.5	8 9.5	6 7.1	7 8.3	9 10.7	4 4.8	84 100.0
401 - 600	3 6.3	3 6.3	3 6.3	2 4.2	8 16.7	2 4.2	7 14.6	5 10.4	2 4.2	3 6.3	5 10.4	5 10.4	48 100.0
601 - 800	0 0.0	4 14.3	1 3.6	1 3.6	2 7.1	3 10.7	2 7.1	3 10.7	3 10.7	4 14.3	2 7.1	3 10.7	28 100.0
801 - 1000	0 0.0	2 9.1	1 4.5	4 18.2	5 22.7	3 13.6	1 4.5	3 13.6	2 9.1	0 0.0	0 0.0	1 4.5	22 100.0
1001 - 1500	1 4.5	1 4.5	0 0.0	2 9.1	3 13.6	2 9.1	3 13.6	4 18.2	3 13.6	2 9.1	1 4.5	0 0.0	22 100.0
1501 - 2000	0 0.0	2 28.6	1 14.3	0 0.0	2 28.6	0 0.0	0 0.0	0 0.0	0 0.0	1 14.3	1 14.3	0 0.0	7 100.0
2000+	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	0 0.0	3 100.0

Chi square = 74.784 with 77 df

Figure 44 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	6 5.9	7 6.9	4 4.0	8 7.9	17 16.8	10 9.9	9 8.9	11 10.9	6 5.9	6 5.9	5 5.9	12 11.9	101 100.0
6 - 10	3 3.8	8 10.1	3 3.8	7 8.9	5 6.3	6 7.6	11 13.9	7 8.9	8 10.1	7 8.9	10 12.7	4 5.1	79 100.0
11 - 15	2 5.7	0 0.0	2 5.7	4 11.4	7 20.0	2 5.7	4 11.4	5 14.3	2 5.7	2 5.7	1 2.9	4 11.4	35 100.0
15+	3 7.1	2 4.8	4 9.5	3 7.1	3 7.1	3 7.1	2 4.8	6 14.3	4 9.5	5 11.9	5 11.9	2 4.8	42 100.0

Chi Square = 29.772 with 33 df

Figure 44 (continued)

Median score: 6.796
Rank: 8

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	1 6.3	2 12.5	1 6.3	1 6.3	1 6.3	2 12.5	1 6.3	2 12.5	0 0.0	1 6.3	2 12.5	2 12.5	16 100.0
30-39	12 12.2	7 7.1	8 8.2	5 5.1	0 0.0	9 9.2	6 6.1	10 10.2	10 10.2	13 13.3	9 9.2	9 9.2	98 100.0
40-49	8 7.9	11 10.9	5 5.0	4 4.0	9 8.9	12 11.9	6 5.9	9 8.9	12 11.9	5 5.0	11 10.9	9 8.9	101 100.0
50-59	4 10.8	3 8.1	3 8.1	3 8.1	6 16.2	2 5.4	1 2.7	2 5.4	5 13.5	1 2.7	2 5.4	5 13.5	37 100.0
60+	0 0.0	0 0.0	1 11.1	2 22.2	0 0.0	0 0.0	1 11.1	0 0.0	4 44.4	0 0.0	0 0.0	1 11.0	9 100.0

Chi Square: 49.216 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	3 100.0
Masters	17 8.6	16 8.1	12 6.1	14 7.1	11 5.6	17 8.6	14 7.1	19 9.6	19 9.6	18 9.1	22 11.1	19 9.6	198 100.0
Prof. Cert.	5 9.6	7 13.5	5 9.6	1 1.9	4 7.7	5 9.6	0 0.0	2 3.8	11 21.2	3 5.8	1 1.9	8 15.4	52 100.0
Doctorate	3 15.8	1 5.3	1 5.3	2 10.5	3 15.8	1 5.3	1 5.3	2 10.5	2 10.5	0 0.0	2 10.5	1 5.3	19 100.0

Chi Square: 41.257 with 33 df

Figure 45

Participation in Study Committees/Task Forces

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	0 0.0	1 1.9	3 5.6	4 7.4	4 7.4	7 13.0	2 3.7	5 9.3	8 14.8	6 11.1	8 14.8	6 11.1	54 100.0
201 - 400	11 12.6	8 9.2	5 5.7	5 5.7	3 3.4	8 9.2	8 9.2	8 9.2	8 9.2	6 6.9	8 9.2	9 10.3	87 100.0
401 - 600	5 10.2	4 5.4	5 10.2	1 2.0	2 4.1	6 12.2	1 2.0	1 2.0	9 18.4	4 8.2	3 6.1	8 16.3	49 100.0
601 - 800	3 10.7	4 14.5	3 10.7	4 14.5	2 7.1	2 7.1	0 0.0	4 14.5	0 0.0	1 3.6	3 10.7	2 7.1	28 100.0
801 - 1000	2 9.1	2 9.1	1 4.5	1 4.5	2 9.1	1 4.5	1 4.5	2 9.1	4 18.2	3 13.6	2 9.1	1 4.5	22 100.0
1001 - 1500	3 13.6	3 13.6	1 4.5	1 4.5	2 9.1	1 4.5	3 12.6	2 9.1	3 13.6	1 4.5	0 0.0	2 9.1	22 100.0
1501 - 2000	1 14.3	1 14.3	0 0.0	1 14.3	1 14.3	0 0.0	0 0.0	1 14.3	1 14.3	0 0.0	1 14.3	0 0.0	7 100.0
2000+	0 0.0	1 33.3	0 0.0	0 0.0	2 66.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	3 100.0

