

THE STATUS AND RESPONSIBILITIES OF PUBLIC
SCHOOL BUSINESS OFFICIALS IN KANSAS

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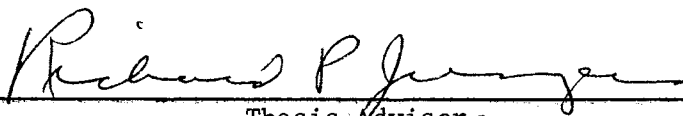
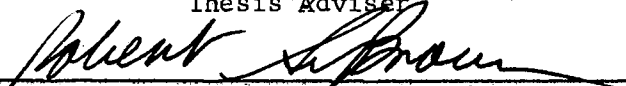

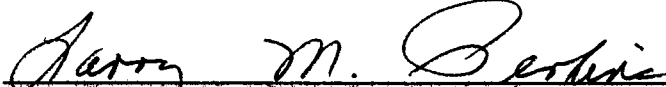
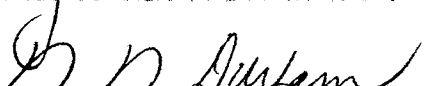
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Background for the Study	3
Statement of the Problem	6
The Scope of the Study	7
Definition of Terms	8
Significance of the Study	9
II. REVIEW OF THE LITERATURE	11
Organizational Background	11
The History and Development of the Position School Business Official	15
The Status and Responsibilities of the School Business Official	18
The Possible Future for the School Business Official .	29
Summary	31
III. PROCEDURE	34
IV. PRESENTATION AND RESULTS OF DATA	38
Personal Data Related to the School Business Official.	39
Information Concerning the School District	79
Data Related to the School Business Official's Position	83
Data Related to the Competencies of the School Business Official's Position	98
Summary	105
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	107
Summary	107
Findings	108
Conclusions	119
Recommendations	120
A SELECTED BIBLIOGRAPHY	122
APPENDIX A - CORRESPONDENCE WITH DR. COPPLE	128
APPENDIX B - CORRESPONDENCE WITH SUPERINTENDENTS	131

Chapter	Page
APPENDIX C - CORRESPONDENCE WITH BUSINESS OFFICIALS	135
APPENDIX D - QUESTIONNAIRE	139
APPENDIX E - SCHOOL DISTRICTS INCLUDED IN THE STUDY	148
APPENDIX F - SCHOOL DISTRICTS WHOSE BUSINESS OFFICIAL RESPONDED TO THE QUESTIONNAIRE	150
APPENDIX G - WORK EXPERIENCES OUTSIDE EDUCATION	152
APPENDIX H - BUDGETS	156
APPENDIX I - COMPETENCIES OF BUSINESS OFFICIALS	158

LIST OF TABLES

Table	Page
I. Percent of Districts in the United States With a Student Enrollment Over 300 Employing a Full Time Business Official	15
II. Official Title of Respondents	40
III. Ages of the School Business Official	42
IV. Sex of the School Business Official	42
V. Respondents Reporting Full-Time Employment as School Business Official	43
VI. Amount of Time Spent Performing Business Management Functions by Individuals Serving as Part-Time School Business Officials	44
VII. Other Duties Performed by Respondents Serving as Part-Time School Business Officials	45
VIII. Highest Level of School Year Completed by the 53 Responding School Business Officials	46
IX. Highest Degree Held by the 53 Responding School Business Officials	47
X. The Major Area of Undergraduate Study Reported by the Kansas School Business Official	49
XI. The Major Area of Graduate Study Reported by the Kansas School Business Official	51
XII. Professional Educational Certificates Held by the Kansas School Business Official	52
XIII. The Number of Years as Full-Time Business Official in Present Position	54
XIV. The Number of Years Served as a School Business Official in Other Kansas Schools	55

Table	Page
XV. The Total Number of Years the Respondents Had Served as a School Business Official	56
XVI. The Number of Years of Experience in Various Educational Positions of the School Business Official	58
XVII. The Annual Salary for the Kansas School Business Official for the 1971-72 School Year	60
XVIII. The Number of Months Employed	61
XIX. Salary of School Business Officials Determined by Salary Schedule	62
XX. Salary of School Business Officials Determined by Scheduled Ratio	63
XXI. Methods of Determining Salary of School Business Official if Other Than by Ratio or Schedule	64
XXII. The Number of Days in the School Official's Vacation Period Given in Terms of Working Days Per Year	65
XXIII. The Months Used for Vacation When the Vacation Period Is Divided	67
XXIV. Sick Leave in Working Days Per Year	68
XXV. The Number of Days to Which Sick Leave Accumulates	70
XXVI. The Number of Days Annual Bereavement Leave Provided the Kansas School Business Official	71
XXVII. The Number of Days Personal Leave Provided the Kansas School Business Official	72
XXVIII. The Number of Days Provided the Kansas School Business Official for Illness in the Immediate Family	74
XXIX. Other Fringe Benefits Provided the Kansas School Business Official	75
XXX. Professional Organization in Which the Kansas School Business Official Is a Member	78
XXXI. Total Student Enrollment of School Districts Included in the Study	80
XXXII. The School Organization of the School Districts Included in the Study	82

Table	Page
XXXIII. The Number of Years a Business Official Has Been Employed by the School District	84
XXXIV. Kind of School District Employing a School Business Official	85
XXXV. To Whom the School Business Official Is Directly Responsible	86
XXXVI. The Degree of Responsibility Exercised by the School Business Officials From Group I in Performing Selected School Business Functions	90
XXXVII. The Degree of Responsibility Exercised by the School Business Officials From Group II in Performing Selected School Business Functions	92
XXXVIII. The Degree of Responsibility Exercised by the School Business Officials From Group III in Performing Selected School Business Functions	94
XXXIX. The Degree of Responsibility Exercised by all Responding School Business Officials in Performing Selected School Business Functions	96
XL. The Number of Individuals by Position Directly Responsible to the School Business Official	99
XLI. Competencies Deemed Necessary by Respondents in Group I for Proficiency in Public School Business Management	101
XLII. Competencies Deemed Necessary by Respondents in Group II for Proficiency in Public School Business Management	102
XLIII. Competencies Deemed Necessary by Respondents in Group III for Proficiency in Public School Business Management	103
XLIV. Compilation of Competencies Deemed Necessary by all Respondents of all Groups for Proficiency in Public School Business Management	104

CHAPTER I

INTRODUCTION

More persons are employed in the educational endeavor than in any other form of business, industry, or government. The instructional force of public elementary and secondary schools and the instructional staff of institutions of higher education were larger than the total federal civilian employment in 1965. This instructional force was about equal to the force of workers in automobile, aircraft, and electrical equipment industries combined.¹

Schools have big business management functions; in fact, they often have the largest management functions in the community. Bigness is defined in terms of personnel employed, persons served, money spent, supplies purchased, buildings constructed and maintained.²

As enrollments have increased and as budgets have soared, many changes have occurred in public school administration and organization. The superintendent has had to assume a new role in the public school of today. He has been forced to relinquish many of his former responsibilities to assistants. The new position of school business official has emerged as a result of the superintendent delegating his former

¹Charles S. Benson, The Economics of Public Education (2d ed., New York, 1968), p. 5.

²William H. Roe, School Business Management (New York, 1961), p. 16.

responsibilities to these assistants. In 1961 the position of school business official was found to be the fastest growing profession in public education.³ As illustrated in the following discussion, this has not always been the case.

Moffitt⁴ wrote:

No one on earth has a right to cast aspersions on the dedication or probity of the worthy folk who had responsibility for education. Rather, the lack of sound business procedures in 1910 emphasizes the fact that, 50 years ago, school business administration was not considered particularly important and had little relationship to the lick-em-and-learn-em procedures.

In order to illustrate the progress that has been made in school business administration, Moffitt⁵ states:

In 1910 it was the prerogative of the board president to formulate the school budget in most of the smaller school districts. In the larger cities, the common council fumed, fussed and formulated with frequency and ignorance, even as it does today. The board president computed the budget by making notes on the backs of old envelopes. This he did in his spare time between interviewing the current crop of teachers, deciding a few cases of discipline, and supervising repairs on the schoolhouse roof.

Moffitt⁶ had the following to say about the school records.

Added to all of this unbusinesslike confusion was the sorry state of the school records. The clerk of the board, a local insurance agent, wrote and retained the insurance policies in his office safe. The board president kept the photographs and vital statistics of the candidates for teaching positions. The blueprints of the plans and specifications of past or future buildings were in official charge of

³William Endicott, "The Business Manager Becomes a Professional," The American School Board Journal, CLIII (November, 1966), p. 20.

⁴Frederick Moffitt, "School Business Problems Have Grown With the Job--So Has the Profession," The Nation's Schools, LXVIII (September, 1961), p. 94.

⁵Ibid., p. 61.

⁶Ibid., p. 62.

the football coach, who was reputed to have been exposed to a course in religious architecture during his student days in physical culture.

.....
 Lest I seem to be unduly critical of all this monkey business, let me hasten to confess that I myself was no great shakes as a business manager. The remaining school records, left over after the aforementioned community distribution, were kept in an old wooden file along with my lunch and rubbers.

The preceding statements are in no way intended to degrade the individuals responsible for education in the early 1900's. These statements are used only to emphasize the fact that school business administration was not considered particularly important at that point in time.

Background for the Study

Roe states,

The literature and research in educational administration have been noticeably weak in presenting a systematic and disciplined treatment of management, particularly as it relates to the business and service aspects of the school.⁷

This is further substantiated by Jordan when he wrote,

... information on the relationship between school district size and needs in terms of central office professional staff members, definite research does not exist upon which staffing ratios can be developed.⁸

In 1931-32 there were 127,422 school districts in the United States. By 1953-54 the number of school districts had decreased to 62,969.⁹ There were still approximately 22,000 school districts in the

⁷Roe, p. 17.

⁸K. Forbis Jordan, School Business Administration (New York, 1969), p. 17.

⁹Paul R. Mort, Walter C. Reusser, and John W. Polley, Public School Finance (New York, 1960), p. 467.

United States in 1968. This is a decrease to about one-sixth of the number of school districts that existed in 1931-32. Six states still have over 1,000 school districts each. Reorganization in most states has taken place in the last few years.¹⁰ Knezevich and Fowlkes report of a study that suggests only 10,200 basic school administrative units and 2,500 intermediate units are needed for efficient operation of public schools in the United States.¹¹ As school districts have increased in size, the school business official has been one of the first persons employed to aid the chief administrative official.¹²

As the number of school districts have decreased, membership in the Association of School Business Officials has increased. Membership increased from seven in 1910 to 1,883 in 1955.¹³ An extremely rapid growth was experienced from 1958 to 1960 when the organization's membership grew from 2,769 to 4,580.¹⁴ Since 1960 the growth in membership apparently has leveled off on the national level. Foster reported the membership of the Association of School Business Officials to be 4,685 in 1970.¹⁵

¹⁰Roe L. Johns and Edgar L. Morphet, The Economics and Financing of Education (2d ed., Englewood Cliffs, 1969), p. 173.

¹¹Stephen J. Knezevich and John Guy Fowlkes, Business Management of Local School Systems (New York, 1960), p. 4.

¹²Frederick W. Hill and James W. Colmey, School Business Administration in the Smaller Community (Minneapolis, 1964), p. 15.

¹³George W. Grill, "School Business Finds a Voice," The Nation's Schools, LVI (October, 1955), p. 62.

¹⁴Paul Abramson, ed., "Where Do Administrators Come From?" School Management, V (May, 1961), p. 77.

¹⁵Charles W. Foster, ed., "Exactly Who Makes Up ASBO Membership?" School Business Affairs, XXXVII (August, 1971), p. 175.

School district reorganization in Kansas and growth in membership of the Kansas Association of School Business Officials has somewhat followed the national trend, the major difference being that both growth in membership and reorganization have taken place at a later date in Kansas.

The Kansas School Unification Law became effective state wide, July, 1966; except for the northern half of Johnson County which has since become unified. The stated purpose of this law was to reduce the number of operating school districts, to place the new districts under the same State regulations, to improve instruction by providing sufficient numbers of students in larger attendance centers, to facilitate consolidation of attendance centers, to move toward greater educational opportunity for youngsters by upgrading and increasing curriculum offerings, and to equalize more nearly the school tax. Prior to unification there were approximately 1,200 school districts within the state of Kansas. Following the passage of the Kansas School Unification Law the number of school districts decreased to approximately 350 in number.¹⁶ In 1970, there were 311 school districts in Kansas.¹⁷

In 1959, the Kansas Association of School Business Officials had a total membership of 16.¹⁸ In 1969, the membership had grown to 49

¹⁶William Edwards, "Kansas School Unification Law," (Lecture presented at Kansas State Teachers College to the class Professional Relations of Teachers), Spring, 1969. (William Edwards is currently Assistant Professor of Education at Kansas State Teachers College, Emporia, and a past member of the Kansas State Legislature).

¹⁷Kansas State Department of Education, Kansas Educational Directory 1970-71 (Topeka, 1970-71), Bulletin 340, pp. 20-27.

¹⁸George W. Grill and Wesley L. Brown, The First 50 Years: The Building of the School Business Management Profession (Evanston, 1960), Bulletin 20, p. 36.

members.¹⁹ This is a 206 per cent increase in membership. The Kansas School Unification Law was passed during this same period of time. According to Lessig, the growth of the position of School Business Official in Kansas has been phenomenal over the past five years. This is mainly due to an increase in population and the unification of school districts in the state.²⁰

In Copple's review of literature the recommendation was made that the duties and responsibilities of school business officials be researched so that necessary program changes could be made to keep the preparation current with changing educational requirements and expectations.²¹

According to Dennis, no comprehensive or in-depth study has been made in Kansas to determine the status, functions, and competencies of the public school business official.²² Consequently, there was a definite need to obtain additional information concerning the Kansas public school business official.

Statement of the Problem

Little is known about the public school business official in

¹⁹Charles W. Foster, ed., "ASBO Membership Analysis," School Business Affairs, XXXVII (February, 1971), p. 26.

²⁰Opinion expressed by E. Paul Lessig in an address ("The Growth of the School Business Official Towards Professionalization in the State of Kansas.") at Miami Beach, 1967.

²¹Ernest V. Copple, "Status Functions, and Competencies of Indiana Public School Business Officials," (unpub. Ed.D. dissertation, Indiana University, 1970).

²²Statement by Dale Dennis, personal interview, Topeka, Kansas September, 1971.

Kansas. The problem of this study was to determine the status and responsibilities of the school business officials in the Kansas public schools.

Specifically, this study attempted to accomplish the following:

1. To locate the school business official's position in the administrative structure of the school district in which they are currently employed.
2. To determine the training and experience of the Kansas public school business official.
3. To determine the responsibilities of the public school business official within their respective school district.
4. To identify competencies and career patterns that characterize the Kansas school business official.
5. To establish a bench mark from which any change of the public school business official's position can be measured in subsequent years.

The Scope of the Study

This study included only:

1. Those schools in which both the superintendent of schools and the school business official were willing to cooperate, i.e., the subjects were essentially volunteers.
2. Those individuals that were officially designated as the school business official.
3. One school business official from each school district.
4. Responses that were obtained by the use of the mail questionnaire technique, which made it impossible to check the accuracy of the responses given by the respondents.

Definition of Terms

For the purposes of this study the following terms were defined as indicated below:

Association of School Business Officials of the United States and Canada. The national and international organization of local school business administrators with headquarters in Chicago, under the direction of Dr. Charles W. Foster, Executive Secretary, commonly referred to as A.S.B.O. and used as such in this study.

Board of Education. The body duly selected and organized as a single unit to plan and formulate policy for the public school. This board is a deliberative and legislative body which confines its work to legislative and appraisal functions, and delegates the executive functions to the superintendent of schools.

Kansas Association of School Business Officials. The state association for school business officials, who have the responsibility of managing the business affairs of a given school district, and is affiliated with the national organization of Association of School Business Officials of the United States and Canada.

Position. The word position is used to designate the office held in the administrative hierarchy by the school business official.

Responsibilities. The word responsibilities is used to designate the specific duties performed by the public school business officials in the management or administration of the school district.

School business administrator. In this study the terms school business administrator and business manager were viewed synonymously with the term school business official.

School business official. The school business official shall be that one individual other than the chief executive officer of the board, who reports to the Superintendent and/or the Board of Education, and who has general responsibility over one or more of the major school business activities in the public school.

School district. The governmental agency of the state created by the state as an instrumentality through which the legislature can carry out their constitutional mandate to provide for a system of public education.

Status. The word status is used to depict the qualifications, experience, and professional attributes of school business officials. It includes such factors as age, sex, salary, educational preparation, previous positions, and position in the organizational structure.

Training and experience. The word training is used to designate the educational preparation of the school business official. Experience is used to designate anything observed or lived through while performing the duties of a position in an educational setting or private industry.

Qualifications and professional attributes. The words qualifications and professional attributes are used to designate the conditions of formal and informal training required of an individual to be employed as a school business official.