Chi square = 70.478 with 77 df

Figure 45 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
1 - 5	7 6.7	9 8.7	5 4.8	6 5.8	3 2.9	15 14.4	7 6.7	6 5.8	13 12.5	12 11.5	12 11.5	9 8.7	104 100.0
6 - 10	7 8.8	7 8.8	7 8.8	5 6.3	5 6.3	2 2.5	3 3.8	12 15.0	9 11.3	7 8.8	4 5.0	12 15.0	80 100.0
11 - 15	2 5.7	3 8.6	3 8.6	2 5.7	2 5.7	5 14.3	3 8.6	4 11.4	4 11.4	1 2.9	5 14.3	1 2.9	35 100.0
15+	7 16.7	3 7.1	3 7.1	3 7.1	6 14.3	3 7.1	2 4.8	1 2.4	6 14.3	1 2.4	2 4.8	5 11.9	42 100.0

Chi Square = 40.327 with 33 df

Figure 45 (continued)

Median score: 7.100
Rank: 9

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	0 0.0	2 12.5	0 0.0	1 6.3	1 6.3	2 12.5	3 18.8	0 0.0	1 6.3	2 12.5	1 6.3	2 12.5	16 100.0
30-39	0 0.0	2 2.1	4 4.2	8 8.3	8 8.3	15 15.6	3 3.1	12 12.5	12 12.5	12 12.5	11 11.5	9 9.4	96 100.0
40-49	0 0.0	5 5.0	7 7.0	9 9.0	9 9.0	9 9.0	8 8.0	16 16.0	11 11.0	13 13.0	3 3.0	10 10.0	100 100.0
50-59	1 2.7	3 8.1	3 8.1	0 0.0	0 0.0	3 8.1	5 13.5	4 10.8	2 5.4	8 21.6	5 13.5	3 8.1	37 100.0
60+	0 0.0	1 11.1	0 0.0	1 11.1	2 22.2	0 0.0	1 11.1	0 0.0	0 0.0	1 11.1	2 22.2	1 11.1	9

Chi Square: 50.403 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	3 100.0
Masters	0 0.0	13 6.6	12 6.1	13 6.6	13 6.6	26 13.3	18 9.2	24 12.2	22 11.2	23 11.7	15 7.7	17 8.7	196 100.0
Prof. Cert.	1 2.0	1 2.0	1 2.0	6 11.8	6 11.8	4 7.8	4 7.8	4 7.8	4 7.9	7 13.7	6 11.8	7 13.7	51 100.0
Doctorate	0 0.0	0 0.0	1 5.3	0 0.0	2 10.5	1 5.3	0 0.0	4 21.1	1 5.3	5 26.3	2 10.5	3 15.8	19 100.0

Chi Square: 31.472 with 33 df

Figure 46
Medis-based Courses Offered for College Credit

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	0 0.0	3 5.6	7 13.0	8 14.8	2 3.7	3 5.6	8 14.8	7 13.0	2 3.7	7 13.0	4 7.4	3 5.6	54 100.0
201 - 400	0 0.0	6 7.1	2 2.4	7 8.2	5 5.9	16 18.8	4 4.7	5 5.9	14 16.5	8 9.4	8 9.4	10 11.8	85 100.0
401 - 600	0 0.0	1 2.1	3 6.3	4 8.3	5 10.4	5 10.4	1 2.1	11 22.9	3 6.3	5 10.4	3 6.3	7 14.6	48 100.0
601 - 800	0 0.0	3 10.7	1 3.6	1 3.6	2 7.1	4 14.3	3 10.7	3 10.7	4 14.3	3 10.7	3 10.7	1 3.6	28 100.0
801 - 1000	1 4.5	0 0.0	0 0.0	0 0.0	3 13.6	2 9.1	1 4.5	3 13.6	2 9.1	4 18.2	4 18.2	2 9.1	22 100.0
1001 - 1500	0 0.0	1 4.5	1 4.5	0 0.0	3 13.6	1 4.5	5 22.7	1 4.5	1 4.5	6 27.3	1 4.5	2 9.1	22 100.0
1501 - 2000	0 0.0	0 0.0	0 0.0	0 0.0	1 14.3	0 0.0	0 0.0	2 28.6	0 0.0	2 28.6	0 0.0	2 28.6	7 100.0
2000+	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	1 33.3	1 33.3	0 0.0	0 0.0	3 100.0

Chi square = 98.829 with 77 df*

Figure 46 (continued)

*Significant at .05 level

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	0 0.0	4 3.9	5 4.9	9 8.8	6 5.9	11 10.8	9 8.8	13 12.7	11 10.8	14 13.7	11 10.8	9 8.8	102 100.0
6 - 10	0 0.0	4 5.1	4 5.1	6 7.6	8 10.1	10 12.7	6 7.6	8 10.1	13 16.5	8 10.1	3 3.8	9 11.4	79 100.0
11 - 15	0 0.0	3 8.6	2 8.6	4 11.4	2 5.7	4 11.4	1 2.9	5 14.3	1 2.9	6 17.1	1 2.9	5 14.3	35 100.0
15+	1 2.4	2 4.8	2 4.8	1 2.4	5 11.9	7 16.7	4 9.5	5 11.9	2 4.8	5 11.9	6 14.3	2 4.8	42 100.0

Chi Square = 29.041 with 33 df

Figure 46 (continued)

Median score: 7.828
Rank: 10

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	0 0.0	2 12.5	0 0.0	1 6.3	1 6.3	0 0.0	2 12.5	0 0.0	2 12.5	3 18.8	3 18.8	2 12.5	16 100.0
30-39	1 1.0	4 4.2	4 4.2	6 6.3	8 8.3	7 7.3	11 11.5	8 8.3	13 13.5	9 9.4	12 12.5	13 13.6	96 100.0
40-49	0 0.0	2 2.0	4 4.0	7 7.0	3 3.0	7 7.0	10 10.0	10 10.0	10 10.0	10 10.0	19 19.0	18 18.0	100 100.0
50-59	0 0.0	2 5.6	1 2.8	2 5.6	3 8.3	3 8.3	2 5.6	3 8.3	3 8.3	4 11.1	7 19.4	6 16.7	36 100.0
60+	0 0.0	1 11.1	1 11.1	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 22.2	1 11.1	4 44.4	9 100.0

Chi Square: 29.685 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	2 66.7	3 100.0
Masters	0 0.0	10 5.1	7 3.6	13 6.6	13 6.6	11 5.6	16 8.2	16 8.2	23 11.7	23 11.7	31 15.8	33 16.8	196 100.0
Prof. Cert.	1 2.0	1 2.0	3 5.9	0 0.0	1 2.0	4 7.8	6 11.8	6 11.8	2 3.9	6 11.8	10 19.6	11 21.6	51 100.0
Doctorate	0 0.0	0 0.0	0 0.0	3 15.8	1 5.3	3 15.8	3 15.7	1 5.3	3 15.8	0 0.0	4 21.1	1 5.3	19 100.0

Chi Square: 36.015 with 33 df

Figure 47

Presentations/Seminars as Offered by Private Constultant Firms

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	0 0.0	2 3.7	1 1.9	4 7.4	4 7.4	3 5.6	3 5.6	6 11.1	5 9.3	5 9.3	8 14.8	13 24.1	54 100.0
201 - 400	0 0.0	6 7.0	2 2.3	5 5.8	4 4.7	5 5.8	5 5.8	6 7.0	8 9.3	12 14.0	15 17.4	18 20.9	86 100.0
401 - 600	1 2.1	0 0.0	6 12.8	1 2.1	5 10.6	1 2.1	7 14.9	6 12.8	4 8.5	4 8.5	6 12.8	6 12.8	47 100.0
601 - 800	0 0.0	2 7.1	0 0.0	2 7.1	0 0.0	4 14.3	2 7.1	2 7.1	5 17.9	2 7.1	6 21.4	3 10.7	28 100.0
801 - 1000	0 0.0	1 4.5	0 0.0	1 4.5	0 0.0	2 9.1	4 18.2	0 0.0	4 18.2	4 18.2	3 13.6	3 13.6	22 100.0
1001 - 1500	0 0.0	0 0.0	1 4.5	1 4.5	2 9.1	2 9.1	1 4.5	2 9.1	1 4.5	2 9.1	6 27.3	4 18.2	22 100.0
1501 - 2000	0 0.0	0 0.0	0 0.0	1 14.3	0 0.0	1 14.3	3 42.9	0 0.0	1 14.3	0 0.0	1 14.3	0 0.0	7 100.0
2000+	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	1 33.3	1 33.3	0 0.0	0 0.0	0 0.0	3 100.0

Chi square = 80.234 with 77df

Figure 47 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
1 - 5	1 1.0	5 4.9	4 3.9	7 6.9	7 6.9	4 3.9	9 8.8	8 7.8	15 14.7	12 11.8	13 12.7	17 16.7	102 100.0
6 - 10	0 0.0	4 5.0	2 2.5	5 6.3	4 5.0	7 8.8	7 8.8	8 10.0	8 10.0	5 6.3	20 25.0	10 12.5	80 100.0
11 - 15	0 0.0	0 0.0	0 0.0	0 0.0	3 8.8	1 2.9	4 11.8	3 8.8	4 11.8	5 14.7	4 11.8	10 29.4	34 100.0
15+	0 0.0	2 4.8	4 9.5	3 7.1	1 2.4	3 7.1	2 4.8	2 4.8	2 4.8	5 11.9	8 19.0	10 23.8	42 100.0

Chi Square = 31.069 with 33 df

Figure 47 (continued)

Median score: 9.034
Rank: 11

Age	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
20-29	1 6.3	0 0.0	1 6.3	1 6.3	0 0.0	1 6.3	0 0.0	0 0.0	5 31.3	2 12.5	2 12.5	3 18.8	16 100.0
30-39	0 0.0	1 1.0	4 4.2	6 6.3	8 8.3	5 5.2	9 9.4	8 8.3	11 11.5	11 11.5	18 18.8	16 16.7	96 100.0
40-49	0 0.0	1 1.0	4 4.0	2 2.0	4 4.0	10 10.1	9 9.1	9 9.1	13 13.1	12 12.1	19 19.2	16 16.2	99 100.0
50-59	0 0.0	1 2.9	1 2.9	4 11.4	4 11.4	2 5.7	2 5.7	4 11.4	4 11.4	4 11.4	4 11.4	5 14.3	35 100.0
60+	0 0.0	0 0.0	0 0.0	1 11.1	1 11.1	0 0.0	1 11.1	0 0.0	1 11.1	1 11.1	4 44.4	0 0.0	9 100.0

Chi Square: 43.391 with 44 df

Education	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
Bachelors	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 66.7	1 33.3	3 100.0
Masters	1 0.5	3 1.6	7 3.6	10 5.2	13 6.7	11 5.7	20 10.4	16 8.3	26 13.5	18 9.3	36 18.7	32 16.6	193 100.0
Prof. Cert.	0 0.0	0 0.0	1 2.0	3 5.9	2 3.9	4 7.8	3 5.9	3 5.9	7 13.7	10 19.6	12 23.5	6 11.8	51 100.0
Doctorate	0 0.0	0 0.0	2 10.5	1 5.3	2 10.5	3 15.8	0 0.0	2 10.5	2 10.5	3 15.8	1 5.3	3 15.8	19 100.0