Significance of the Study

Current literature seems to support the idea that certification of the school business official will take place in most states in future years. In the event that Kansas does consider the certification of the

school business official, the results of this study may provide data that would be significant in the establishment of certification standards. Before definite decisions are made about certification, more should be known about those now serving as the school business official. The results of this study could help to determine if certification is feasible at this point in time for the Kansas school business official.

At the present time very little research related to the Kansas school business official has been conducted. Possibly one of the most significant contributions this study will make is that a bench mark will be established from which future change can be measured. The fact that it is an attempt to describe a small part of the educational organization and the individuals occupying a particular position within the organization is significant in itself. It would appear that any study having implications of benefits to education needs to be re-searched.

CHAPTER II

REVIEW OF THE LITERATURE

The problems of business management of schools have been of major concern to educators for the past several decades. As student enrollments and districts size have both increased, the problems of management have taken on new importance. From these additional management problems, a need for a well trained person competent in business management has emerged which has caused school districts to create the position school business official. This chapter will give primary consideration to four areas concerning the development of this position. The four areas will be that of the organizational background, the history and development of the position, the present status and responsibilities of the individual, and the possible future for the position.

Organizational Background

In small unit organizations there are executive functions. These functions may be performed by a single individual or by several individuals. In complex organizations the necessities of communication result in the localization of the executive functions of the subordinate unit organizations in one person. It is also necessary to establish executive organizations, that is, those units specializing in the executive functions. When there are a large number of basic working units there must be several primary executive unit organizations. The

heads of these primary executive unit organizations will serve as the personnel of superior executive units. In large complex organizations this process will continue in an extensive pyramid of executive units.¹

In the small school systems there may be a single administrator responsible for all areas of school administration. There are a few districts so small that no administrator is employed and the administrative matters are decided by members of the local school board. Where a single administrator is provided he will recommend policies to the board of education, administer staff, lead educational development, conduct the business affairs of the system, and perform all other administrative functions required by the board of education. However, as the size of the district increases it is common to find an emerging pattern of administration. This pattern generally provides for professionally trained persons, or teams, to provide the total administrative services needed for the school system. In most cases, a single chief administrative official is employed by the board of education to assume the total responsibility for the operation of the school. The chief official then will normally delegate certain specific or specialized areas of administrative responsibility to those assisting or cooperating with him. Historically, school business administration has been one of the first areas to be assigned to persons other than the chief school administrator.²

¹Chester I. Barnard, The Functions of the Executive (Cambridge, 1968), pp. 111-112.

²Frederick W. Hill and James W. Colmey, School Business Administration in the Smaller Community (Minneapolis, 1964), p. 15.

"Organization is the process of systematically establishing proper relationships within an administrative structure," writes Roe.³ When a school is properly organized there is a means for getting things done, methods for doing them have been established, the responsibility for seeing that they are done has been established with an individual, and the best qualified members of the organization make the decisions. The organizational structure is like an architectural plan in that the larger and more complicated the task the more important it is to place various processes in the proper relationships.⁴

According to Abramson, superintendents of schools operating without a business manager spend more than 50 per cent of their time on non-educational affairs. With a business manager, superintendents spend almost two-thirds of their time doing the job they were hired to perform. The addition of a business official has the same proportional effect on the time spent by members of the board of education. However, members of the board still spend most of their time on non-educational duties.⁵

The school size needed to justify the employment of a business manager has not yet been determined. Tuttle recommends that an Assistant Superintendent should definitely be employed when the student enrollment is 2,000 students. He further recommends that the first administrative assistant be assigned to the area of business

³William H. Roe, School Business Management (New York, 1961), p. 21.

⁴Ibid.

⁵Paul Abramson, ed., "Where Do Administrators Come From?" School Management, V (May, 1961), p. 78.

management. An additional finding of interest was that the greatest deterrents to the employment of additional administrative assistants was that the superintendent did not believe that he needed additional help.⁶

Jordan recommends that when a school district reaches the student population of 2,000 to 2,500 consideration should be given to the employment of a school business official.⁷ Roe uses the student enrollment range of 2,000 to 2,400 students as a guide for the employment of a school business official. However, he further believes that a school with an enrollment of as few as 1,300 students could find it administratively sound to employ a business official.⁸ Likewise, both Oosting⁹ and Hill¹⁰ feel that school districts with 1,000 pupils or even lower may profitably employ such a specialist. Johns and Morphet believe that school systems with more than 5,000 students are more suitable for providing business management services. They suggest that the full potential savings from providing central business administration services are not realized until the school system reaches a

⁶Francis T. Tuttle, "An Analysis of the Factors Influencing the Establishment of the Position of Assistant Superintendent of Schools," Dissertation Abstracts, XXVI (May, 1966), p. 6489A.

⁷K. Forbis Jordan, School Business Administration (New York, 1969), p. 17.

⁸Roe, p. 36.

⁹Bernard R. Oosting, "The Whats, the Whys, and the Hows of School Business," The Nation's Schools, LXVIII (October, 1961), p. 56.

¹⁰Frederick W. Hill, The School Business Administrator (Evanston, 1960), Bulletin 21, p. 38.

student size of from 15,000 to 25,000.¹¹

As could be expected, larger school districts are more apt to have a full time business official. In 1961, Abramson reported the breakdown by district size to be as shown in Table I below.

TABLE I¹²

PER CENT OF DISTRICTS IN THE UNITED STATES WITH
A STUDENT ENROLLMENT OVER 300 EMPLOYING
A FULL TIME BUSINESS OFFICIAL

Number of Students	Number of Districts	Number of Business Managers	Per Cent Employing Full Time Business Officials
Over 25,000	123	119	97
12,000 to 25,000	230	200	87
6,000 to 12,000	629	374	60
3,000 to 6,000	1,409	746	53
1,200 to 3,000	3,147	1,146	36
600 to 1,200	3,170	858	27
300 to 600	3,635	660	18

The History and Development of the Position

School Business Official

According to Hill, school business administration has existed

¹¹Roe L. Johns and Edgar L. Morphet, The Economics and Financing of Education (Englewood Cliffs, 1969), p. 549.

¹²Paul Abramson, ed., "Where Do Administrators Come From?" School Management, V (May, 1961), p. 78.

since the beginning of the public school system. Historically, the need for a full time business administrator was first recognized by the city council in Cleveland, Ohio, in 1841, when they passed an ordinance for the appointment of an "acting manager" of schools. Cleveland did not appoint a superintendent of schools until twelve years later. Toward the close of the nineteenth and early in the twentieth centuries, school boards and superintendents of schools recognized the need for good business administration. Some of the school boards appointed a professionally trained educator to be superintendent and a businessman to be the business administrator. Both were of equal status in the hierarchy and both reported directly to the board of education. This was known as "dual control."¹³

Cubberley felt that considerable controversy was caused by the dual system of control. The reasons for this controversy was that boards of education understood the work of the business administrator better than they did the work of the schools, and that both business officials and boards of education regarded school men as "impractical" and "unbusinesslike" and as having very little interest in "economy." Cubberley believed that school business management existed chiefly for the contributions surrounding instruction. He recommended that there be a single chief executive of the schools and that the business official have the title Assistant Superintendent in Charge of Business and Clerical Affairs.¹⁴

¹³Frederick W Hill, "Responsibilities of the School Business Administrator," The Education Digest, XXVI (December, 1960), p. 24.

¹⁴Ellwood P Cubberley, Public School Administration (New York, 1929), pp. 521-523.

Jordan reports that most authorities on school administration organization support the unit control concept, with a single chief executive who has staff members with different responsibilities. In this approach, the business official is responsible to the superintendent and reports to the board of education only through the superintendent. Jordan reported that a study conducted by the American Educational Research Association in 1966, showed that less than five per cent of the business administrators, in schools with enrollments over 12,000 students, reported directly to the board of education. The study revealed that most of the schools were using the unit control plan.¹⁵

The growth of the office of business manager has come very much later than that of the chief executive of schools.¹⁶ In 1957, Garber indicated that the office of school business manager had come into its own and the holders of the office had attained professional recognition and status.¹⁷

The major professional organization of the school business official is the Association of School Business Officials of the United States and Canada, with A.S.B.O. as the official abbreviation. The organization was founded in 1910 and originally named the National Association of School Accounting Officers. The first and single purpose of the organization was the standardization of fiscal, physical

¹⁵Jordan, pp. 4-9.

¹⁶William G. Bruce and William C. Bruce, "For Better School-Business Administration," The American School Board Journal, III (December, 1945), p. 54.

¹⁷Lee O. Garber, ed., Law and the School Business Manager (Danville, 1957), p. iii.

and educational data of the public school systems for presentation in the form of public reports.¹⁸ Shortly after 1917, the organization joined with the National Association of School Building Officials to form the National Association of Public School Business Officials. This remained the official organizational name until 1951 when it was changed to the Association of School Business Officials of the United States and Canada.¹⁹

The Status and Responsibilities of the School Business Official

At the present time there is no single pattern of school business administration, no single pattern of administrative organization, and no one title applicable to the chief school business official.²⁰ It was not until the early 1900's that the business administrators began to realize the importance of their duties, the effects their services would have on education, and the need to obtain additional information regarding their various duties and responsibilities. At this point the administration of school business affairs began to have the tone of professionalization.²¹

In some school districts, the school business official is subordinated to the superintendent and directly responsible to him. This is known as the unit control plan of organization. In other districts,

¹⁸George W. Grill, "School Business Finds a Voice," The Nation's Schools, LVI (October, 1955), p. 58.

¹⁹Ibid., p. 59.

²⁰Hill, The School Business Administrator, Bulletin 21, p. 12.

²¹Ibid., p. 11.

the school business official is independent of the superintendent of schools and reports directly to the board of education. This is known as the multiple control plan of organization. Grieder supports Jordan's position that most authorities in school administration favor the unit plan.²² The unit control does not prevent the business official from reporting to the board of education. However, the reports are made at the request of the superintendent or after consulting with him and securing his approval.

School business administration is attempting to find its place in the midst of a revolution in education.²³ Bruce believes that for improvement in business administration, the school business executive of the future must be an individual who has come up through the schools and who has taken training for his work.²⁴ Most of the newer members entering the field are college graduates; many have advanced degrees in educational administration.²⁵ Moffitt believes that the school business official of the future will have to be both a scholar and a student with a deep understanding of the why, what, and how of education. The school business official will also have to be a public relations consultant because he must speak the language of the public in terms which it can understand.²⁶ Public education in America is a

²²Calvin Grieder, Truman M. Pierce, and William Everett Rosenstengel, Public School Administration (2d ed., New York, 1961), p. 450.

²³Oosting, The Nation's Schools, LXVIII (October, 1961), p. 54.

²⁴Bruce, p. 54.

²⁵Grill, p. 62.

²⁶Frederick Moffitt, "School Business Problems Have Grown With the Job--So Has the Profession," The Nation's Schools, LXVIII (September, 1961), p. 96.

multi-billion dollar enterprise. Prudent management of the financial and material resources of public education has become more important than ever before.²⁷ According to Garber, the school business official has finally reached professional status.²⁸ In many instances it has not been an easy success. Fulks points out that professionalism and dedication are synonymous.²⁹

According to Foutes, there is a need for a title identifying the school business official. He further found that superintendents of schools favor a title of "assistant superintendent."³⁰ Baker recommends that the title of the chief school business official should be "Assistant Superintendent for Business Affairs."³¹ Carnahan believes that the chief school business official should be subordinated to the superintendent.³² Buzby found that in one-half of the school districts in Pennsylvania it was not clear as to whom the business official was

²⁷ Stephen J. Knezevich, Administration of Public Education (New York, 1962), p. 442.

²⁸ Garber, p. iii.

²⁹ Dan Fulks, "Professionalism: A Misunderstood and Maligned Word," Ohio Schools, XLIV (December, 1966), p. 7.

³⁰ Bobbie Junior Foutes, "The Administrative Functions of the Public School Business Administrator in the State of Missouri as Related to Educational and Professional Preparation," Dissertation Abstracts, XXIV (May, 1964), p. 4503A.

³¹ Oscar James Baker, "Professionalization of the Texas Public School Business Official," Dissertation Abstracts, XX (December, 1959), p. 2112A.

³² Orville Darrell Carnahan, "A Study of the Duties, Responsibilities, and Training of School Business Officials in Cities of the United States Between 25,000 and 50,000 Population," Dissertation Abstracts, XXVII (July, 1966), p. 64A.

officially supposed to report.³³ According to Oosting, the school business official is usually an assistant in charge of instruction.³⁴ From the above discussion it can be seen that the title preferred by most educators for the chief school business official is that of Assistant Superintendent of Business Affairs. However, in actual practice this may or may not be the title actually used. In a survey conducted by the Association of School Business Officials in 1971 it was found that the most common title used was that of Business Manager. The second most common title used was Assistant Superintendent and third was Assistant Superintendent of Business. The same report lists sixty different classifications of titles used by the chief school business official.³⁵

It appears that the age of the majority of school business officials is in the forties. Founts³⁶ reported a median age of 44.2 for the school business official while Buzby³⁷ reported the median age to be 50.2. In 1958, a study by the Association of School Business Officials found the median age to be 47.³⁸ In a survey by Oosting, the findings indicated that the "preferred" school business official,

³³John Joseph Buzby, "The Present Status of the School Business Manager in Second Class School Districts of Pennsylvania," Dissertation Abstracts, XXV (January, 1965), p. 3923.

³⁴Oosting, p. 55.

³⁵Charles W. Foster, ed., "Exactly Who Makes Up Our ASBO Membership," School Business Affairs, XXXVII (August, 1971), p. 175.

³⁶Founts, p. 4503A.

³⁷Buzby, p. 3923A.

³⁸"Business Officials Are Educators," The Nation's Schools, LXII (November, 1958), p. 110.

in the superintendents' opinion, was a married male in his late forties who had children.³⁹

Pigg found that business officials with more education were responsible for more decisions, and their perceptions were more nearly in agreement with their superintendent on the decision-making role of the public school business official.⁴⁰ In Texas, Baker found that the formal education of the school business official ranged from less than four years of high school to the doctor's degree.⁴¹

Holmgrain⁴² and Davies⁴³ both found that the majority of school business officials were professionally trained educators. According to Foutes, teaching and school administration appear in the backgrounds of the business official and are both recommended by the superintendents. He further found that for the business official to be accepted in professional status he should have a Master's degree in the field of education.⁴⁴

³⁹Bernard R. Oosting, "The Qualifications, Experience, and Education of Public School Business Managers in the United States With Recommendations by Business Managers, Superintendents of Schools, and Business Leaders," Dissertation Abstracts, XIII (1954), p. 1070.

⁴⁰Howard Dale Pigg, "The Decision-Making Role of the Iowa Public School Business Administrator," Dissertation Abstracts, XXVII (May, 1967), p. 3674A.

⁴¹Baker, p. 2112A.

⁴²Everett Wayne Holmgrain, "A Survey and Analysis of the Functions and Responsibilities of the School Business Manager in Selected Nebraska High Schools," Dissertation Abstracts, XXIX (December, 1968), p. 1714A.

⁴³James Robert Davies, "The Position of the Chief Business Officials in the Michigan Public Schools," Dissertation Abstracts, XXIV (November, 1963), p. 2332A.

⁴⁴Foutes, p. 4503A.

It would appear that the majority of school business officials come to the position with some type of work experience. Preference is generally given to those whose training and experience include some aspect of education or teaching. Many have had both education and business backgrounds. Generally, a minimum of at least four year's experience in business and/or education seems desirable. Of these at least one year should involve administrative or supervisory experience and responsibility.⁴⁵

Certification for school business officials may or may not be desirable. Brannen believes that qualifications of the school business officials in future years will be based more and more on academic training.⁴⁶ School business administration has had to draw from other professions and from business and from industry, as well as from teaching, in order to find people who have the skills and the interest that these special jobs require. The services of these individuals are still urgently needed, and hastily drawn certification laws should in no way discourage or curtail these sources of help.⁴⁷ Holmgrain found general agreement among the school administrators involved in his study that the internship in school business management was an important phase of training for future school business officials.⁴⁸

Before 1960 none of the state departments of education had a

⁴⁵Hill, The School Business Administrator, Bulletin 21, p. 31.

⁴⁶Herschel S. Brannen, "Academic Achievements: No Substitute for Business Sense," The Nation's Schools, LXVIII (October, 1961), pp. 56-57.

⁴⁷Arthur H. Rice, ed., "The Difficult World of School Business," The Nation's Schools, LXVIII (October, 1961), p. 51.