Chi Square: 24.401 with 33 df

Figure 48

Seminars/Meetings Offered by Private Business Firms

Enrollment	1	2	3	4	5	6	7	8	9	10	11	12	Count Row %
50 - 200	1 1.9	2 3.8	4 7.5	3 5.7	1 1.9	3 5.7	6 11.3	6 11.3	4 7.5	3 5.7	13 24.5	7 13.2	53 100.0
201 - 400	0 0.0	0 0.0	1 1.2	4 4.7	9 10.6	4 4.7	6 7.1	4 4.7	15 17.6	13 15.3	16 18.8	13 15.3	85 100.0
401 - 600	0 0.0	0 0.0	1 2.1	5 10.6	4 8.5	3 6.4	6 12.8	5 10.6	8 17.0	4 8.5	6 12.8	5 10.5	47 100.0
601 - 800	0 0.0	1 3.6	2 7.1	0 0.0	2 7.1	1 3.6	2 7.1	0 0.0	4 14.3	5 17.9	5 17.9	6 21.4	28 100.0
801 - 1000	0 0.0	0 0.0	1 4.8	0 0.0	1 4.8	1 4.8	1 4.8	3 14.3	3 14.3	3 14.3	3 14.3	5 23.8	21 100.0
1001 - 1500	0 0.0	0 0.0	0 0.0	2 9.1	0 0.0	4 18.2	1 4.5	1 4.5	0 0.0	1 4.5	7 31.8	6 27.3	22 100.0
1501 - 2000	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	2 28.6	1 14.3	2 28.6	0 0.0	2 28.6	0 0.0	0 0.0	7 100.0
2000+	0 0.0	0 0.0	1 33.3	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	1 33.3	0 0.0	1 33.3	0 0.0	3 100.0

Chi square = 86.510 with 77 df

Figure 48 (continued)

Experience	1	2	3	4	5	6	7	8	9	10	11	12	Count / Row %
1 - 5	1 1.0	2 2.0	6 5.9	7 6.9	6 5.9	8 7.9	8 7.9	5 5.0	12 11.9	9 8.9	21 20.8	16 15.8	101 100.0
6 - 10	0 0.0	1 1.3	1 1.3	3 3.8	6 7.7	2 2.6	7 9.0	8 10.3	11 14.1	13 16.7	11 14.1	15 19.2	78 100.0
11 - 15	0 0.0	0 0.0	0 0.0	1 2.9	1 2.9	3 8.8	4 11.8	5 14.7	6 17.6	2 5.9	8 23.5	4 11.8	34 100.0
15+	0 0.0	0 0.0	1 2.4	3 7.1	3 7.1	2 4.8	4 9.5	2 4.8	6 14.3	6 14.3	8 19.0	7 16.7	42 100.0

Chi Square = 23.752 with 33 df

Figure 48 (continued)

Median score: 9.243
Rank: 12

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the Problem

The general purpose of the study was to determine the perceived in-service needs of secondary principals in Nebraska and the six states continguous to Nebraska. Involved in the study was an examination of these needs in relation to the age, professional preparation, experience, and school size (total student enrollment) of principals in the sample group.

Delivery systems were defined in this study as: any method or media used in the dissemination of knowledge or the development of skills. A preference for various delivery methods in regard to the variables age, professional preparation, experience, and school size (total school enrollment) was also sought.

Assumptions

A general assumption of this study was that components of programs specifically concerned with the in-service needs of secondary principals could be identified. The study was based on the following specific assumptions:

1. A review of the literature relating to in-service programs for administrators from 1963 to the present would aid in the identification of in-service programs and delivery systems used to promote the professional development of secondary principals.

2. A review of the literature relating to competency based preparation and in-service programs for administrators would aid in the identification of

competence areas/skills necessary for secondary principals.

3. A survey of individuals representing the following groups would aid in the formulation of a list of competence areas/skills necessary for secondary principals.
   -department members, educational administration
   -superintendents of school districts
   -department members, secondary education
   -secondary principals

4. The responses to survey items of the above mentioned groups were viable and based upon their personal and professional expertise and reflect what they believe are the competence areas necessary for secondary principals.

5. The responses of the sample of secondary principals to points on the questionnaire were honest reflections of their perceptions concerning individual need and preferred delivery systems in regard to specified competence areas.

Method

The survey method was used to gather data pertinent to this investigation. Two individual surveys were conducted. One had as its objective the validation of a list of competence areas or skills for secondary principals. This survey involved authorities in the field of administration and practicing school administrators.

The second survey was conducted to retrieve information relating to in-service need in each of the competence areas and delivery system preference as it relates to in-service programs. This survey involved secondary principals in a seven-state region.

Procedures

Review of related literature. An extensive review of the

literature pertaining to administrator competence areas and in-service programs for school executives was conducted to gain in-depth understanding of the issues to be dealt with.

Selection of the validation jury. Although there was general consensus among the authors as to the competence areas in which secondary principals should demonstrate some degree of proficiency, it was determined that the compiled list should be scrutinized by practicing administrators, professors of educational administration, and professors of secondary education.

Jury selection was based in part on the suggestions of Dr. Dale K. Hayes, professor, University of Nebraska, and in part on this writer's identification of authorities writing in the field of administrators competencies. The jury consisted of the following individuals: Dr. Alan Seagren, assistant vice-chancellor of the University of Nebraska and former department chairman, educational administration; Dr. Edgar Kelley, associate professor of secondary education with rank in the department of educational administration; Dr. Lloyd McCleary, professor of educational administration at the University of Utah; Dr. Donald Stroh, superintendent of the Millard Public Schools; Dr. Richard Triplett, superintendent of the Bellevue Public Schools; Dr. Ronald Anderson, assistant superintendent for personnel, Omaha Public Schools; William Bogar, principal of Lincoln High School, Lincoln Nebraska; Dr. Margaret Steyjskal, principal of Lewis and Clark Junior High School, Omaha, Nebraska; Richard Sedlacek, principal of North Platte Senior High School, North Platte, Nebraska; and James Huge, principal of

East High School, Lincoln, Nebraska.

The Survey Instrument

With the assistance of Dr. Dale Hayes, the data collection instrument was prepared in its final form and pilot tested by four sample members. These individuals found the instrument to be clear and concise. One pilot study member, Dr. Ike Pane commented that as the questionnaire was not especially time consuming a good response was probable.

The thirty-five competence areas used on the final survey instrument are now being used as sample competencies for secondary principals in a monograph published by the N.A.S.S.P. and edited by Edgar Kelley. The expected publication date of this work is August, 1975.