⁴⁸Holmgrain, p. 1714A.

specific certificate for the position of a school business official. As of 1966, only six states had developed full professional certification standards and twelve others were in the process of developing recommended programs for professional training and certification. New Jersey, Wisconsin, Kentucky, Minnesota, New Hampshire, and New York were the first states to develop certification standards for the school business official.⁴⁹

Since 1964 the Association of School Business Officials has been issuing two types of certificates to qualified school business officials. They are the certificate of Registered School Business Administrator and the certificate of Registered School Business Official. To date approximately 400 individuals have been awarded these certificates. The main difference in the two types is that the applicant of the Registered School Business Administrator's Certificate must be an individual who has general responsibility for the administration of the business affairs of the school district while the Registered School Business Official has overall responsibility for at least one specific phase of the school business administration of a school system.⁵⁰

The salary of the school business official is closely related to his professional training and the completion of full certification.⁵¹ For the 1968-69 school year, Copple reported that 68.9 per cent of the Indiana business officials received a salary of \$14,000 to \$20,000 per

⁴⁹William Endicott, "The Business Manager Becomes a Professional," The American School Board Journal, CLIII (November, 1966), pp. 21-23.

⁵⁰Richard Yankow, "An Analysis of the RSBA and RSBO," School Business Affairs, XXXVII (June, 1971), p. 122.

⁵¹Ibid., p. 123.

year. Those receiving salaries in excess of \$20,000 per year were all employed by schools with enrollments in excess of 12,000 students.⁵²

In any endeavor, the basic functions of management are planning, organizing, controlling, programming, coordinating, directing, staffing, and evaluating.⁵³ The operation of a business implies the intention of making a profit. Even the so-called non-profit organizations must show some evidence of gainful achievement for the efforts expended. In the end the school business manager's profit must be measured in such tangible things as the services, instruction, and comfort provided for the pupils and their responses to the same. Therefore, basic in the qualifications of a business manager and the proper management of a school system is a clear, distinct understanding of the differences between managing and manipulating, between directing and demoralizing. To direct a school business management program is to guide and to oversee activities and personnel to achieve the desired objectives.⁵⁴

Due to the "uniqueness" of every local situation it is difficult to specify all the areas of responsibility for which the school business official must be trained. Hill listed eleven major areas of responsibility of school business administration. These are budgeting and financial planning, purchasing and supply management, plant planning and construction, school-community relations, personnel management, in-service training, operation and maintenance of plant, transportation,

⁵²Ernest Virgil Copple, "Status, Functions, and Competencies of Indiana Public School Business Officials" (unpub. Ed.D. dissertation, Indiana University, 1970).

⁵³Hill, The School Business Administrator, Bulletin 21, p. 31.

⁵⁴James J. Hines, "Leadership Through Business Management," The American School Board Journal, CXLIV (May, 1962), p. 21.

food services, accounting and reporting, and office management.⁵⁵

According to Jordan, the superintendent of schools usually determines the responsibilities of the school business official in terms of his own personal interest or the competencies and experience of the newly appointed business official.⁵⁶

The Association of School Business Officials, under the chairmanship of Hill, has developed nineteen different areas of duties and tasks that are typically assigned to the chief school business official. Within each area there are a large number of specific duties that are commonly performed by the business official. The major areas of duties are financial planning, accounting, debt service and capital fund management, auditing, purchasing and supply management, school plant planning and construction, operation of plant (custodial, gardening, engineering services), maintenance of plant, real estate management, permanent property records and custody of legal papers, food service operations, insurance, cost analysis, reporting, board policies and administrative procedures as related to fiscal and noninstructional matters, responsibilities for elections and bond referenda, and responsibilities for school assessment, levy and tax collection procedures as may be set by law.⁵⁷

Management training for school business officials is one phase of school business administration that is still in its infancy. It has long been accepted that many school business officials reach their

⁵⁵Hill, The School Business Administrator, Bulletin 21, pp. 17-18.

⁵⁶Jordan, p. 9.

⁵⁷Hill, The School Business Administrator, Bulletin 21, pp. 18-21.

level in school business administration without having had adequate opportunity to learn and develop management skills. Usually administrators such as superintendents, principals and personnel directors are called upon to manage organizational units with substantial budgets and recurring management problems with only minimal exposure to management training.⁵⁸

The first special course in school business administration was offered at graduate level, in Teachers College, Columbia University, during the summer of 1926. A number of colleges and universities are now giving courses in the field. However, many courses in school business management are now included in the courses required for all candidates for higher degrees in educational administration. As a result, most of those now entering the field of school business administration have advanced degrees in educational administration.⁵⁹

Oosting recommends that the preparation of the business official be a specific five year college course.⁶⁰ Sharp believes that a program of preparation for the school business manager should be a two-year program above the Bachelor's degree with a minimum of a Master's degree. He further believes that the preparation of the school business official should consist of courses in public school finance, public school budgeting and accounting, school business management, plant planning and construction, school law, repair and maintenance of

⁵⁸ Lewis E. Holtman, "Management Training for School Officials: Past, Present, and Future," School Business Affairs, XXXVII (October, 1971), pp. 228-229.

⁵⁹ Grill, p. 62.

⁶⁰ Oosting, Dissertation Abstracts, XIII (1954), p. 1070.

building and grounds, personnel management, workshop or seminar in school business management, public relations or school-community relations, public school administration, office management, advanced public school finance, practice and problems in school administration, practicum in school administration, research and evaluation techniques, secondary school curriculum, elementary school curriculum, educational psychology, historical, social and philosophic foundations, pupil transportation, cafeteria management, and insurance management.⁶¹

Early in 1967, the Association of School Business Officials Management Techniques and Development Committee was created for the purpose of assisting school business officials to learn and use the skills and techniques which the management profession has developed. These skills and techniques are to be taught to the practicing business officials by using in-service training. To present there has been a willingness on the part of boards of education to recognize such training as a justifiable investment of school district funds.⁶²

In Wisconsin, a financial aids program for graduate students in School Business Management, believed to be the first in the nation, has been developed through the cooperative efforts of the Wisconsin Association of School Business Officials, the First Wisconsin National Bank of Milwaukee, and the Whitewater State University Foundation. In Wisconsin the school business manager is comparatively new and is recognized as the fastest growing position in educational administration.

⁶¹Roscoe Stanley Sharp, "A Proposed Program for the Preparation of School Business Managers in the State of Indiana," Dissertation Abstracts, XXIX (August, 1968), p. 452A.

⁶²Holtman, p. 228.

Due to the rapid expansion and a shortage of personnel qualified to fill new and vacant positions the financial aids program was initiated.⁶³

The Possible Future for the School Business Official

A revolution is under way in education reports Loughary. One of its basic forces is the introduction into schools of the technology that has been developed by industry and big business. Several of the large manufacturers have research and development divisions as well as sales departments devoted to education.⁶⁴ Finn contends that those concerned professionally with education have not developed a well conceived point of view and a position concerning technology and education. Because of this lack of a point of view professionals in education are not prepared to deal with the tremendous impact technology is beginning to have on the instructional process.⁶⁵ Bushnell and Cogswell believe that a systems approach to education is needed to avoid the pitfalls of over-emphasis on any one medium.⁶⁶ The Planning, Programming, Budgeting, System (PPBS) is one such system. It is causing school

⁶³Charles W. Foster, ed., "A New Financial Aid Program For Graduate Students in School Business Management," School Business Affairs, XXXVII (January, 1971), p. 12.

⁶⁴John W. Loughary, "Can Teachers Survive the Educational Revolution?" Phi Delta Kappan, XLVIII (January, 1967), p. 204.

⁶⁵James D. Finn, "Technology and the Instructional Process," Audio-Visual Communication Review, VIII (Winter, 1960), p. 8.

⁶⁶Don D. Bushnell and John F. Cogswell, "A Computer-Based Laboratory for Automation in School Systems," Audio-Visual Communications Review, IX (July, 1961), p. 174.

administrators to react to significant cost pressures and become increasingly concerned with establishing cost-effectiveness methods in order to maximize benefits from their funds.⁶⁷ This all means that there is a tremendous demand for new skills in new fields. The use of computers, electronic data processing, information retrieval systems, and business information systems and design are all new operational concepts formulated to save time, energy, and money.⁶⁸

The use of data processing machines in modern-day record keeping calls for modern-day trained minds. Business administration has gone through considerable change since the early 1900's. This is a result of growth of the business operations and consolidation of school districts. As a result there has been a greater demand for trained administrators. The immediate future will see more professionalization and certification committees at work setting up standards in order that school business management will keep pace with the overall school program. The future points toward certification for school business officials.⁶⁹

Another trend which may or may not develop nationwide is that of employment of a high school manager. Bjoring reports of a high school in California which has recently employed such an individual. The idea has proven to be quite successful. In high schools with large

⁶⁷ Clyde Carter, "What Management Techniques Can School Learn From Industry?" The North Central Association Quarterly, XLIII (Spring, 1969), p. 365.

⁶⁸ Lawrence A. Allen, "The Painful Process of Professionalization," The Balance Sheet, XLVI (February, 1965), p. 252.

⁶⁹ Herschel S. Brannen, "Academic Achievements: No Substitute for Business Sense," The Nation's Schools, LXVIII (October, 1961), pp. 58-59.

enrollments this could possibly open up an entire new area of business administration.⁷⁰

Summary

A single chief administrative official is employed by the board of education, in most school districts, to assume the total responsibility for the operation of the school. The chief official then will normally delegate certain specific or specialized areas of administrative responsibility to those assisting or cooperating with him. Historically, school business administration has been one of the first areas to be assigned to persons other than the chief school administrator. In 1841, the city council in Cleveland, Ohio, employed the first school business official. However, the growth of the office of business manager has come much later. It was not until 1957 that Garber indicated the office of school business manager had come into its own and the holders of the office had attained professional recognition and status.

At the present time there is no single pattern of school business administration, no single pattern of administrative organization, and no one title applicable to the chief school business official. Most authorities agree that the school business official should be subordinated to the superintendent and directly responsible to him. This is known as the unit control plan of organization. The school size needed to justify the employment of a business manager has not yet been determined. Several authorities believe that the school district should

⁷⁰Robert G. Bjoring, "The High School Manager--A New Trend," School Business Affairs, XXVII (March, 1971), pp. 58-60.

have a student enrollment of 2,000 or more to justify the employment of a school business official. It has been suggested by others that a school district with a student enrollment of 1,000 or less could profitably employ such a specialist. The most common titles used to identify the school business official are that of Business Manager, Assistant Superintendent and Assistant Superintendent of Business. Superintendents seem to prefer a school business official that is a married male in his late forties who has children.

To be accepted in professional status the school business official should have a Master's degree in the field of education. It has also been found that business officials with more education are responsible for more decisions. In addition, the salary of the school business official is closely related to his professional training. The Association of School Business Officials of the United States and Canada, with A.S.B.O. as the official abbreviation, is the major professional organization of the school business official.

The majority of school business officials come to the position with some type of work experience. Preference is generally given to those whose training and experiences include some aspect of education or teaching. In most instances, both teaching and school administration appear in the backgrounds of the school business official.

Due to the "uniqueness" of every local situation it is difficult to specify all the areas of responsibility for which the school business official must be trained. In most instances, the superintendent of schools usually determines the responsibilities of the school business official in terms of his own personal interest or the competencies and experiences of the newly appointed business official.

Business administration has gone through considerable change since the early 1900's. This is a result of growth of the business operations and consolidation of school districts. The immediate future will probably see more professionalization and certification committees at work setting standards in order that school business management will keep pace with the overall school program.

CHAPTER III

PROCEDURE

The purpose of this investigation was to examine the status and responsibilities of the public school business officials in the state of Kansas. Specifically, this study attempted to secure information concerning the school business official's position in the administrative structure of the school, the training and experience of the Kansas public school business official, the responsibilities of the business official within their respective school districts, the competencies and career patterns that characterize the business official, and finally to establish a bench mark from which any change of the public school business official's position could be measured in subsequent years.

The first step in the procedure was a review of the literature related to the public school business official. A personal interview with the Director of Statistical Services, Kansas State Department of Education, Topeka, Kansas, supported the researcher's opinion that a study of the Kansas public school business official was needed to obtain additional information concerning his present status and responsibilities. Since there were only 311 school districts in the entire state of Kansas, it was decided to include all districts in this survey.

The basis for the questionnaire used in this study was a questionnaire used by Copple in a study of the Indiana public school business officials. Early in 1972, a letter was mailed to Copple requesting

permission to modify and use his questionnaire for the study of the status and responsibilities of the Kansas public school business officials. Permission was granted to both modify and use the questionnaire originally developed by Copple (see Appendix A, page 128).

On April 14, 1972, revised copies of the questionnaire were distributed to the 1971-72 and 1972-73 officers and board members of the Kansas Association of School Business Officials at their 8th annual convention. Six of the Kansas school business officials reviewed and suggested changes in the proposed questionnaire. Final revisions of the questionnaire were then made so it would apply to the business officials of Kansas (see Appendix D, page 139).

The names and addresses of all superintendents of schools in Kansas were obtained from the Kansas State Department of Education. A cover letter explaining the study (Appendix B, page 131) and a return postal card requesting the name of the school business official in the school district were mailed to each superintendent in the state of Kansas on April 14, 1972. A follow-up letter and postal card were mailed to each superintendent of schools who had not previously returned the original postal card on May 5, 1972. Two hundred sixty-one superintendents returned the original postal card. This represented a 83.3 percent return on the original mailing of the postal card requesting the names of the school business official. The follow-up letter resulted in an additional 46 superintendents returning the postal card. A total of 307 of the 311 superintendents surveyed returned the postal card. This represented a 98.7 percent return of the postal card requesting the names of the school business official. The superintendents of schools identified 57 school business officials in the state.

A cover letter (see Appendix C, page 135) and the revised questionnaire (see Appendix D, page 139) were mailed to the 57 school business officials who had been identified by the superintendents of schools on May 22, 1972. Forty-three business officials, representing 75.4 percent, returned the questionnaire. A follow-up letter (see Appendix C, page 135) and a second questionnaire were mailed on June 12, 1972, to the school business officials who failed to respond to the first inquiry. The follow-up resulted in an additional six questionnaires being returned by the Kansas school business officials. This increased the percentage of return to 85.9 percent. A second and final follow-up letter (see Appendix C, page 135) and a third questionnaire were mailed on September 18, 1972, to those business officials not responding to either of the previously mailed questionnaires. An additional four questionnaires were returned as a result of the second follow-up letter. A total of 53 of the 57 business officials identified by the superintendents of schools returned the questionnaire. This represented a 93.0 percent return of the questionnaires mailed to the school business officials in Kansas.

School districts were categorized into three groups by student enrollments for this study for the purposes of attempting to determine if there were any relationships between the size of the school districts and the professional status and responsibilities of the school business official. The first group consisted of districts with student enrollments up to 2,000 students. There were 26 school districts in group one. Group two consisted of school districts with student enrollments of 2,000 to 10,000 students. Twenty-three school districts were included in group two. There were four school districts in Kansas

with student enrollments in excess of 20,000 students in which the school business official returned the questionnaire. These four school districts made up group three. There were no schools included in this study in the student enrollment range of 10,000 to 20,000 students.

The data concerning the status and responsibilities of the Kansas school business official was tabulated and presented in Chapter IV for analysis. The measures of central tendency along with percents were used as a means to analyze the data. The total percents in several of the tables do not total one hundred percent. This is due to rounding error. All percents reported in this study were rounded to the nearest one-tenth of a percent.

CHAPTER IV

PRESENTATION AND RESULTS OF DATA

The purpose of Chapter IV is to present the findings revealed by the evaluation of the responses to questions in the survey instrument. The questionnaire mailed to each of the 57 Kansas school business officials consisted of four parts. Part I consisted of 37 questions related to the personal description of the Kansas school business official. The five items in Part II dealt with information concerning the school district in which the business official was employed. Part III consisted of questions related to the responsibilities of the school business official. The officials were asked to respond to 35 questions related to their position. Thirty-two of these questions were designed so as to determine the degree of responsibility of the school business official in carrying out the different business management functions of the school district. Items in Part IV sought to determine the competencies necessary for proficiency in public school business management. The survey responses have been presented in four sections in this chapter. The four sections are: (1) personal data related to the school business official; (2) information concerning the school district; (3) data related to the school business official's position; and (4) data related to the competencies of the school business official's position.

A listing of all the Unified School Districts that participated in the study is given in Appendix E (page 148). The listing contains the district number of all schools that returned the postal card identifying the school business officials. A listing of the school districts in which a school business official was identified and who returned the eight-page questionnaire mailed to all school business officials is given in Appendix F (page 150).

Personal Data Related to the
School Business Official

Official Title of Respondent

The Kansas School Business Official held sixteen different titles. The most common title used was that of Business Manager. The data revealed that 26.4 percent of the school business officials held the title of Business Manager. The second most common title reported was that of Assistant Superintendent of Schools. Eleven of the respondents, or 20.8 percent, reported that they held the title of Assistant Superintendent of Schools. Assistant Superintendent for Business Affairs and Clerk for the Board of Education were both reported by the respondents five times, or 9.4 percent of the respondents. In 1971, Foster reported the three most common titles used were that of Business Manager, Assistant Superintendent and Assistant Superintendent of Business. A complete listing of all titles reported is shown in Table II.

¹Charles W. Foster, ed., "Exactly Who Makes Up Our ASBO Membership," School Business Affairs, XXXVII (August, 1971), p. 175.

TABLE II
OFFICIAL TITLE OF RESPONDENTS

Title	Group I	Group II	Group III	Total	Percent
Business Manager	6	8	0	14	26.4
Assistant Superintendent of Schools	6	5	0	11	20.8
Assistant Superintendent for Business Affairs	1	3	1	5	9.4
Clerk, Board of Education	4	1	0	5	9.4
Director of Business Affairs	1	2	1	4	7.5
Business Manager - Clerk of Board	1	2	0	3	5.7
Clerk - Secretary	2	0	0	2	3.8
Director, Business Services Division	0	0	1	1	1.9
Assistant Superintendent for Business and Data Processing	0	0	1	1	1.9
Administrative Assistant for Business	0	1	0	1	1.9
Administrative Assistant	0	1	0	1	1.9
Director of Plant Operation	1	0	0	1	1.9
Principal and Director of Federal Programs	1	0	0	1	1.9
Treasurer	1	0	0	1	1.9
Secretary - Bookkeeper	1	0	0	1	1.9
Supervisor of Buildings and Grounds	1	0	0	1	1.8
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Ages of the School Business Official

Twenty-five of the respondents, or 47.1 percent, indicated that they were in their forties. The 45 to 49 age bracket represented 26.4 percent of the respondents. This was the largest number of respondents in any of the age groups. The ages of the respondents ranged from 31 to 64 years of age. According to Oosting,² superintendents prefer a male in his late forties. A complete tabulation of the data is shown in Table III, page 42.

Sex of the School Business Official

Forty-five of the respondents, or 84.9 percent, were male. Eight of the respondents, or 15.1 percent, were female. Seven of the females employed as business officials were in Group I. Group I was made up of schools with a student enrollment of up to 2,000 students. Three of the female respondents in Group I listed their official title as clerk of the Board of Education, two served as clerk-secretary, one listed secretary-bookkeeper, and one served as treasurer. None of the seven female respondents in Group I listed business management as their major area of competency. This supports Oosting's findings that superintendents tend to favor a male business official.³ Data concerning the sex of the school business official are presented in Table IV.

²Bernard R. Oosting, "The Qualifications, Experiences, and Education of Public Schools Business Managers in the United States With Recommendations by Business Managers, Superintendents of Schools, and Business Teachers," Dissertation Abstracts, XIII (1954), p. 1070.

³Oosting, p. 1070.

TABLE III
AGES OF THE SCHOOL BUSINESS OFFICIAL

Age Range	Group I	Group II	Group III	Total	Percent
30-34	2	0	0	2	3.8
35-39	6	3	1	10	18.9
40-44	6	5	0	11	20.7
45-59	7	6	1	14	26.4
50-54	1	3	2	6	11.3
55-59	1	5	0	6	11.3
60-64	1	1	0	2	3.8
No response	2	0	0	2	3.8
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

TABLE IV
SEX OF THE SCHOOL BUSINESS OFFICIAL

Sex	Group I	Group II	Group III	Total	Percent
Male	19	22	4	45	84.9
Female	7	1	0	8	15.1
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Employment Status of the School

Business Official

Thirty-seven, or 69.8 percent, of the respondents are employed as full-time business officials. Group I, schools with a student population of 2,000 or less, employ the largest number of individuals on a part-time basis. The data showing the number of school business officials employed on a full-time basis are shown in Table V.

TABLE V
RESPONDENTS REPORTING FULL-TIME EMPLOYMENT
AS SCHOOL BUSINESS OFFICIAL

Full-Time Employment	Group I	Group II	Group III	Total	Percent
Yes	16	17	4	37	69.8
No	10	6	0	16	30.2
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Of the sixteen school business officials reporting part-time business management duties, fourteen of the respondents reported that they spent one-half or more of their time performing the functions of a business official. Only 3.8 percent of all respondents reported that

they spent one-fourth or less of their working day performing business management duties. The proportion of time devoted to performing business management functions by those individuals reporting their position to be a part-time school business official is shown in Table VI.

TABLE VI
AMOUNT OF TIME SPENT PERFORMING BUSINESS
MANAGEMENT FUNCTIONS BY INDIVIDUALS
SERVING AS PART-TIME SCHOOL
BUSINESS OFFICIALS

Amount of Time Spent	Group I	Group II	Group III	Total	Percent
1/4 Time	1	1	0	2	3.8
1/2 Time	5	4	0	9	17.0
3/4 Time	4	1	0	5	9.4
Total	10	6	0	16	
Percent of ALL Respondents	18.9	11.3	-		30.2

Duties reported by the respondents as being other than their normal business management duties are listed in Table VII. The duties reported most frequently were that of director or coordinator of federal programs, director of transportation, curriculum director, and school lunch representative. A total of 29 different areas of

responsibility were reported by the 16 business officials serving in a part-time capacity.

TABLE VII
OTHER DUTIES PERFORMED BY RESPONDENTS SERVING
AS PART-TIME SCHOOL BUSINESS OFFICIALS

Duties	Group I	Group II	Group III	Total
Director or Coordinator of Federal Programs	1	3	0	4
Director of Transportation	3	1	0	4
Curriculum Director	2	1	0	3
School lunch representative	3	0	0	3
Audio-Visual Director	1	0	0	1
Special Education	0	1	0	1
Vocational Education	0	1	0	1
Maintenance supervisor	0	1	0	1
Personnel	0	1	0	1
General Administrative duties	0	1	0	1
Title II	0	1	0	1
N.D.E.A.	0	1	0	1
Elementary Principal	1	0	0	1
Bookkeeper	1	0	0	1
Treasurer and purchasing agent	1	0	0	1
Trouble shooter on maintenance	1	0	0	1
Typing and duplicating for teachers	1	0	0	1
Public accountant	1	0	0	1
$\frac{1}{2}$ Day with U.S. Post Office	1	0	0	1
Total	17	12	0	29

Highest School Year Completed

Eight respondents, or 15.1 percent, reported that their highest school year completed was the twelfth grade. Of these eight, six were reported in Group I. A total of nine respondents in Group I, which represented 17 percent, had not received a college degree. Thirty-four of the respondents, or 64.1 percent, reported that they had completed the seventeenth year or higher of formal schooling. Twenty-two, or 41.5 percent, of this group had completed the eighteenth year or higher of educational achievement. Data showing the highest school year completed by the school business official are presented in Table VIII.

TABLE VIII

HIGHEST LEVEL OF SCHOOL YEAR COMPLETED BY THE 53 RESPONDING SCHOOL BUSINESS OFFICIALS

Year of School Completed	Group I	Group II	Group III	Total	Percent
12th - High School	6	2	0	8	15.1
13th	2	1	0	3	5.7
14th	1	1	0	2	3.8
15th	0	0	0	0	0.0
16th - College	4	1	1	6	11.3
17th	6	5	1	12	22.6
18th	5	10	1	16	30.2
19th - Graduate	2	3	1	6	11.3
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

College Degrees Earned

Forty of the respondents, representing 75.4 percent, reported that they were college graduates. The degree reported most frequently was the Master's degree. Twenty-one business officials reported that they had been awarded the Master's degree; this represented 39.6 percent of all respondents. Seven reported that they held the Specialist's degree while five business officials indicated that they held the Doctorate. A complete tabulation of data concerning degrees earned by the school business officials is shown in Table IX below.

TABLE IX
HIGHEST DEGREE HELD BY THE 53 RESPONDING
SCHOOL BUSINESS OFFICIALS

Degree Earned	Group I	Group II	Group III	Total	Percent
None	9	4	0	13	24.6
Bachelor's	4	2	1	7	13.2
Master's	9	10	2	21	39.6
Specialist's	2	5	0	7	13.2
Doctorate	2	2	1	5	9.4
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Baker⁴ found that in Texas the formal education of the school business official ranged from less than four years of high school to the Doctor's degree. Thirteen of the Kansas school business officials reported that they did not hold a college degree; this represented 24.6 percent of all respondents. According to the findings of Foutes,⁵ the school business official should have a Master's degree in the field of education if he is to be accepted into professional status. The data in Table IX indicate that thirty-three, or 62.2 percent, of those reporting held at least a Master's degree. It would then appear that the Kansas school business official is quite typical of other school business officials in the mid-west.

Major Areas of Undergraduate Study

The major area of undergraduate study reported by the Kansas school business official indicated a wide range of training. A list of all areas of study is presented in Table X. Seven of the respondents indicated an undergraduate major of business education. The areas of elementary education and business administration were both reported as areas of study by five respondents. Mathematics or mathematics in combination with another area was mentioned seven times by the responding school business officials as an area of undergraduate study. There does not appear to be any dominant area of study for the school business

⁴Oscar James Baker, "Professionalization of the Texas Public School Business Official," Dissertation Abstracts, XX (December, 1959), p. 2112A.

⁵Bobbie Junior Foutes, "The Administrative Functions of the Public School Business Administrator in the State of Missouri as Related to Educational and Professional Preparation," Dissertation Abstracts, XXIV (May, 1964), p. 4503A.

official at the undergraduate level of training. The characteristic which seems to be most common to the school business official's undergraduate area of study is that teacher training appears in the background of a large number of the school business officials.

TABLE X

THE MAJOR AREA OF UNDERGRADUATE STUDY REPORTED
BY THE KANSAS SCHOOL BUSINESS OFFICIAL

Area of Study	Group I	Group II	Group III	Total
Business Education	4	3	0	7
Elementary Education	2	3	0	5
Business Administration	3	1	1	5
Social Science - English	1	1	0	2
Business - Economics	1	1	0	2
Education	1	1	0	2
Mathematics	1	1	0	2
Mathematics - Science	0	0	1	1
Mathematics - English	0	1	0	1
Mathematics - Biology	0	1	0	1
Mathematics - Psychology	0	1	0	1
Mathematics - Industrial Arts	1	0	0	1
Social Science	1	0	0	1
Social Science - Business	1	0	0	1
Social Science - Physical Education	0	1	0	1
Physical Education	0	1	0	1
Physical Education - Industrial Arts	0	1	0	1
Industrial Arts - Science	0	0	1	1
Sociology	1	0	0	1
Agriculture Administration	1	0	0	1
Vocational Agriculture	0	1	0	1
Economics - Political Science	0	0	1	1
History - Government - Education	0	1	0	1

Major Area of Graduate Study

The major area of study at the graduate level for the Kansas school business official was educational/school administration. The data presented in Table XI show that educational/school administration was the major area of study for 22 of the respondents at the Master's degree level, six of the respondents at the Specialist's degree level and four respondents at the Doctoral degree level. This supports Foutes⁶ findings that school administration appears in the backgrounds of most school business officials.

Professional Certificates Held by the Kansas School Business Official

Twenty-one of the Kansas school business officials hold the Administrator's III certificate (the highest level certificate offered; required for the superintendency). Eleven business officials reported that they did not hold any type of a certificate. Seven of the eleven were in Group I. The second most common certificate held was the secondary teaching certificate. Eight respondents reported that they held a secondary teaching certificate. A large number of the respondents in both Group I and Group II reported that they held more than one of the Kansas certificates listed on the questionnaire. The professional certificates held by the Kansas school business official are shown in Table XII.

⁶Foutes, p. 4503A.

TABLE XI
THE MAJOR AREA OF GRADUATE STUDY REPORTED
BY THE KANSAS SCHOOL BUSINESS OFFICIAL

Degree	Area of Study	Group I	Group II	Group III	Total
Master's	School or Educational Administration	10	10	2	22
	Education	2	2	0	4
	Business - School Administration	1	1	0	2
	Educational Finance	0	1	0	1
	Mathematics	0	1	0	1
	Physical Education	0	1	0	1
	Political Science - Education	0	1	0	1
	Public Administration - Business Administration	0	0	1	1
	Business Administration	0	0	1	1
Specialist's	School or Educational Administration	1	5	0	6
	Education	0	1	0	1
	Public School Business Management	1	0	0	1
	Administration - Supervision	1	0	0	1
Doctorate	School Administration	2	1	1	4
	Educational Finance	0	1	0	1

TABLE XII

PROFESSIONAL EDUCATIONAL CERTIFICATES HELD
BY THE KANSAS SCHOOL BUSINESS OFFICIAL

Certificate Held	Group I	Group II	Group III	Total*
Administrator's III	10	9	2	21
Administrator's II	2	2	0	4
Administrator's I	2	2	0	4
Secondary Teacher	3	5	0	8
Elementary Teacher	1	4	0	5
Administrator's Five Year Certificate	1	2	0	3
Administrator's Life	0	1	0	1
None	7	2	2	11
No Response	5	3	0	8

*The total number of certificates held exceeds the number of respondents because several of the respondents held more than one type of certificate.

Business or Professional Certificates

None of the 26 respondents in Group I reported that they held any business or professional certificates other than educational certificates. In Group II only one business official reported that she held a business or professional certificate. The certificate reported was the Educational Secretaries Grade IV certificate. One respondent in

Group III reported that he held the Registered School Business Administrator's certificate.

Work Experience Outside of Education

An attempt was made to further describe the Kansas school business official by asking the respondents to list their work experiences outside of education. In Group I, 17 of the 26 respondents, or 65.4 percent, reported that they had held positions outside of education. Thirteen of the 23 respondents, or 56.5 percent, in Group II reported that they had previous work experience outside of education. In Group III, two of the four respondents, for 50.0 percent, had held positions outside of education.

An attempt to categorize the types of industry employed by and the duties performed was not attempted. A listing of the duties and types of work experiences is given in Appendix G for Group I, Group II, and Group III. The Kansas school business official has experienced a wide range of work experiences and duties. There appears to be no single kind of work experience that dominates the background of the Kansas school business official.

Years in Present Position

The respondents were asked to indicate the number of years they had served in their present position. Twenty-nine, or 54.7 percent, of the school business officials reported that they had served five years or less in their present position. Fifteen of the respondents, or 28.3 percent, had served in their present positions from six to ten years. Only nine, or 17.0 percent, of the Kansas school business officials

have served in their present position for more than ten years. The number of years that the Kansas school business official has served in his present position is shown in Table XIII.

TABLE XIII
THE NUMBER OF YEARS AS FULL-TIME BUSINESS
OFFICIAL IN PRESENT POSITION

Number of Years Served	Group I	Group II	Group III	Total	Percent
0 - 5	13	13	3	29	54.7
6 - 10	9	6	0	15	28.3
11 - 15	0	1	0	1	1.9
16 - 20	0	0	0	0	0.0
21 - 25	2	2	1	5	9.4
26 - 30	1	0	0	1	1.9
31 - 35	0	1	0	1	1.9
No Response	1	0	0	1	1.9
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Years Served as a Business Official
in Other Kansas Schools

The typical Kansas school business official has limited experience in other Kansas schools. Only eight respondents, or 15.1 percent,

indicated prior experience as a Kansas school business official. Forty-four of the respondents, or 83.0 percent, indicated that they did not have experience as a business official prior to their present position. A complete tabulation of the data concerning the number of years served as a school business official in other Kansas schools is shown in Table XIV.

TABLE XIV
THE NUMBER OF YEARS SERVED AS A SCHOOL BUSINESS
OFFICIAL IN OTHER KANSAS SCHOOLS

Number of Years Served	Group I	Group II	Group III	Total	Percent
0 - 5	1	2	1	4	7.5
6 - 10	0	1	1	2	3.8
11 - 15	1	1	0	2	3.8
None	23	19	2	44	83.0
No Response	1	0	0	1	1.9
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Total Number of Years as a School

Business Official

Twenty-five of the responding school business officials, or 47.2 percent, reported that they had five or less total years experience as

a school business official. Forty-one of the respondents, for 77.4 percent, reported that they had a total of ten or less years experience as a business official. Only 22.6 percent of all the respondents reported having a total of eleven or more years experience as a school business official. A complete tabulation of the data related to the total number of years served as a school business official is presented in Table XV.

TABLE XV
THE TOTAL NUMBER OF YEARS THE RESPONDENTS HAD
SERVED AS A SCHOOL BUSINESS OFFICIAL

Number of Years Served	Group I	Group II	Group III	Total	Percent
0 - 5	12	12	1	25	47.2
6 - 10	9	6	1	16	30.2
11 - 15	1	2	1	4	7.5
16 - 20	0	0	0	0	0.0
21 - 25	2	2	1	5	9.4
26 - 30	1	0	0	1	1.9
31 - 35	0	1	0	1	1.9
No Response	1	0	0	1	1.9
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Educational Positions Held by the
School Business Official

The data presented in Table XVI show the number of respondents reporting various educational positions held prior to becoming a school business official. The data are broken down to show the number of years the respondents held the various positions. Twenty-seven respondents reported that they had served as a secondary teacher at some point in their career prior to becoming a school business official. Eighteen respondents had held positions as secondary principals or as assistant superintendent of schools during their past experiences. Fifteen reported that they had served as a superintendent of schools prior to their career in business management. The typical school business official had served in more than one of the different positions before entering the field of business management. The positions of secondary teacher, secondary principal, assistant superintendent of schools, and superintendent of schools appeared in the background of the Kansas school business official more often than any other educational experience.