Selection of the Sample

A sample of secondary principals was taken from the following states: Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota and Wyoming. In order to facilitate the drawing of inferences to the entire populations within these states, care was taken in the manner in which the sample was drawn. Michael Nunnery's formula for the selection of sample size was employed to determine the number of principals in each state that would have to respond to provide adequate data.

Once the number for each state was calculated, the educational directories published by the respective state departments of education

were secured and numbers were assigned to all secondary principals listed. Using a table of random numbers, the appropriate sample was selected from each directory.

Conduct of the Survey

On March 21, 1975, an introductory letter and a questionnaire were sent to each sample member included in the study. Formula computation indicated that a minimum return of two hundred forty-six instruments would be acceptable. To insure an adequate response, an additional one hundred questionnaires reflecting the sample proportions of the various states were included in the initial mailing.

As the total response exceeded the projected acceptable minimum, it was not necessary to conduct a second mailing of data collection instruments. The high response rate (84 percent) and various comments by sample members indicated that secondary principals are very concerned with activities designed to promote their professional development.

Findings

The data collection instrument contained forty-seven response categories. Responses one through thirty-five related to perceived in-service need in specified competence areas. Responses thirty-six through forty-seven dealt with preference in regard to specified delivery systems. The following are the findings on each of the competence areas and delivery systems as indicated by the analysis of the questionnaire:

In-service need in specified competence areas.

1. Supervision and evaluation of professional staff. Sample members expressed the greatest in-service need in this area. The response median feel between the "great" and "some" need categories and no statistically significant differences in response due to the independent variables were revealed.

2. Designing and implementing programs for exceptional children. Principals surveyed had between "great" and "some" in-service need for this second ranked item. The independent variables did not affect the responses to any significant degree.

3. Designing and evaluating curriculum. This item was third ranked in overall in-service need and the median score showed that those involved in the study had between "great" and "some" need. A significant relationship between school size and the responses elicited was observed.

4. Planning, conducting and evaluating in-service or staff development. The median response placed this fourth ranked item between the "great" and "some" need designations. Statistical significance between the variables enrollment and education and in-service need were found to exist.

5. Designing instructional strategies. Sample members ranked this item fifth in overall in-service need with a median response which fell between "great" and "some" need. Independent variable groupings had no effect on the way principals responded in this area.

6. Designing and conducting needs assessment procedures. Principals surveyed expressed between "great" and "some" in-service need for this sixth ranked item according to the median response. No statistically significant differences in response due to the independent variables were revealed.

7. Understanding and applying school law. This competence area was seventh ranked in overall in-service need and had a median score which indicated that those involved in the study had between "great" and "some" need. No significant difference in responses in regard to the independent variables was observed.

8. Designing and implementing a communications/public relations program. The median response placed this item eighth in overall in-service need with a median response which fell between "great" and "some" need. The independent variable groupings had no significant effect on the way principals responded in this area.

9. Investigation and testing of teaching techniques. This item was ninth ranked in overall in-service need and the median score showed that those involved in the study had "some need." The independent variable groupings had no significant effect on the way principals responded in this area.

10. Self-assessment procedures for personal self-renewal. Principals surveyed expressed between "great" and "some" in-service need for this tenth ranked item according to the median response. No statistically significant differences in response due to the independent variables were revealed.

11. Administration of budget compilation on the building level. This competence area was eleventh ranked in overall in-service need and had a median score which indicated that those involved in the study had between "great" and "some" need. No significant difference in responses in regard to the independent variables was observed.

12. Identifying school district goals and objectives. Median response caused this twelfth ranked item to fall between the "great" and "some" need categories. No significant relationship between any of the independent variables and the response pattern was detected.

13. Implementing team management procedures. Sample members ranked this item thirteenth in overall in-service need with a median response which fell between "some" and "little" need. Independent variable groupings had no effect on the way principals responded in this area.

14. Assist in developing school board policies. Principals involved in the survey expressed between "some" and "little" in-service need in this area. No statistical significance in regard to the independent variables and the response pattern existed.

15. Management of staff conflict. This competence area was fifteenth ranked in in-service need and had a median score that indicated those involved in the survey had between "some" and "little" need. A significant relationship between the variable education and the way principals responded to this competence area was observed.

16. Student control: discipline necessary for operation. The median response placed this sixteenth ranked item between the

"some" and "little" need designations. There was found to be no significant relationship between the independent variables and the way in which principals responded in this area.

17. Interviewing and selecting professional staff. Sample members ranked this item seventeenth in perceived in-service need with a median that fell between the "some" and "little" need categories. No significant relationship between the independent variables and the responses was observed.

18. Collection, interpretation and utilization of research. Principals surveyed expressed between "some" and "little" in-service need for this eighteenth ranked item. A significant relationship between the variable education and the responses of sample members was found to exist.

19. Implementing systems analysis procedures for planning. This competence area was nineteenth ranked in in-service need and had a median score that indicated those involved in the survey had between "some" and "little" need. A significant relationship between the variable age and the way principals responded to this competence area was observed.

20. Utilization of data processing procedures. Median response caused this twentieth ranked item to fall between the "some" and "little" need categories. A significant relationship between respondent age and perceived in-service need was found to exist.

21. Development and implementation of reporting systems (student progress). Sample members ranked this item twenty-first in

overall in-service need with a median response between "some" and "little" need. The independent variables had no significant effect on responses in regard to need in this area.

22. Designing and implementing student accounting and attendance procedures. This item was twenty-second ranked in overall in-service need and the median score showed that those involved in the study had "some" or "little" need. No significant relationships between the independent variables and the response pattern were observed.

23. Supervision and evaluation of non-instructional staff. The median response placed in-service need for this twenty-third ranked item between the "some" and "little" need designations. No statistically significant differences in response due to independent variables were revealed.

24. Administration of student activities program. Sample members ranked this item twenty-fourth in overall in-service need with a median response which fell between "some" and "little" need. The independent variable groupings had no significant effect on the way principals responded in this area.