Several other educational experiences were mentioned by the respondents. Single respondents mentioned the positions of clerk of the Board, bookkeeper-secretary of the Board, director of curriculum, member of the Board of Education, college instructor, vice-principal of a secondary school, business manager of a private college, accountant for the Board of Education and experience in the State Department of Education as director of statistical services as positions held prior to entering the field of business management. Each of the above mentioned responses were only reported one time each.

TABLE XVI

THE NUMBER OF YEARS OF EXPERIENCE IN VARIOUS EDUCATIONAL
POSITIONS OF THE SCHOOL BUSINESS OFFICIAL

Position Held	Group I					Group II				Group III		Total Number of Respondents Re- porting Experi- ences in Various Positions
	Years of Experience According to Position Held					Years of Experience According to Posi- tion Held				Years of Experi- ence According to Position Held		
	0-5	6-10	11-15	16-20	21-25	0-5	6-10	11-15	16-20	0-5	21-25	
Elementary Teacher	5	1	0	0	0	6	0	1	0	0	0	13
Secondary Teacher	5	3	2	1	1	8	3	2	1	1	0	27
Elementary Principal	3	2	0	1	0	3	2	1	0	0	0	12
Secondary Principal	5	1	1	0	0	6	4	0	1	0	0	18
Assistant Su- perintendent of Schools	9	1	0	0	0	4	3	0	0	1	0	18
Superintendent of Schools	3	4	0	1	0	3	3	0	0	0	1	15

The Annual Salary for the Kansas School Business

Official for the 1971-1972 School Year

The annual salary of the business official appears to be closely related to the size of the school in which the school business official is employed. The mode salary range for Group I was the under \$7,000 salary bracket. The mode salary range for Group II was the \$16,000 - \$16,999 salary bracket. Group III had a mode salary range in the over - \$20,000 salary bracket.

The Kansas school business official appears to be typical of other business officials throughout the United States. According to Yankow,⁷ the salary of the school business official is closely related to his professional training. Copple⁸ found that the business officials receiving a salary in excess of \$20,000 were all employed in a school with an enrollment in excess of 12,000 students. Data related to the annual salary of the Kansas school business official are presented in Table XVII. The total percents in Table XVII do not total one hundred percent. The reader is reminded that this is due to rounding error.

Period of Employment of the School

Business Official

Forty, or 75.5 percent, of the Kansas school business officials are employed on a twelve month basis. The data in Table XVIII show

⁷Richard Yankow, "An Analysis of the RSBA and RSBO," School Business Affairs, XXXVII (June, 1971), p. 123.

⁸Ernest Virgil Copple, "Status, Functions, and Competencies of Indiana Public School Business Officials" (unpub. Ed.D. dissertation, Indiana University, 1970).

TABLE XVII
THE ANNUAL SALARY FOR THE KANSAS SCHOOL BUSINESS
OFFICIAL FOR THE 1971-72 SCHOOL YEAR

Salary Range	Group I	Group II	Group III	Total	Percent
Under - 7,000	8	0	0	8	15.1
7,000 - 7,999	2	0	0	2	3.8
8,000 - 8,999	1	1	0	2	3.8
9,000 - 9,999	0	0	0	0	0.0
10,000 - 10,999	2	1	0	3	5.7
11,000 - 11,999	3	1	0	4	7.5
12,000 - 12,999	4	2	0	6	11.3
13,000 - 13,999	4	3	0	7	13.2
14,000 - 14,999	0	3	0	3	5.7
15,000 - 15,999	1	3	0	4	7.5
16,000 - 16,999	1	5	0	6	11.3
17,000 - 17,999	0	3	0	3	5.7
18,000 - 18,999	0	0	0	0	0.0
19,000 - 19,999	0	1	1	2	3.8
Over - 20,000	0	0	3	3	5.7
Total	26	23	4	53	100.1
Percent	49.1	43.4	7.5		100.0

that 92.4 percent are employed for a period of eleven months or longer. None of the school business officials reported being employed on a ten month basis. From the data presented, it would appear that business management is year-around employment.

TABLE XVIII
THE NUMBER OF MONTHS EMPLOYED

Number of Months	Group I	Group II	Group III	Total	Percent
12	18	18	4	40	75.5
11½	0	1	0	1	1.9
11	5	3	0	8	15.0
10	2	0	0	2	3.8
9	0	0	0	0	0.0
No Response	1	1	0	2	3.8
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Methods Used To Determine the Salary
of the School Business Official

An attempt was made to determine the method used in setting the yearly salary of the school business official. The data in Table XIX

show that only five, or 9.5 percent, of the school business officials were on a salary schedule. Forty-eight respondents, or 90.5 percent, indicated that their salary was not determined by a salary schedule. The data in Table XX indicate that only three of the school business officials, or 5.6 percent, had their annual salary determined by a scheduled ratio. Forty-nine respondents, representing 92.5 percent, reported that a scheduled ratio was not used in determining their annual salary.

TABLE XIX
SALARY OF SCHOOL BUSINESS OFFICIALS
DETERMINED BY SALARY SCHEDULE

Response	Group I	Group II	Group III	Total	Percent
Yes	2	2	1	5	9.5
No	24	21	3	48	90.5
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

TABLE XX
SALARY OF SCHOOL BUSINESS OFFICIALS
DETERMINED BY SCHEDULED RATIO

Response	Group I	Group II	Group III	Total	Percent
Yes	0	2	1	3	5.6
No	25	21	3	49	92.5
No Response	1	0	0	1	1.9
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

The most common methods used to determine the annual salary of the business official was the superintendent's recommendation and being set by the Board of Education. In several instances both were used to determine the annual salary. The data presented in Table XXI show that 95.2 percent of the respondents, whose salary was not determined by either a salary schedule or by a scheduled ratio, had their salary determined by either the superintendent's recommendation or set by the Board of Education or both. It would appear that most Kansas school business officials depend upon the superintendent and the Board of Education to set their annual salary.

TABLE XXI
METHODS OF DETERMINING SALARY OF SCHOOL BUSINESS
OFFICIAL IF OTHER THAN BY RATIO OR SCHEDULE

Method Used	Group I	Group II	Group III	Total	Percent
Superintendent's Recommendation	12	12	3	27	42.8
Board of Education Sets	19	12	2	33	52.4
Negotiated	1	0	0	1	1.6
Merit	0	0	1	1	1.6
Comparison with other administrators	0	1	0	1	1.6
Total	32	25	6	63	
Percent	50.8	39.7	9.5		100.0

The Number of Days in the Vacation Period
of the School Business Official

In an attempt to further describe the Kansas school business official, the fringe benefits provided for the respondents were studied. The data presented in Table XXII show the number of days that the school business official has for vacation each year. The number of days are given in terms of working days per year. Eighteen of the respondents, representing 34.0 percent, reported that they were granted ten days per year for vacation. Sixteen respondents, or 30.2 percent,

reported a vacation period of twenty days per year. These two periods represented a total of 64.2 percent of all respondents. The longest vacation period reported was for sixty days. The vacation period for the Kansas school business official ranged from ten to sixty days per year.

TABLE XXII

THE NUMBER OF DAYS IN THE SCHOOL BUSINESS
OFFICIAL'S VACATION PERIOD GIVEN IN
TERMS OF WORKING DAYS PER YEAR

Number of Days	Group I	Group II	Group III	Total	Percent
60	1	0	0	1	1.9
44	1	0	0	1	1.9
30	2	1	0	3	5.7
24	0	0	1	1	1.9
22	0	1	0	1	1.9
21	0	1	0	1	1.9
20	5	9	2	16	30.2
15	3	2	0	5	9.4
14	2	0	0	2	3.8
10	9	8	1	18	34.0
Varies	2	0	0	2	3.8
No Response	1	1	0	2	3.8
Total	26	23	4	53	100.2
Percent	49.1	43.4	7.5		100.0

The Months Used for Vacation

Forty-nine of the respondents, or 92.5 percent, reported that they could split their vacation period. There were only three business officials that could not divide their vacation period. There was one questionnaire without a response to the question asking if the vacation period could be divided or split. Of those that could not divide their vacation, three respondents reported that they took their vacation during the month of July and one reported the month of August as the time most commonly used as a vacation month.

The respondents reported the months of June, July and August to be the times most frequently used for their vacation when it was divided. The data in Table XXIII indicate that business officials use all months except February and September as vacation periods. The responses recorded in Table XXIII are to the question concerning what months are commonly used for a vacation period when the vacation period is split. October and December were also used frequently by the business official as a vacation period when they divided their vacation between two different months.

The Number of Days Sick Leave Provided the School Business Official

Another fringe benefit studied was the sick leave provision provided the business official. Twenty-seven respondents, representing 51.0 percent, reported that they were allowed ten days sick leave per year. The ten days sick leave provision appeared to be by far the most commonly used number of days provided in the sick leave policy

TABLE XXIII
THE MONTHS USED FOR VACATION WHEN
THE VACATION PERIOD IS DIVIDED

Months Used	Group I	Group II	Group III	Total
January	0	0	1	1
March	1	0	1	2
April	3	0	0	3
May	2	0	0	2
June	11	10	2	23
July	12	14	0	26
August	9	10	1	20
October	4	5	1	10
November	1	0	0	1
December	4	2	1	7
None-Specific	0	1	2	3
Winter Months	1	0	0	1
Whenever Want	1	0	0	1
No Response	2	2	0	4

affecting the school business official. There was a wide range in the other responses reported. The range was from no sick leave provided to an unlimited number of days. The number of days sick leave provided is shown in Table XXIV.

TABLE XXIV
SICK LEAVE IN WORKING DAYS PER YEAR

Number of Days	Group I	Group II	Group III	Total	Percent
5	1	2	0	3	5.7
6	3	0	0	3	5.7
10	14	13	0	27	51.0
12	3	4	3	10	18.8
13	0	1	0	1	1.9
15	1	1	1	3	5.7
16	0	1	0	1	1.9
60	1	0	0	1	1.9
None	1	0	0	1	1.9
Unlimited	1	0	0	1	1.9
No Response	1	1	0	2	3.8
Total	26	23	4	53	100.2
Percent	49.1	43.4	7.5		100.0

There is no single number of days that is predominate when considering the number of days to which sick leave may accumulate. Again, the range reported was wide. One respondent reported that the sick leave was not allowed to accumulate. Seven respondents reported that the number of days allowed to accumulate was unlimited. The most commonly reported was sixty days. This was reported by sixteen business officials which represented 30.2 percent of all respondents. Eight respondents, or 15.2 percent, reported that their sick leave could accumulate to thirty days. Seven respondents in two different categories, representing 13.2 percent each, reported that their sick leave could accumulate to ninety days or to an unlimited number of days respectively. The number of days to which sick leave may accumulate is shown in Table XXV.

Annual Bereavement Leave

There was no predominate number of days allowed in the fringe benefit of annual bereavement leave. The range was from none to unlimited. The most frequently reported was that of an unlimited number of days allowed for annual bereavement leave. This represented 22.6 percent of all respondents. Nine respondents, or 17.0 percent, stated that the bereavement leave was included in their annual sick leave policy. Seven reported two days annual bereavement leave and seven others reported five days annual bereavement leave. This represented 13.2 percent in each of the two different categories. Of those responding to the question, only three respondents reported that they were not provided with some type of annual bereavement leave. A

TABLE XXV
THE NUMBER OF DAYS TO WHICH SICK
LEAVE ACCUMULATES

Number of Days	Group I	Group II	Group III	Total	Percent
15	1	0	0	1	1.9
30	8	0	0	8	15.2
45	0	1	0	1	1.9
60	10	6	0	16	30.2
65	1	0	0	1	1.9
90	0	7	0	7	13.2
100	1	1	0	2	3.8
120	1	2	0	3	5.7
144	0	0	1	1	1.9
165	0	0	1	1	1.9
180	0	2	0	2	3.8
None	1	0	0	1	1.9
Unlimited	1	4	2	7	13.2
No Response	2	0	0	2	3.8
Total	26	23	4	53	100.3
Percent	49.1	43.4	7.5		100.0

complete tabulation of all the data concerning annual bereavement leave is presented in Table XXVI.

TABLE XXVI
THE NUMBER OF DAYS ANNUAL BEREAVEMENT LEAVE
PROVIDED THE KANSAS SCHOOL
BUSINESS OFFICIAL

Number of Days	Group I	Group II	Group III	Total	Percent
None	3	0	0	3	5.7
1	1	1	0	2	3.8
2	4	2	1	7	13.2
3	2	1	0	3	5.7
4	0	0	0	0	0.0
5	4	3	0	7	13.2
Unlimited	5	6	1	12	22.6
No Response	2	7	1	10	18.8
Included in Sick Leave Policy	5	3	1	9	17.0
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Personal Leave

The number of days allowed for personal leave ranged from none to unlimited. Eighteen, or 34.0 percent, of the respondents reported two days as the most common number of days allowed for personal leave. One

day was reported by seven respondents, or 13.2 percent, as the number of days allowed for personal leave. Only six of the business officials responding, representing 11.3 percent, reported that no provisions were made for personal leave in their school district. A complete tabulation of the data concerning personal leave is shown in Table XXVII.

TABLE XXVII

THE NUMBER OF DAYS PERSONAL LEAVE PROVIDED
THE KANSAS SCHOOL BUSINESS OFFICIAL

Number of Days	Group I	Group II	Group III	Total	Percent
None	3	2	1	6	11.3
1	2	5	0	7	13.2
2	11	6	1	18	34.0
3	0	0	1	1	1.9
4	1	0	0	1	1.9
5	0	4	0	4	7.5
Unlimited	4	1	0	5	9.4
Included in Sick Leave Policy	4	2	0	6	11.3
Vacation May Be Used	0	1	0	1	1.9
By Request	0	1	0	1	1.9
No Response	1	1	1	3	5.7
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

Provisions for Illness in Immediate Family

Forty-six business officials, representing 86.9 percent, reported that some form of provisions were made for illness in the immediate family. These provisions ranged from one day per year to an unlimited number of days per year. Twelve respondents, or 22.6 percent, reported that leave for illness in the immediate family was included in their sick leave policy. This was the most common means of providing for the fringe benefit of leave to be used for illness in the immediate family. Eleven respondents, or 20.8 percent, reported that they were allowed an unlimited number of days leave for illness in the immediate family. This was the second most common means of providing the benefit. A complete tabulation of the data is shown in Table XXVIII.

Other Fringe Benefits

One question was designed so that the respondents could list fringe benefits that had not been previously mentioned. The benefit listed most frequently to this question was that health insurance was provided in varying degrees. Fourteen reported that the school district paid part of their health insurance premiums. Workman's compensation was listed by four respondents, salary protection insurance was listed by two and liability insurance was listed by one respondent as being other fringe benefits provided the school business official by the school district. This information is presented in table form in Table XXIX.

TABLE XXVIII

THE NUMBER OF DAYS PROVIDED THE KANSAS SCHOOL
BUSINESS OFFICIAL FOR ILLNESS IN
THE IMMEDIATE FAMILY

Number of Days	Group I	Group II	Group III	Total	Percent
None	1	0	0	1	1.9
1	0	1	0	1	1.9
2	3	2	1	6	11.3
3	0	1	0	1	1.9
5	5	2	0	7	13.2
6	1	0	0	1	1.9
10	1	1	0	2	3.8
11	0	1	0	1	1.9
12	1	1	0	2	3.8
60	1	0	0	1	1.9
Included in Sick Leave	6	5	1	12	22.6
By Request	1	0	0	1	1.9
Unlimited	5	5	1	11	20.8
No Response	1	4	1	6	11.3
Total	26	23	4	53	100.1
Percent	49.1	43.4	7.5		100.0

TABLE XXIX

OTHER FRINGE BENEFITS PROVIDED THE
KANSAS SCHOOL BUSINESS OFFICIAL

Benefit Provided	Group I	Group II	Group III	Total
Health Insurance (In Varying Degrees)				
A. Family Plan	1	1	0	2
B. Single Membership	3	2	1	6
C. Health Insurance	0	1	0	1
D. Part of Health Insurance	0	1	0	1
E. \$120 per year on Health Insurance	0	1	0	1
F. \$5 per month on Health Insurance	0	1	0	1
G. 80% of Single Membership	0	0	1	1
H. Eligible to Participate-- No Payment of Premiums	1	0	0	1
TOTALS:	5	7	2	14
Workman's Compensation	2	2	0	4
Salary Protection Insurance	1	0	1	2
Liability Insurance	1	0	0	1

Transportation Allowance

Twenty-three school business officials, representing 43.4 percent, reported that the school district furnished them with a car. Of the twenty-three furnished a car, sixteen reported that they took the car home. This represented 69.6 percent of the twenty-three provided an automobile.

Twenty-eight of the school business officials indicated that they were paid mileage as a transportation allowance. Twenty-three of the twenty-eight, or 82.2 percent, reported an allowance of nine cents per mile. One respondent reported an allowance of eighteen cents per mile one way. Two business officials received seven cents per mile and two received ten cents per mile for transportation allowance.

Five school business officials reported receiving a flat sum per month for transportation allowance. The amounts allowed were \$25.00, \$30.00, \$41.66 and \$120.00 per month. Two respondents reported receiving a monthly allowance of \$25.00 per month.

The use of the school car when available was reported by two respondents as a means of the school district providing transportation for the school business official. One respondent reported that the school district paid the expenses involved in any transportation expense while performing duties for the school district. One business official reported an allowance of \$750 per year for out-of-district travel.

Only five school business officials reported that they received no transportation allowance in the form of reimbursement or an automobile. This represented 9.4 percent of all reporting school business officials.

Membership in A.S.B.O.

Twenty-five school business officials, or 47.2 percent, reported that they held memberships in A.S.B.O. Twenty-eight respondents stated that they did not hold a membership in the A.S.B.O. Of the 25 holding membership, 12 reported that the school district paid for their membership. This represented 48.0 percent of those that hold membership in A.S.B.O.

Membership in Professional Organizations

The information presented in Table XXX shows the different professional organizations in which the Kansas school business official holds membership. Twenty-two respondents, representing 41.5 percent, reported that they held membership in the Kansas Association of School Business Officials. There were 18 respondents, or 34.0 percent, that held membership in the United School Administrators. Fourteen held membership in the Kansas Association of School Administrators and ten held membership in the American Association of School Administrators. The four previously mentioned organizations were mentioned the most frequently. Nineteen different professional organizations were mentioned by the Kansas school business officials as organizations in which they held membership.

The National Convention of the Association of School Business Officials of the United States

Sixteen respondents, or 30.2 percent, reported that they attended the National Convention of the Association of School Business Officials

TABLE XXX

PROFESSIONAL ORGANIZATIONS IN WHICH THE KANSAS
SCHOOL BUSINESS OFFICIAL IS A MEMBER

Organization	Group I	Group II	Group III	Total	Percent
K.A.S.B O.	8	12	2	22	41.5
U.S.A.	6	9	3	18	34.0
K.A.S.A.	6	6	2	14	26.4
A.A.S.A.	6	3	1	10	18.9
N.E.A.	3	2	0	5	9.4
K.N.E.A.	1	2	0	3	5.7
K.S.B.A.	1	0	0	1	1.9
K.S.P.T.A.	1	0	0	1	1.9
Phi Delta Kappa	3	2	1	6	11.3
Uniserv	1	0	0	1	1.9
Kansas Association of Educational Secretaries	2	2	0	4	7.5
Kappa Mu Epsilon	1	0	0	1	1.9
Epsilon Bi Tau	1	0	0	1	1.9
A.S.C.D.	1	1	0	2	3.8
Business and Professional Women's Club	0	1	0	1	1.9
Pilot Club	0	1	0	1	1.9
National Association of Educational Secretaries	1	1	0	2	3.8
Kansas Pupil Transportation Association	0	1	0	1	1.9
Council of Educational Facility Planners	0	0	1	1	1.9

of the United States. Of the 16 that attended, 15 had their expenses paid by the school district. The other business official reported that only two-thirds of his expenses to the national convention were paid by the school district.

Comments concerning the national convention were solicited in the questionnaire. The only comments made were: (1) a national trip is taken every other year; (2) the convention is attended whenever possible; (3) expenses would be paid if it were possible to attend the national convention; and (4) two business officials indicated an interest in attending the convention.

Information Concerning the School District

Total Student Enrollment

The respondents' responses were categorized into three groups for the purpose of presenting the data. Group I was made up of respondents reporting a total student enrollment of 2,000 students or less. The smallest enrollment reported in Group I was 311 students. There were 26 respondents in Group I which represented 49.1 percent of all responding school business officials. Group II was made up of respondents reporting a total student enrollment of over 2,000 up to 10,000 students. There were 23 respondents in this group which represented 43.4 percent of all school business officials reporting. Group III consisted of those respondents from schools with a total school enrollment of over 10,000 students. There were only four school districts represented in this classification which represented 7.5 percent of all school business officials returning the questionnaire. A listing

of total student enrollments of the school districts included in the study are given in Table XXXI.

TABLE XXXI
TOTAL STUDENT ENROLLMENT OF SCHOOL DISTRICTS
INCLUDED IN THE STUDY

Group I	Group II	Group III
311	2250	22,000
312	2370	35,500
393	2448	44,302
465	2750	59,862
478	3144	
525	3350	
525	3497	
626	3652	
685	3700	
791	3715	
818	3737	
910	4035	
915	4700	
1084	4750	
1107	4908	
1228	5020	
1500	5400	
1550	5600	
1556	5800	
1649	7100	
1698	7898	
1750	8000	
1800	9969	
1925		
1950		
2000		
TOTAL: 28,551	107,793	161,664

School Organization

A wide range of different organizational plans are used by the school districts employing a school business official. The K-6-3-3 organizational plan was by far the most common type of plan used by the school districts included in this study. Twenty-six, or 49.1 percent, of the respondents reported that the K-6-3-3 organizational plan was used in their school district. The only other plan that was reported a large number of times was the K-8-4 organizational plan. Nine respondents, representing 17.0 percent, reported that their school district used the K-8-4 organizational plan. All nine of the respondents reporting the use of the K-8-4 plan were in Group I. A listing of the different organizational plans used by the school districts included in this study is shown in Table XXXII.

Total Budget for 1971-72

One question in Part II of the questionnaire asked for the total budget for the 1971-72 school year. In Group I the total budgets, excluding Federal monies, ranged from a low of \$294,600 to a high of \$1,628,183. In Group II the budgets, excluding Federal monies, ranged from a low of \$1,400,000 to a high of \$7,117,375. The range in Group III was from \$16,400,000 to \$57,220,446. A listing of the total school budgets reported by the school business officials is shown in Appendix H (page 156).

The Number of Years a Business Official Has Been Employed by the School District

The data presented in Table XXXIII show the number of years that

TABLE XXXII
THE SCHOOL ORGANIZATION OF THE SCHOOL
DISTRICTS INCLUDED IN THE STUDY

School Organization	Group I	Group II	Group III	Total	Percent
K-3-3-3-3	1	0	0	1	1.9
K-4-4-4	2	0	0	2	3.8
K-5-3-4	1	0	0	1	1.9
K-6-3	0	1	0	1	1.9
K-6-3-3	6	16	4	26	49.1
6-3-3	0	1	0	1	1.9
K-6-6	2	1	0	3	5.7
6-6	1	0	0	1	1.9
K-6-2-4	2	2	0	4	7.5
K-8-4	9	0	0	9	17.0
No Response	2	2	0	4	7.5
Total	26	23	4	53	100.1
Percent	49.1	43.4	7.5		100.0

a school business official has been employed in the school district in which the respondent is presently employed. Thirty-two percent of the positions of school business official have been in existence from one to five years. Thirty-four percent of the positions have been in existence from six to ten years. This would seem to indicate that the position of school business official has grown rapidly in the past ten years. Sixty-six percent of the respondents indicated that a business official had been employed in their school district for ten or less years.

The Kind of School District in Which the
School Business Official Is Employed

The two most common types of school districts employing a school business official are the urban-rural and rural communities. As could be expected, the largest number of school business officials employed in the rural communities are from Group I. Likewise, the greatest number of business officials employed in the urban-rural communities are in Group II. The kind of school district in which the school business official is employed is shown in Table XXXIV, page 85.

Data Related to the School Business

Official's Position

To Whom the School Business Official
Is Directly Responsible

Thirty-six of the respondents, representing 67.9 percent, reported that they were directly responsible to the Superintendent of Schools.

TABLE XXXIII

THE NUMBER OF YEARS A BUSINESS OFFICIAL HAS
BEEN EMPLOYED BY THE SCHOOL DISTRICT

Number of Years	Group I	Group II	Group III	Total	Percent
1	0	1	0	1	1.9
2	1	1	0	2	3.8
3	3	1	1	5	9.4
4	3	1	0	4	7.5
5	3	2	0	5	9.4
6	5	1	0	6	11.3
7	6	1	0	7	13.2
8	0	1	0	1	1.9
9	0	1	0	1	1.9
10	0	3	0	3	5.7
12	0	2	0	2	3.8
18	0	1	0	1	1.9
20	1	2	0	3	5.7
20+	0	2	0	2	3.8
26	1	0	0	1	1.9
30+	0	0	1	1	1.9
44	0	0	1	1	1.9
50	0	2	0	2	3.8
No Response	3	1	1	5	9.4
Total	26	23	4	53	100.1
Percent	49.1	43.4	7.5		100.0

TABLE XXXIV
KIND OF SCHOOL DISTRICT EMPLOYING
A SCHOOL BUSINESS OFFICIAL

Type of School District	Group I	Group II	Group III	Total	Percent
Urban	1	1	2	4	7.5
Suburban	1	3	1	5	9.4
Urban-Rural	6	14	1	21	39.6
Rural	18	2	0	20	37.7
Other:					
Federal Reservation	0	1	0	1	1.9
City	0	1	0	1	1.9
Unified	0	1	0	1	1.9
Total	26	23	4	53	99.9
Percent	49.1	43.4	7.5		100.0

Twelve, or 22.6 percent, reported that they were responsible to the Board of Education. A complete tabulation of the data concerning to whom the school business official is directly responsible is shown in Table XXXV.

TABLE XXV
TO WHOM THE SCHOOL BUSINESS OFFICIAL
IS DIRECTLY RESPONSIBLE

To Whom Responsible	Group I	Group II	Group III	Total	Percent
Superintendent of Schools	13	21	2	36	67.9
Assistant Superintendent of Schools	1	0	1	2	3.8
Board of Education	3	0	0	3	5.7
Other: Superintendent of Schools and Board of Education	9	2	1	12	22.6
Total	26	23	4	53	
Percent	49.1	43.4	7.5		100.0

The School Organizational Chart

Twenty-four school business officials, representing 45.3 percent, reported that their school did have an organizational chart. Twenty-six, or 49.1 percent, indicated that the school did not have an

organizational chart. There were five questionnaires returned with no response to the question concerning an organizational chart.

The Departmental and School Business Official's
Responsibility in Performing Selected School
Business Management Functions

One section of the questionnaire attempted to determine the degree of responsibility exercised by the school business official in performing 32 selected school business management functions. The respondents were also asked to indicate the functions for which the business official's department were responsible.

The data seem to indicate that the business managers in Group I tend to actually perform the business management functions themselves. The degree of responsibilities covered the entire range from supervising a function to no responsibility in performing a function. The five functions performed most frequently by the business officials in Group I were the preparation of purchase orders and specifications, preparation of financial statements and accounting, preparation and control of the budget, preparation of payroll warrants and vouchers, and attendance at school board meetings. For the most part, it appears that the business officials in Group I have less responsibility in the performance of the business management functions listed in this study than do the business officials in Groups II and III.

It appears that the business officials in Group II tend to supervise more of the functions listed than did the business officials in Group I. The range of their responsibility runs from supervision of the business functions to no responsibility in the performance of the

functions listed. The five functions listed most frequently as being actually performed by the business official were the preparing and control of the budget, attending school board meetings, attending the superintendent's staff meetings, managing insurance, and providing the secretarial custody of board records. It also appears that the departmental responsibility of the business officials in Group II was greater with more of the selected functions in this study than their colleagues in Group I.

Group III was made up of only four school business officials. With such a few number of respondents any generalizations concerning the data are almost impossible. It would seem to appear from the data presented, that the business officials in Group III tend to supervise the functions listed more often than did any of the other groups of business officials. It also appears that the departmental responsibility is greater for this group. The three functions that they actually perform most frequently are attending school board meetings, serving on school district committees, and attending the superintendent's staff meetings.

The data seem to support the belief that the duties of the school business official are highly varied from district to district. Hill⁹ suggests that due to the "uniqueness" of the local situation it is difficult to specify the areas of responsibility for which the school business official must be trained. The data tend to indicate that the degree of responsibility and the areas of responsibility of the school business official are both wide in range and scope. There does not

⁹Frederick W. Hill, The School Business Administrator (Evanston, 1960), Bulletin 21, pp. 17-18.

appear to be any single function or group of functions that dominate all other functions. The functions concerning budgeting and financial planning seem to appear more frequently in the data than do other business management functions.

The responses of the respondents are listed in Table XXXVI, Table XXXVII and Table XXXVIII for Group I, Group II and Group III respectively. The data in Table XXIX show the total number of responses reported by all 53 school business officials responding to the questionnaire. A total is not shown for each function because in several instances the respondents indicated the degree of their responsibility fell in more than a single category. The numbers in each category indicate the number of times checked by the school business officials. The number does not show the number of business officials responding to a particular management function.

The information in Table XXXVI shows the number of times that the school business officials in Group I listed the selected business management functions as being a responsibility carried out by their department. It also indicates the number of responses to the question concerning the degree of responsibility exercised by the business official in carrying out each of the selected business management functions. The data presented in Table XXXII show the responses of the school business officials in Group II. The responses of the business officials in Group III are presented in Table XXXVIII. The information presented in Table XXXIX is a total of all responses for the three different groups concerning the degree of responsibility in performing the selected school business management functions. The total number of

TABLE XXXVI

THE DEGREE OF RESPONSIBILITY EXERCISED BY THE SCHOOL
BUSINESS OFFICIALS FROM GROUP I IN PERFORMING
SELECTED SCHOOL BUSINESS FUNCTIONS

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Purchase orders and specifications	22	9	20	4	1
Financial statements and accounting	19	5	18	0	1
Budget preparation and control	18	4	19	8	1
Payroll warrants and vouchers	16	6	15	2	1
Property management and inventory	16	7	7	6	3
District attendance accounting (child)	9	3	2	5	10
Warehousing and delivery of supplies	16	11	7	5	4
Attendance at school board meetings	19	1	19	0	2
Attendance at superintendent's staff meetings	11	1	12	2	8
Treasurer of School Board	10	3	2	6	8
Clerk of School Board	13	4	13	1	4
Serving on school district committees	7	1	10	0	9
Insurance management	14	2	12	6	3
Maintenance of buildings and grounds	10	8	1	4	7
Custodial or operational staff	12	8	1	7	7
New school house construction	8	2	2	6	10
Repair and alterations of buildings	10	4	1	10	7
Selection and/or purchase of school sites	5	1	0	6	12
Prepares building plans and specifications	4	0	1	5	13

TABLE XXXVI (Continued)

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Construction change sheets	5	1	2	4	11
Application for state and federal funds and/or projects	17	5	12	5	4
Administration of state and federal funds and/or projects	16	4	12	5	4
I.B.M. and data processing equipment	4	2	2	0	13
Transportation, routing and scheduling	11	4	5	4	9
Securing legal opinions for school district	11	3	9	3	8
Certificated personnel	9	1	3	7	11
Non-certificated personnel	14	4	7	7	7
Contract preparation (except employment)	10	6	7	3	5
Permits to use school properties, facilities	9	2	6	5	8
Secretarial custody of board records	13	3	11	4	4
Tax assessing and collecting	3	2	1	0	13
Food and cafeteria services	13	8	3	9	5
Other functions:					
Financial management of all activities, athletics, shop, etc.	1	0	1	0	0

TABLE XXXVII

THE DEGREE OF RESPONSIBILITY EXERCISED BY THE SCHOOL
BUSINESS OFFICIALS FROM GROUP II IN PERFORMING
SELECTED SCHOOL BUSINESS FUNCTIONS

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Purchase orders and specifications	22	14	10	1	0
Financial statements and accounting	21	17	3	1	1
Budget preparation and control	21	7	20	3	0
Payroll warrants and vouchers	21	18	2	1	1
Property management and inventory	20	13	6	4	0
District attendance accounting (child)	11	7	1	5	7
Warehousing and delivery of supplies	17	15	3	5	1
Attendance at school board meetings	20	1	20	0	0
Attendance at superintendent's staff meetings	18	1	20	2	0
Treasurer of School Board	10	7	1	3	8
Clerk of School Board	15	7	10	2	3
Serving on school district committees	11	1	11	2	2
Insurance management	20	3	16	3	0
Maintenance of buildings and grounds	15	11	0	7	2
Custodial or operational staff	14	11	0	9	2
New school house construction	14	4	3	12	1
Repair and alterations of buildings	15	12	0	9	2
Selection and/or purchase of school sites	12	3	2	10	3
Prepares building plans and specifications	11	3	2	11	5

TABLE XXXVII (Continued)

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Construction change sheets	7	3	2	6	8
Application for state and federal funds and/or projects	15	4	13	6	2
Administration of state and federal funds and/or projects	13	9	6	7	3
I.B.M. and data processing equipment	13	9	0	4	9
Transportation, routing, and scheduling	12	10	3	3	6
Securing legal opinions for school district	16	0	13	6	1
Certificated personnel	8	4	2	5	10
Non-certificated personnel	16	9	6	2	1
Contract preparation (except employment)	17	5	12	4	2
Permits to use school properties, facilities	13	6	7	6	3
Secretarial custody of board records	16	12	7	3	2
Tax assessing and collecting	7	2	4	4	11
Food and cafeteria services	13	11	0	7	3
Other functions:					
Negotiations	1	0	1	0	0
Inter-school services	1	1	0	0	0
Printing	1	1	0	0	0