25. Administration of guidance and counseling services. Principals surveyed expressed between "some" and "little" in-service need for this twenty-fifth ranked item. There was no statistically significant relationships between the independent variables and the responses elicited.

26. Staff assignment and utilization. Principals included in the study indicated between "some" and "little" in-service need for

this twenty-sixth ranked item. A significant relationship between school size and perceived in-service need was revealed.

27. Participation in the planning of educational facilities. This area was ranked twenty-seventh in perceived in-service need and had a median which indicated that those involved in the study had between "some" and "little" need. No significant relationship existed between the independent variables and the way principals responded.

28. Conducting educational surveys. According to the median response, secondary principals indicated between "some" and "little" in-service need in this competence area. Independent variables had no significant effect on the response patterns.

29. Interviewing and selecting non-instructional staff. Sample members ranked this item twenty-ninth in overall in-service need, with a median response between "some" and "little" need. The independent variables had no significant effect on responses in regard to in-service need in this area.

30. Designing and implementing inventory procedures for supplies and equipment. This competence area was thirtieth in overall in-service need with a median score indicating that those involved in the study had between "some" and "little" need. No significant relationships between the independent variables and the response pattern were observed.

31. Planning space utilization. The median response placed in-service need for this item between the "some" and "little" need designations. A statistically significant relationship between

respondent age and in-service need was revealed.

32. Administration of student health program. Sample members ranked this item thirty-second in overall in-service need with a median response between "some" and "little" need. None of the independent variables affected the responses to a significant degree.

33. Administration of student teacher program. Principals surveyed indicated they had between "some" and "little" in-service need for this item. Significant relationships were found to exist between the variables education and experience and perceived in-service need.

34. Administration of food service program. This competence area was ranked thirty-fourth in in-service need and had a median that indicated those involved in the survey had between "some" and "little" need. No significant relationship between the independent variables and the way principals responded to need in this area was observed.

35. Administration of transportation program. The median response caused this item to fall between the "some" and "little" need categories. The independent variables had no significant effect on the responses elicited.

Delivery System Preference

1. College or university extension courses offered in area convenient for you for credit. Sample members made this delivery system their first choice in the priority ranking. It was determined that a significant relationship existed between the variable enrollment and preference in regard to this method.

2. Seminars of one day or less as offered by universities, professional associations, or state departments of education. The median response indicated that this delivery system was the overall second choice of those surveyed. No significant differences in response patterns could be attributed to the independent variables.

3. Weekend seminars offered by universities, professional associations, or state departments of education. Principals in the study ranked this delivery system third in overall preference. Responses were not affected by the independent variables to any significant degree.

4. Courses offered by local districts for college credit or salary considerations. This delivery system was ranked fourth in priority by median comparison. None of the independent variables had a significant effect on the responses elicited.

5. College or university courses offered on campus for credit. Sample members ranked this delivery method fifth in their priority. It was observed that the independent variable groupings had no significant relationship to the responses of the principals surveyed.

6. Weekday seminars of three to five days as offered by universities, professional associations, or state departments of education. The median response indicated that this delivery system was the sixth choice of those surveyed. The independent variable enrollment had a significant effect on preference in regard to this system.

7. Conventions sponsored by professional organizations. No significant relationship was observed between the independent

variables and respondent preference for the seventh ranked delivery system.

8. After school seminars offered by local school districts. Principals surveyed ranked this delivery system eighth in priority by median comparison. None of the independent variables affected the respondents' preferences to any significant extent.

9. Participation in study committees/task forces. This delivery system was ranked ninth in sample member preference. Responses were not affected by the independent variables to any significant degree.

10. Media based courses offered for college credit. Sample members ranked this delivery method tenth in their priority as determined by the median. It was observed that the independent variable enrollment had a significant effect on how sample members rated this system.

11. Presentations/seminars as offered by private consultant firms. The median response indicated that survey participants made this delivery system their eleventh choice. None of the independent variable groupings had a relationship to the response pattern to any significant degree.

12. Seminars/meetings offered by private business firms. Secondary principals made this delivery system their last choice in the median comparison. No statistically significant relationships between the independent variables and the responses of sample members in regard to preference for this method were evident.

Conclusions

On the basis of the summary and findings of this study, the following conclusions seem to be in order:

1. The perceived in-service need of secondary principals was most acute in those competence areas calling for human relations or technical skills on the part of the administrator.

2. Secondary principals perceived little in-service need in competence areas calling for conceptual skills on the part of the administrator.

3. Secondary principals expressed in-service need in all the competence areas included in the data collection instrument.

4. As a group, the independent variables exhibited a minimal effect on the general response patterns. The independent variables school size, degree held and respondent age, however, appeared most frequently to affect responses elicited with each of these factors showing significance at the .05 confidence level in three response categories.

5. Secondary principals tended to prefer delivery systems that were convenient to them over traditional professional education.

6. Delivery systems offered by organizations other than universities, professional associations, or state departments of education were ranked relatively low in overall preference.

7. There was a minimal effect between the independent variables and the way secondary principals preferenced delivery systems.

Implications

1. The school size variable affected the responses of secondary principals as they related to technical/administrative functions more than it affected responses in regard to human relations or conceptual skills.

2. Respondent age had a more noticeable effect on perceived in-service need in the administrative/technical skills areas than in the human relations or conceptual fields.

3. Professional degree held affected the responses of secondary principals as to in-service need in the human relations competence areas more than in the administrative/technical or conceptual areas.

Recommendations

Based on the review of related literaure, the summary and analysis of the findings of the study, and the conclusions drawn, the following recommendations are made:

1. Organizations recognized as having roles in principal in-service should develop more extension courses and short term seminars in the areas of in-service needs identified in this study.

2. Professional growth policies for principals should be constructed with the findings of this study as their basis.

3. A study should be conducted to determine if the perceived in-service needs of secondary principals are consistent with the perceptions of need their various audiences hold for them.

4. A study should be conducted to determine the importance secondary principals place on the competence areas identified in this thesis.

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BIBLIOGRAPHY

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APPENDIX A

Validation Instrument

I wish to thank you for agreeing to serve as a member of a validation jury to examine an instrument I intend to use in a research study. The research is designed to measure the perceived individual need of secondary principals in the area of professional education and continuing studies. The topic of my dissertation is "An Analysis of the Continuing Educational Needs of Secondary Principals in Nebraska and the Six Contiguous States." My sample will be selected from junior high, middle school, and senior high school principals randomly chosen from Nebraska and the six bordering states.

Enclosed you will find a list of thirty competence areas that have been identified through a literary review as necessary for successful building leadership on the secondary level. The term competence area is synonymous with administrative duties, responsibilities, necessary performance, functional roles, etc. My instrument will list the areas and elicit responses from the sample as to perceived in-service need in each area. Please mark the appropriate boxes provided below each area in regard to your feelings as they relate to the informational points requested. At the bottom of the final page, I would ask that you comment as to additional competence areas that are not included on the list. When complete, please place the list in the enclosed envelope and forward it to my address. Thank you for your assistance.

Sincerely yours,

Gary T. Barta
5562 So. 122nd St.
Omaha, Nebraska 68137

Competence Area:
Interviewing and selecting professional staff.

Informational point:

____ this statement describes a competence area within the realm of a secondary principal
____ this statement describes a competence area outside the realm of a secondary principal
____ as it is stated, the competence area would be clearly understood by the sample
____ as it is stated, the competence area would not be clearly understood by the sample

COMMENTS:

Competence Area:
Interviewing and selecting non-instructional staff (classified employees).

Informational point

____ this statement describes a competence area within the realm of a secondary principal
____ this statement describes a competence area outside the realm of a secondary principal
____ as it is stated, the competence area would be clearly understood by the sample
____ as it is stated, the competence area would be clearly understood by the sample
____ as it is stated, the competence area would not be clearly understood by the sample

COMMENTS:

Competence Area:
Supervision and evaluation of professional staff.

Informational point

____ this statement describes a competence area within the realm of a secondary principal
____ this statement describes a competence area outside the realm of a secondary principal
____ as it is stated, the competence area would be clearly understood by the sample
____ as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Supervision and evaluation of non-instructional staff.

Informational point

____ this statement describes a competence area within the realm of a secondary principal

____ this statement describes a competence area outside the realm of a secondary principal

____ as it is stated, the competence area would be clearly understood by the sample

____ as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Designing special education programs.

Informational point

____ this statement describes a competence area within the realm of a secondary principal

____ this statement describes a competence area outside the realm of a secondary principal

____ as it is stated, the competence area would be clearly understood by the sample

____ as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Management of staff conflict

Informational point

____ this statement describes a competence area within the realm of a secondary principal

____ this statement describes a competence area outside the realm of a secondary principal

____ as it is stated, the competence area would be clearly understood by the sample

____ as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Self-assessment procedures (personal self-renewal)
Information point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Student control: discipline necessary for operation
Information point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

Competence Area:
Designing instructional strategies
Information point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the cample

COMMENTS

Competence Area:
Designing and conducting needs assessment procedures
Information point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal

____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Identifying school district goals and objectives
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Collection, interpretation, and utilization of significant research
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Investigation and testing of teaching techniques
Information point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

Competence Area:
Planning, conducting, and evaluating in-service or staff development

Information point:

____this statement describes a competence area within the realm of a secondary principal

____this statement describes a competence area outside the realm of a secondary principal

____as it is stated, the competence area would be clearly understood by the sample

____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Designing and evaluation curriculum

Informational point:

____this statement describes a competence area within the realm of a secondary principal

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____as it is stated, the competence area would be clearly understood by the sample

____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Implementing team management procedures

Informational point:

____this statement describes a competence area within the realm of a secondary principal

____this statement describes a competence area outside the realm of a secondary principal

____as it is stated, the competence area would be clearly understood by the sample

____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Conducting educational surveys

Informational point:

____this statement describes a competence area within the realm of a secondary principal

____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Developing and implementing reporting systems (student progress)
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area:
Planning space utilization
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Compatence Area:
Planning educational facilities
Information point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

Competence Area
Designing and implementing inventory procedures for supplies and equipment.
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Designing and implementing a community communication/public relations program
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Developing school policies
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COOMENTS

Competence Area
Implementing systems analysis procedures for planning (PPBS-PERT, etc._
Information point:

____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Utilization of data processing procedures
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____at it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Understanding and applying school law
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Designing and implementing student accounting and attendance procedures
Informational point:
____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the compatence area would be clearly understood by the sample

____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Administration of student activities program

Informational point:

____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Staff assignment and utilization

Informational point:

____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

Competence Area
Administration of guidance and counseling services

Informational point

____this statement describes a competence area within the realm of a secondary principal
____this statement describes a competence area outside the realm of a secondary principal
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would be clearly understood by the sample
____as it is stated, the competence area would not be clearly understood by the sample

COMMENTS

APPENDIX B

Letter of Request

Dear :

I am a candidate for the degree of Ed.D. at the University of Nebraska at Lincoln. The topic of my dissertation study is "An Analysis of the Continuing Educational Needs of Secondary Principals in the Areas of Professional Education and Continuing Studies." The sample groups in my study will include superintendents and secondary principals selected at random from the state of _____. In order to select a sample, I need the names and professional addresses of all superintendents and principals currently active in your state. If you have a directory that provides this information, I would certainly appreciate your sending it to the following address:

Gary T. Barta
5562 South 122nd Street
Omaha, Nebraska 68137

If there is a fee for this service, please bill me at the same address.

Thank you,

/s/ Gary T. Barta

Gary T. Barta

APPENDIX C

Cover Letter and Questionnaire

THE UNIVERSITY OF NEBRASKA–LINCOLN
LINCOLN, NEBRASKA 68508

TEACHERS COLLEGE
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

March 20, 1975
5562 So. 122nd
Omaha, Nebraska 68137

Dear Participant:

My name is Gary Barta and I am a graduate student in the Department of Educational Administration at the University of Nebraska, Lincoln. I am currently in the process of writing a research paper to determine the perceived individual need of a sample group of secondary principals as it relates to professional education and continuing studies (i.e., in-service programs).