TABLE XXXVIII

THE DEGREE OF RESPONSIBILITY EXERCISED BY THE SCHOOL
BUSINESS OFFICIALS FROM GROUP III IN PERFORMING
SELECTED SCHOOL BUSINESS FUNCTIONS

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Purchase orders and specifications	4	3	0	0	0
Financial statements and accounting	4	4	0	1	0
Budget preparation and control	4	3	2	0	0
Payroll warrants and vouchers	4	4	0	1	0
Property management and inventory	4	4	0	0	0
District attendance accounting (child)	0	0	0	0	2
Warehousing and delivery of supplies	4	4	0	0	0
Attendance at school board meetings	3	0	4	0	0
Attendance at superintendent's staff meetings	3	0	3	1	0
Treasurer of School Board	3	2	2	0	0
Clerk of School Board	3	1	2	0	1
Serving on school district committees	3	1	4	1	0
Insurance management	4	2	2	0	0
Maintenance of buildings and grounds	1	1	0	0	1
Custodial or operational staff	1	1	0	0	1
New school house construction	2	1	0	1	0
Repair and alterations of buildings	1	1	0	0	1
Selection and/or purchase of school sites	1	0	1	2	0
Prepares building plans and specifications	1	0	0	2	1

TABLE XXXVIII (Continued)

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Construction change sheets	1	0	0	2	1
Application for state and federal funds and/or projects	0	0	1	1	0
Administration of state and federal funds and/or projects	1	0	2	1	0
I.B.M. and data processing equipment	0	1	0	1	0
Transportation, routing and scheduling	1	1	0	0	1
Securing legal opinions for school district	3	3	2	0	0
Certificates personnel	0	0	0	0	1
Non-certificated personnel	2	1	1	0	1
Contract preparation (except employment)	3	2	2	1	0
Permits to use school properties, facilities	3	2	1	0	1
Secretarial custody of board records	3	2	1	0	1
Tax assessing and collecting	0	0	0	0	1
Food and cafeteria services	3	2	1	0	1

TABLE XXXIX

THE DEGREE OF RESPONSIBILITY EXERCISED BY ALL
RESPONDING SCHOOL BUSINESS OFFICIALS IN
PERFORMING SELECTED SCHOOL
BUSINESS FUNCTIONS

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vise	None
Purchase orders and specifications	48	26	30	5	1
Financial statements and accounting	44	26	21	2	2
Budget preparation and control	43	14	41	11	1
Payroll warrants and vouchers	41	28	17	4	2
Property management and inventory	40	24	13	10	3
District attendance accounting (child)	20	10	3	10	19
Warehousing and delivery of supplies	37	30	10	10	5
Attendance at school board meetings	42	2	43	0	2
Attendance at superintendent's staff meetings	32	2	35	5	8
Treasurer of School Board	23	12	5	9	16
Clerk of School Board	31	12	25	3	8
Serving on school district committees	21	3	25	3	11
Insurance management	38	7	30	9	3
Maintenance of buildings and grounds	26	20	1	11	10
Custodial or operational staff	27	20	1	16	10
New school house construction	24	7	5	19	11
Repair and alterations of buildings	26	17	1	19	10
Selection and/or purchase of school sites	18	4	3	18	15
Prepares building plans and specifications	16	3	2	18	19

TABLE XXXIX (Continued)

Business Function Performed	Dept. Resp.	Your Responsibility			
		Super- vise	Per- form	Ad- vised	None
Construction change sheets	13	4	4	12	20
Application for state and federal funds and/or projects	32	9	26	12	6
Administration of state and federal funds and/or projects	30	13	20	13	7
I.B.M. and data processing equipment	17	12	2	5	22
Transportation, routing and scheduling	24	15	8	7	16
Securing legal opinions for school district	30	6	24	9	9
Certificated personnel	17	5	5	12	22
Non-certificated personnel	32	14	14	9	9
Contract preparation (except employment)	30	13	21	8	7
Permits to use school properties, facilities	25	10	14	11	12
Secretarial custody of board records	32	17	19	7	7
Tax assessing and collecting	10	4	5	4	25
Food and cafeteria services	29	21	4	16	9
Other functions:					
Negotiations	1	0	1	0	0
Inter-school services	1	1	0	0	0
Printing	1	1	0	0	0
Financial management of all activities, athletics, shops, etc.	1	0	1	0	0

responses concerning the departmental responsibility for the three different groups is also listed in Table XXXIX.

Individuals Responsible to the
School Business Official

The people responsible to the school business official hold a wide range of positions. As could be expected the largest group of people responsible to the school business official is the secretarial staff. The majority of individuals responsible to the business official hold nonteaching positions. The information presented tends to support the previous belief that the school business manager's duties vary according to the local situation.

The information presented in Table XL concerns the number of individuals directly responsible to the school business official. The data show the number of individuals responsible to the business official in each group and the number of business officials responding to the question in each group. The last two columns of Table XL are the totals for the three groups.

Data Related to the Competencies of the
School Business Official's Position

Competencies Deemed Necessary for Proficiency
in Public School Business Management

Part IV of the study sought the school business official's professional judgment regarding competencies necessary for proficiency in performing the functions involved in public school business management.

TABLE XL
THE NUMBER OF INDIVIDUALS BY POSITION DIRECTLY
RESPONSIBLE TO THE SCHOOL BUSINESS OFFICIAL

Position Held	Group I		Group II		Group III		Total	
	Number of People	Number of Respondents	Number of People	Number of Respondents	Number of People	Number of Respondents	Number of People	Number of Respondents
Secretaries	31	15	153	21	35	4	219	40
Accountant or Auditor	3	3	15	12	1	1	19	16
Purchasing Agent	2	2	8	8	3	3	13	13
Supr. Bldgs. & Grounds	7	7	15	15	1	1	23	23
Supr. of Transportation	5	4	32	10	1	1	38	15
Supr. Instr. Personnel	4	1	1	1	0	0	5	2
Security & Police Protection	0	0	0	0	0	0	0	0
Ass't Business Manager	0	0	1	1	3	1	4	2
Supr. Non-Instr. Personnel	0	0	46	2	0	0	46	2
Supr. Whse. Dely. Supplies	2	2	12	10	1	1	15	13
Director of Food Services	8	7	11	10	3	3	22	20
Director of Data Process	1	1	5	5	1	1	7	7
Other:								
Supr. of Bldg. Maintenance	0	0	1	1	0	0	1	1
Custodians	28	3	53	3	0	0	81	6
Bus Drivers	21	3	0	0	0	0	21	3
Food Service Staff	11	1	36	2	0	0	47	3
Maintenance	0	0	3	1	0	0	3	1
Clerk of Board	0	0	1	1	0	0	1	1
Treasurer of Board	0	0	1	1	0	0	1	1
Payroll Clerk	0	0	1	1	0	0	1	1
Principals	0	0	7	1	0	0	7	1
Supr. Special Education	0	0	1	1	0	0	1	1
Federal Programs	0	0	1	1	0	0	1	1
Risk Manager	0	0	0	0	1	1	1	1
None	3	3	0	0	0	0	3	3
No Response	0	2	0	0	0	0	0	2

The five competencies, in order of importance, mentioned most frequently by the business officials as being highly desirable for proficiency in public school business management were: (1) a Bachelor's degree; (2) public school administrative background; (3) experience in business or industry; (4) public school teaching; and (5) a Master's degree.

In regards to certification by the Kansas State Department of Public Instruction, thirteen business officials felt that it was highly desirable, fourteen considered it as desirable, eleven felt it was insignificant, two respondents deemed it as being undesirable, while thirteen indicated no response to the question.

Only two respondents considered professional registration by A.S.B.O. as being highly desirable as a competency necessary for proficiency in public school business management. Professional registration was considered as desirable by twenty respondents and as insignificant by thirteen respondents for proficiency in the performance of their duties as a business official.

The information presented in Table XLI, Table XLII and Table XLIII shows the responses of the respondents from Group I, Group II and Group III respectively. The data in Table XLIV is a compilation of all responses from the three different groups. Appendix I, page 158, lists all other competencies that the Kansas public school business official felt to be worthy of consideration.

TABLE XLI
 COMPETENCIES DEEMED NECESSARY BY RESPONDENTS IN
 GROUP I FOR PROFICIENCY IN PUBLIC SCHOOL
 BUSINESS MANAGEMENT

Competencies	Highly Desirable	Desirable	Insignifi- cant	Undesir- able	No Response
Bachelor's Degree	14	6	0	1	5
Master's Degree	6	7	4	0	9
Specialist in Education Degree	4	3	10	0	9
Doctorate Degree	0	0	12	0	14
Experience in business or industry	14	7	2	0	3
Public school teaching	9	7	3	0	7
Public school administrative background	11	10	0	0	5
Professional Registration by ASBO: (R.S.B.A. or R.S.B.O.)	0	8	6	1	11
Certification by Kansas State Department of Public Instruction	6	5	5	2	8

TABLE XLII
 COMPETENCIES DEEMED NECESSARY BY RESPONDENTS
 IN GROUP II FOR PROFICIENCY IN PUBLIC
 SCHOOL BUSINESS MANAGEMENT

Competencies	Highly Desirable	Desirable	Insignifi- cant	Undesir- able	No Response
Bachelor's Degree	14	3	1	0	5
Master's Degree	9	8	1	1	4
Specialist in Education Degree	1	10	4	1	7
Doctorate Degree	0	5	11	1	6
Experience in business or industry	6	11	1	0	5
Public school teaching	10	8	3	0	2
Public school administrative background	12	7	1	0	3
Professional Registration by ASBO: (R.S.B.A. or R S.B.O.)	1	9	7	0	6
Certification by Kansas State Department of Public Instruction	5	8	5	0	5

TABLE XLIII
 COMPETENCIES DEEMED NECESSARY BY RESPONDENTS
 IN GROUP III FOR PROFICIENCY IN PUBLIC
 SCHOOL BUSINESS MANAGEMENT

Competencies	Highly Desirable	Desirable	Insignifi- cant	Undesir- able	No Response
Bachelor's Degree	3	1	0	0	0
Master's Degree	3	1	0	0	0
Specialist in Education Degree	0	3	1	0	0
Doctorate Degree	1	2	1	0	0
Experience in business or industry	2	2	0	0	0
Public school teaching	1	0	3	0	0
Public school administrative background	2	2	0	0	0
Professional Registration by ASBO: (R.S.B A. or R.S.B.O.)	1	3	0	0	0
Certification by Kansas State Department of Public Instruction	2	1	1	0	0

TABLE XLIV

COMPILATION OF COMPETENCIES DEEMED NECESSARY BY
ALL RESPONDENTS OF ALL GROUPS FOR PROFICIENCY
IN PUBLIC SCHOOL BUSINESS MANAGEMENT

Competencies	Highly Desirable	Desirable	Insignifi- cant	Undesir- able	No Response
Bachelor's Degree	31	10	1	1	10
Master's Degree	18	16	5	1	13
Specialist in Education Degree	5	16	15	1	16
Doctorate Degree	1	7	24	1	20
Experience in business or industry	22	20	3	0	8
Public school teaching	20	15	9	0	9
Public school administrative background	25	19	1	0	8
Professional Registration by ASBO: (R.S.B.A. or R.S.B.O.)	2	20	13	1	17
Certification by Kansas State Department of Public Instruction	13	14	11	2	13

Summary

This summary is presented in the format of a profile as derived from the findings presented in this chapter. The typical Kansas public school business official is a male in his forties, employed full time as a school business official, directly responsible to either the superintendent of schools and/or the board of education and holds the title of Business Manager or Assistant Superintendent of Schools. He is a college graduate, and in most instances the holder of at least the Master's degree, with a graduate major in Educational Administration. The typical business official is the holder of an Administrators certificate, brings with him some type of work experience outside of education and has served in his present position for less than ten years. The yearly salary of the public school business official appears to be closely related to the size of school in which he is employed. He is employed on a twelve month basis, receives ten days sick leave per year and has either ten or twenty vacation days per year which are used during the summer months. The fringe benefits provided the business official vary widely between school districts. However, provisions of some type are usually provided for personal leave, provisions for illness in the immediate family, bereavement leave and transportation allowance. The Kansas school business official is likely to hold membership in either the Kansas Association of School Business Officials, the United School Administrators, the Kansas Association of School Administrators or the American Association of School Administrators. He may hold membership in one or more of the aforementioned organizations.

The median size school district employing a school business official has a student enrollment of 2,250 students. The organizational plan most likely to be used by the district is the K-6-3-3 plan. In most instances the district will be an urban-rural or a rural school district that has employed a school business official for less than ten years.

The Kansas public school business official is directly responsible to the superintendent of schools and/or the board of education. His duties and responsibilities vary from district to district. There does not appear to be any single group of responsibilities that dominate all others. The responsibilities most common to all business officials generally concern budgeting and financial planning.

The Kansas business official regards the Bachelor's degree, public school administrative background, experience in business or industry, public school teaching, and a Master's degree as the competencies most necessary for being proficient in the performance of duties that are normally assigned to the public school business official.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was: (1) to locate the school business official's position in the administrative structure of the school district in which they are currently employed; (2) to determine the training and experience of the Kansas public school business official; (3) to determine the responsibilities of the public school business official within their respective school district; (4) to identify competencies and career patterns that characterize the Kansas school business official; and (5) to establish a bench mark from which any change of the public school business official's position can be measured in subsequent years.

A review of related literature dealing with the public school business official was presented in Chapter II. The review of literature helped to serve as a basis for comparisons between the Kansas school business official and the public school business official in other states and sections of the United States. A large amount of material has been written concerning the public school business official, but little formal research was found which was related to the Kansas public school business official. It was hoped that such a study might provide some information concerning this group of individuals.

The questionnaire used to study the Kansas public school business official was a modification of a questionnaire used by Copple in a study of the Indiana public school business official. Permission was granted by Copple to both use and modify his questionnaire for the purposes of studying the Kansas public school business official.

A return postal card was mailed to all 311 superintendents in the state of Kansas asking for the names and address of their school business official. A total of 307 of the postal cards were returned. This represented a 98.7 percent return. The superintendents identified 57 school business officials in Kansas.

Questionnaires were sent to the 57 business officials identified by the superintendents. A total of 53 questionnaires were returned. This represented a 93.0 percent return. The measures of central tendency along with percents were used as a means to analyze the data. The returned questionnaires were tabulated and results presented in Chapter IV.

Findings

For the purpose of presenting the findings of the study, the responses were categorized into the four following categories: (1) personal data related to the school business official; (2) information concerning the school district; (3) data related to the school business official's position; and (4) data related to the competencies of the school business official's position. Responses were also grouped according to the student enrollment of the district represented. Group I was made up of districts with a student enrollment of 2,000 students or less, Group II had student enrollments of over 2,000 but under

10,000, and Group III consisted of schools with a student enrollment in excess of 10,000 students.

Personal Data Related to the
School Business Official

It was found that the most common title used to identify the Kansas public school business official was the title of Business Manager. The second most common title used was that of Assistant Superintendent of Schools. According to Foster,¹ these are the titles used nationally by the majority of schools to identify the public school business official.

The typical Kansas school business manager is a male, employed full time as a business official, in his forties. Of the 53 responding to the questionnaire, 84.9 percent were male. Thirty-seven of the respondents reported that they were employed full time as a school business official. This represented 69.8 percent of all business officials returning the questionnaire. Twenty-five respondents were in the age range of 40-49 years of age. This represented 47.1 percent of all respondents.

The educational background of the Kansas public school business official ranged all the way from the completion of high school to the completion of a Doctoral degree. Twenty-four and six-tenths percent of the respondents reported that they did not hold a college degree. There were 21 respondents that reported they held a Master's degree. The Master's degree was reported the greatest number of times as the

¹Charles W. Foster, ed., "Exactly Who Makes Up Our ASBO Membership," School Business Affairs, XXXVII (August, 1971), p. 175.

highest degree held. The 21 respondents represented 39.6 percent of all respondents. Sixteen respondents reported that they had completed the eighteenth year of school. This would tend to indicate that a large number of the Kansas school business officials have taken additional college work past the Master's degree. The data also indicate that the educational level of the school business official is possibly related to the size of the school system in which he is employed.

The major area of study at the undergraduate level of the business official is quite varied. No single area of undergraduate study is predominate. The areas of business education, elementary education, business administration and mathematics in combination with another area were mentioned most frequently. Business education, the area mentioned most frequently by respondents as a major area of undergraduate study, was mentioned by only seven of the school business officials. This represented only 13.2 percent of all business officials returning the questionnaire.

The major area of study at the graduate level was school or educational administration. Twenty-two of the thirty-four respondents that hold a Master's degree reported that their major area of study at the graduate level was school or educational administration. This represented 64.7 percent of all respondents that held the Master's degree. At the Specialist in Education degree level, six of nine respondents reported that their major area of study was school or educational administration. This represented 66.7 percent of the respondents who reported they either held the Specialist in Education degree or who were working toward the degree. Four of the five Kansas business officials that hold the Doctor's degree, reported that their major area of

study at the doctorate level was in school or educational administration. This represented 80.0 percent of all respondents holding a Doctor's degree.

The professional certificate most commonly held by the Kansas school business official was the Administrator's Certificate. Thirty-three of the respondents reported holding a Kansas Administrator's Certificate. Eight respondents held a secondary teaching certificate and five reported that they held an elementary teaching certificate. Eleven respondents reported that they did not hold any professional certificate. There were eight no responses to the questions pertaining to professional certification. Only three respondents reported that they held a business or professional certificate other than educational certification.

The Kansas school business official had a wide range of general work experience outside of education. There appeared to be no single work experience or category of experiences that were common to the school business official. Thirty-two of the respondents indicated that they had held positions outside education. The only statement that may possibly describe the background of the Kansas public school business official is that the majority of the school business officials come to the position with some type of work experience. This experience is either in education or industry or both.

The data showed that twenty-nine, or 54.7 percent, of the school business officials had served in their present position for five or less years. Forty-four of the respondents, or 83.0 percent, had served in their present position for ten or less years. Twenty-five, or 47.2 percent, of business officials had five or less years as a school

business official. Forty-one of the respondents, or 77.4 percent, reported that they had ten or less total years of experience as a school business official. Only eight of the respondents, representing 15.1 percent, indicated that they had any prior experience as a school business official before coming to their present position.

Secondary teaching appeared in the background of twenty-seven of the school business officials. Eighteen had served as secondary principals and eighteen had served as assistant superintendents of schools. Fifteen respondents had been a superintendent of schools. Thirteen reported experiences as an elementary teacher, while twelve respondents indicated that they had served as an elementary principal.

The median salary range for all Kansas school business officials was \$13,000 to \$13,999. The salary ranges did present a bi-modal distribution. The two modes were the under \$7,000 category and the \$13,000 - \$13,999. Eight respondents reported that their yearly salary for the 1971-72 school year was under \$7,000. Seven business officials reported a yearly salary, for 1971-72, in the \$13,000 - \$13,999 category. Forty, or 75.5 percent, of the respondents reported that they were employed on a twelve month basis. The most common method used to determine the business official's salary was the superintendent's recommendation or by being set by the Board of Education. Only eight respondents reported that their salary was determined by a salary schedule or by a scheduled ratio.

A summary of the fringe benefits for the Kansas public school business official showed that he could expect to receive either ten or twenty working days per year vacation. Eighteen respondents reported a ten working day vacation period while sixteen reported receiving twenty

working days per year for vacation. Forty-nine, or 92.5 percent, of the respondents indicated that they could split their vacation period. The most common months used for vacation were June, July, August and October. The typical school business official received ten days sick leave per year accumulative to sixty days. Only three respondents reported that they were not provided with annual bereavement leave. There appeared to be no single number of days that could be classified as typical. Seven respondents reported two days bereavement leave, seven reported five days, nine stated that it was included in their sick leave policy and twelve respondents reported they could take an unlimited number of days for bereavement leave. The most frequently reported number of days personal leave was two. Again the range was wide. However, only six respondents reported that no personal leave provision was provided as a fringe benefit. The most frequent number of days provided for illness in the family was five days per year. This was reported by only seven respondents. The range varied from none to an unlimited number of days for illness in the family. Twelve respondents reported that days taken for illness in their family was included in the sick leave policy while eleven reported they could take an unlimited number of days leave for family illness. Health insurance was provided in varying degrees for fourteen respondents as a fringe benefit. This represented 26.4 percent of all respondents.

Only five school business officials, or 9.4 percent, indicated that they did not receive transportation allowance in the form of an automobile or reimbursement. Twenty-three, or 43.4 percent, stated that the school furnished them with a car and twenty-three, or 43.4 percent, reported a reimbursement of nine cents per mile for the use

of their automobile. Five reported the payment of a flat sum for the use of their automobile. This ranged from \$25 to \$120 per month.

Twenty-five Kansas school business officials, or 47.2 percent, are members of A.S.B.O. Of the twenty-five members, twelve reported that the Board of Education paid for their membership in A.S.B.O. Other than A.S.B.O., the four most common professional organizations the Kansas school business official was most likely to hold membership in were the Kansas Association of School Business Officials, the United School Administrators, the Kansas Association of School Administrators and the American Association of School Administrators. Sixteen respondents, or 30.2 percent, reported that they attended the National A.S.B.O. convention at the expense of the school district.

Information Concerning the School District

The smallest school district, in terms of student enrollment, that employed a business official had a student population of 311 students. The largest district had a student enrollment of 59,862 students. The median size enrollment for the fifty-three school districts represented in this study was 2,250 students. The public schools of Kansas have a total enrollment of 504,223 students.² In 1971-72, 298,008 students were attending schools which employed a school business official. The size of the enrollment of the school district appears to have a marked effect on the school business official's salary, fringe benefits provided and the amount of responsibility delegated to the individual serving in the position.

²Kansas State Department of Education, Kansas Educational Directory 1971-72 (Topeka, 1971-72), Bulletin 340, p. 19.

The most common type of school organization reported was the K-6-3-3 arrangement. Twenty-six respondents, or 49.1 percent, reported that their district used the K-6-3-3 organizational arrangement.

The Kansas school business official administers a sizable budget each year. In Group I, the budgets ranged from \$294,600 to \$1,628,183. In Group II the range was from \$1,400,000 to \$7,117,375. Group III budgets ranged from \$16,400,000 to \$57,220,446. The above mentioned budgets excluded federal monies received.

The typical Kansas school business official works in an urban-rural or a rural school district. Twenty-one respondents reported their district to be an urban-rural district. This represented 39.6 percent of all responding school business officials. Twenty business officials, or 37.7 percent, reported that their school district was a rural district.

Data Related to the School Business

Official's Position

The typical school business official is directly responsible to the superintendent of schools. Thirty-six respondents indicated that they were directly responsible to the superintendent of schools while twelve, or 22.6 percent, indicated that they were directly responsible to both the superintendent of schools and the Board of Education.

Twenty-four of the school districts represented in this study, or 45.3 percent, do have organizational charts. The Kansas school business official supervises a sizable number of individuals holding a variety of different positions. The seven positions mentioned most frequently as being under the direct supervision of the school business

official were: (1) Secretaries; (2) Supervisor of Building and Grounds; (3) Director of Food Services; (4) Accountant or Auditor; (5) Supervisor of Transportation; (6) Purchasing Agent; and (7) Supervisor of Warehousing and Delivery of Supplies.

The Kansas school business officials were asked to indicate the degree of their responsibility in performing thirty-two different business management functions. The business officials were asked to categorize the degree of their responsibility in the performance of the business management functions as follows: (1) to supervise; (2) to perform; (3) to advise; and (4) none.

The percents following each of the functions were obtained from the data presented in Table XXXIX, page 96. The percents were computed by using the sum of all the responses to the four categories concerning the degree of responsibility exercises by the business official in the performance of the selected functions.

The Kansas public school business official tends to supervise the following business management functions:

1. Payroll warrants and vouchers - (54.9 percent).
2. Warehousing and delivery of supplies - (54.5 percent).
3. Financial statements and accounting - (51.0 percent).
4. Property management and inventory - (48.0 percent).
5. Maintenance of buildings and grounds - (47.6 percent).
6. Custodial or operation staff - (42.6 percent).
7. Food and cafeteria service - (42.0 percent).
8. Non-certificated personnel - (30.4 percent).

The business officials indicated that they were performing the following functions:

1. Attendance at school board meetings - (91.5 percent).
2. Attendance at superintendent's staff meetings - (70.0 percent).
3. Budget preparation and control - (61.2 percent).
4. Insurance management - (61.2 percent).
5. Application for state and federal funds and/or projects - (60.5 percent).
6. Serving on school district committees - (59.5 percent).
7. Clerk of School Board - (52.1 percent).
8. Securing legal opinions for school district - (50.0 percent).
9. Purchase orders and specifications - (48.4 percent).
10. Contract preparation (except employment) - (42.0 percent).
11. Secretarial custody of board records - (38.0 percent).
12. Administration of state and federal funds and/or projects - (37.7 percent).
13. Non-certificated personnel - (30.4 percent).
14. Permits to use school properties, facilities - (29.8 percent).

The respondents indicated that they acted in an advisory capacity in the following business management functions:

1. New school house construction - (45.2 percent).
2. Selection and/or purchase of school sites - (45.0 percent).
3. Repair and alterations of buildings - (40.4 percent).

The respondents indicated that they did not assume a role in the performance of the following activities:

1. Tax assessing and collecting - (65.8 percent).
2. Certificated personnel - (50.0 percent).
3. Construction change sheets - (50.0 percent).

4. District attendance accounting (child) - (45.2 percent).
5. Prepares building plans and specifications - (45.2 percent).
6. I. B. M. and data processing equipment - (43.1 percent).
7. Treasurer of School Board - (38.2 percent).
8. Transportation, routing and scheduling - (34.8 percent).

Data related to the Competencies of the
School Business Official's Position

Part IV of the questionnaire asked the Kansas school business official to indicate their professional judgment regarding nine selected items concerning the competencies they deemed necessary for proficiency in public school business management. They were asked to rate the nine competencies as follows: (1) highly desirable; (2) desirable; (3) insignificant; and (4) undesirable. The percents following each of the competencies show the percent of individuals, of those responding to the question, rating a competency in the following classifications. The percents were obtained from the data presented in Table XLIV, page 104.

The following competencies were rated as either highly desirable or desirable.

1. Public school administrative background - (97.8 percent).
2. Bachelor's degree - (95.3 percent).
3. Experience in business or industry - (93.3 percent).
4. Master's degree - (85.0 percent).
5. Public school teaching - (79.5 percent).
6. Certification by Kansas State Department of Public Instruction - (67.5 percent).

7. Professional Registration by ASBO: (R.S.B.A. or R.S.B.O.) - (61.1 percent).

8. Specialist in Education degree - (56.8 percent).

The following competencies were perceived as being insignificant or undesirable as a necessary proficiency in public school business management.

1. Doctorate degree - (75.8 percent).

2. Specialist in Education degree - (43.2 percent).

Conclusions

Considerations of the findings in this study have led to the formulation of the following conclusions concerning the status and responsibilities of the Kansas public school business official.

1. The Kansas public school business official holds a position in the administrative structure that makes him directly responsible to the superintendent of schools and/or the Board of Education.

2. Training and experience in Educational Administration appear in the background of the majority of the Kansas public school business officials.

3. The Kansas public school business official brings with him a wide variety of experiences outside of education, none of which dominate the backgrounds of all school business officials.

4. The typical Kansas school business official holds a Master's degree and in many instances has taken graduate work beyond the Master's degree.

5. The responsibilities of the Kansas public school business official follow the typical national pattern as described in the

related research. In most cases it appears that his responsibilities vary considerably from one school district to another. The "uniqueness" of every local situation appears to determine to a large part the responsibilities that are typically assigned to the school business official.

6. The typical business official has served ten or less years as a public school business official in Kansas. In the majority of instances the position, of the school business official, has been created in the past ten years.

7. The competencies deemed most necessary for proficiency in public school business management are a background in public school administration, a Bachelor's degree, and experience in business or industry.

Recommendations

On the basis of the analysis of the findings of this study, the following recommendations are proposed by the researcher.

1. Additional research should be undertaken in the small school districts, with a student enrollment of 1,200 students and less, to determine the business management functions being performed by the superintendent's secretarial staff.

2. A program of study, leading to a Master's degree in public school business management, should be developed in the colleges and universities of Kansas to provide the Kansas business official with a specific area of training necessary for his position.

3. Guidelines which describe the areas of responsibility and the duties for the school business official need to be developed. It

appears that in many instances the school business officials in Kansas are requested to perform miscellaneous duties that are not assigned to other school personnel.

4. Provisions need to be made for more of the Kansas business officials to attend and participate in national organizations and conventions such that they may be informed of national trends in public school business management.

5. Continuous research concerning the status and responsibilities of the business official is needed such that the position of the public school business official can continue to maintain a high degree of professionalism.

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APPENDIX A

CORRESPONDENCE WITH DR. COPPLE

January 10, 1972

Dr. Ernest V. Copple, Principal
John Strange School
3660 East 62nd Street
Indianapolis, Indiana 46220

Dear Dr. Copple:

The purpose of this letter is to request permission to use the questionnaire that you developed, for use in your doctoral study at Indiana University, in a doctoral study that I am currently conducting at Oklahoma State University.

I would like to modify it slightly, so that it would be applicable to the state of Kansas. Dr. Richard P. Jungers, Professor of Education, Oklahoma State University, Stillwater, Oklahoma, is the director of my study. My proposed study will survey the business officials in the State of Kansas. The information that I seek will be very similar to the information that your questionnaire would provide.

Kansas passed a School Unification Law in 1965. This law reduced the number of school districts in Kansas to approximately 300. Since 1965 the importance of the School Business Official in Kansas has taken on new meaning. It would appear that a descriptive study of the school business official at this point would establish an important bench mark from which future changes in the school business official's position can be measured.

Thank you for your time and consideration of this request.

Sincerely,

/s/ E M Schmidt

E M Schmidt
1209 East 4th
Stillwater, Oklahoma 74074

Metropolitan School District of Washington Township * * * Marion County
J. Everett Light, Superintendent

JOHN STRANGE SCHOOL
3660 East 62nd Street
Indianapolis, Indiana 46220
Telephone 255-4139

ERNEST V. COPPLE
Principal

NORMAN L. JONES
Assistant Principal

March 28, 1972

Mr. E M Schmidt
1209 East 4th Street
Stillwater, Oklahoma 70407

Dear Mr. Schmidt:

After consulting with Dr. Barr, the chairman of my doctoral committee, it seems advisable to permit you to use the survey questionnaire. You indicated in your previous correspondence and telephone conversation you would like to modify my survey instrument and use it for your doctoral questionnaire in the state of Kansas. Please feel free to use a part of all of the survey instrument for your advance study in school.

I would be happy to receive a copy of your survey findings if you find it feasible and convenient. I am sorry that I have not had the opportunity to correspond with you and give my permission for use of this survey instrument.

Best of luck to you in your survey of the Kansas public schools.

Very truly yours,

/s/ Ernest V. Copple

Dr. Ernest V. Copple

EVC/jb

APPENDIX B

CORRESPONDENCE WITH SUPERINTENDENTS

April 14, 1972

Dear Superintendent:

We are asking for your cooperation in a study on the status and responsibilities of the public school business officials in the State of Kansas. The study will be a part of my doctoral program and will be under the direction of Dr. Richard P. Jungers, Professor of Education, Oklahoma State University.

The purposes of this study are: (1) to locate the school business official's position in the administrative structure of the school; (2) to determine the training and experiences of the Kansas public school business official; (3) to determine the responsibilities of the business official; (4) to identify competencies and career patterns that characterize the school business official; and (5) to establish a bench mark from which any change of the public school business official's position can be measured in subsequent years.

The business official, in this study, is defined as that one individual other than the chief executive officer of the board, who reports to the Superintendent and/or the Board of Education, and who has general responsibility over one or more of the major school business activities in the public school.

We would like to request your permission to contact the business official in your district following his identification. Please find enclosed a postal card which we are asking you to complete at your earliest convenience.

We appreciate your cooperation in this study.

Sincerely,

/s/ E M Schmidt

E M Schmidt, Graduate Student
Oklahoma State University
1209 East 4th
Stillwater, Oklahoma 74074

1. Name of School U.S.D. # _____
2. Name of Superintendent _____
3. Do you have an individual on your administrative staff who has been assigned chief responsibilities in the area of school business management? (Check one) YES _____ NO _____
4. If "yes" please indicate Name, exact title and office address of your business official.

NAME _____

TITLE _____

OFFICE ADDRESS _____

CITY _____ ZIP _____

May 5, 1972

Dear Superintendent:

Recently you received an inquiry pertaining to a study involving the public school business officials in the State of Kansas. The study is to be a part of my doctoral program and will be under the direction of Dr. Richard P. Jungers, Professor of Education, Oklahoma State University. To date, two hundred fifty-three (81%) of the three hundred eleven school districts in Kansas have responded to the postal card questionnaire. The general response to the inquiry has been excellent, and it would be desirable to include your reply in the data.

We are requesting your permission to contact the business official in your district following his identification. Another inquiry form has been enclosed because the information you can provide is very important in the accuracy and completion of this study. If you have not mailed the previous questionnaire within the past few days, it would be appreciated if you would fill out this questionnaire and return it at your earliest convenience.

The business official, in this study, is defined as that one individual other than the chief executive officer of the board, who reports to the Superintendent and/or Board of Education, and who has general responsibility over one or more of the major school business activities in the public school.

In the event that you do not employ such a person, would you please mark the questionnaire as such and return it so that your response may be