Ten minutes of your time will be needed to obtain responses concerning your current need in each of thirty-five competence areas identified as necessary for successful building leadership on the secondary level.

All participants in this study were randomly selected and the information gathered will be handled in a strictly confidential manner.

Please mark the appropriate space that indicates your feelings toward each of the areas listed in the enclosed data collection form. A stamped, self-addressed envelope is enclosed for your use in returning this form. Thank you for your cooperation.

Sincerely,

Gary J. Barta

Gary Barta

ss

Encl.

BACKGROUND INFORMATION

Would you please complete the following information by placing a check mark (✓) in the blank of the category that applies to you?

Education Level - Check Highest Level Attained:

(1) ____ Bachelor's Degree
(2) ____ Master's Degree
(3) ____ Professional (Sixth-year) Certificate
(3) ____ Doctorate

Age:

(1) ____ 20-29
(2) ____ 30-39
(3) ____ 40-49
(4) ____ 50-59
(5) ____ 60 plus

Experience as a secondary principal including present year:

(1) ____ 1- 5
(2) ____ 6-10
(3) ____ 11-15
(4) ____ 15 plus

State in which you are employed:

(1) ____ Colorado
(2) ____ Iowa
(3) ____ Kansas
(4) ____ Missouri
(5) ____ Nebraska
(6) ____ South Dakota
(7) ____ Wyoming

Student Enrollment: List the total student enrollment under your supervision.

(1) ____ 50- 200
(2) ____ 201- 400
(3) ____ 401- 600
(4) ____ 601- 800
(5) ____ 801-1000
(6) ____ 1001-1500
(7) ____ 1501-2000
(8) ____ 2001-above

Listed on the following pages are thirty-five competence areas that have been identified through a review of available literature as necessary for successful administrative leadership at the secondary level. Please indicate your perception of your in-service need in each of the stated areas by circling the appropriate number following each statement. For the purpose of this study in-service has been defined as professional education and/or continuing studies activities designed to increase one's proficiency in a particular area after initial preparation required for certification.

Circle only one choice for each item.

1. Area of extreme (E) in-service need for me.
2. Area of great (G) in-service need for me.
3. Area of some (S) in-service need for me.
4. Area of little (L) in-service need for me.
5. Area of no (N) in-service need for me.

		E	G	S	L	N
1.	Interviewing and selecting professional staff.	1	2	3	4	5
2.	Interviewing and selecting non-instrucional staff (classified employees).	1	2	3	4	5
3.	Supervision and evaluation of professional staff.	1	2	3	4	5
4.	Supervision and evaluation of non-instructional staff (classified employees).	1	2	3	4	5
5.	Designing or implementing programs for exceptional children.	1	2	3	4	5
6.	Management of staff conflict.	1	2	3	4	5
7.	Self-assessment procedures for personal self-renewal.	1	2	3	4	5
8.	Student control: discipline necessary for operation.	1	2	3	4	5
9.	Designing instructional strategies.	1	2	3	4	5
10.	Designing and conducting needs assessment procedures.	1	2	3	4	5
11.	Identification of school district goals and objectives.	1	2	3	4	5
12.	Collection, interpretation, and utilization of research.	1	2	3	4	5

		E	G	S	L	N
13.	Investigation and testing of teaching techniques.	1	2	3	4	5
14.	Planning, conducting and evaluating in-service or staff development.	1	2	3	4	5
15.	Designing and evaluating curriculum.	1	2	3	4	5
16.	Implementing team management procedures (e.g., participatory decision-making, etc.).	1	2	3	4	5
17.	Conducting educational surveys.	1	2	3	4	5
18.	Development and implementation of reporting systems (student progress).	1	2	3	4	5
19.	Planning space utilization.	1	2	3	4	5
20.	Participation in the planning of educational facilities.	1	2	3	4	5
21.	Designing and implementing inventory procedures for supplies and equipment.	1	2	3	4	5
22.	Designing and implementing a communication/ public relations program.	1	2	3	4	5
23.	Assist in developing school policies.	1	2	3	4	5
24.	Implementing systems analysis procedures for planning (PPBS, Pert, etc.).	1	2	3	4	5
25.	Utilization of data processing procedures.	1	2	3	4	5
26.	Understanding and applying school law.	1	2	3	4	5
27.	Designing and implementing student accounting and attendance procedures.	1	2	3	4	5
28.	Administration of student activities program.	1	2	3	4	5
29.	Staff assignment and utilization.	1	2	3	4	5
30.	Administration of guidance and counseling services.	1	2	3	4	5
31.	Administration of food service program.	1	2	3	4	5
32.	Administration of transportation program.	1	2	3	4	5
33.	Administration of student teacher program.	1	2	3	4	5
34.	Administration of student health program.	1	2	3	4	5
35.	Administration of budget compilation on building level.	1	2	3	4	5

Below you will find twelve delivery systems commonly used for administrative in-service programs. Please number these systems according to your preference, in priority order, with (1) being the most desirable and (12) being least desirable.

____ College or university courses, offered on campus for credit

____ College or university extension courses, offered in area convenient for you for credit

____ Courses offered by local school districts for college credit or salary schedule benefits

____ Media-based courses offered for college credit

____ Weekend seminars offered by universities, professonal associations or organizations, or state departments of education

____ Weekday seminars of three to five days as offered by same groups

____ Seminars of one day or less as offered by same groups

____ After school seminars offered by local districts

____ Seminars/meetings offered by private business, e.g., insurance workshops, food service seminars

____ Presentations/seminars as offered by private consultant firms

____ Conventions sponsored by professional organizations

____ Participation in study committees/task forces

List any others: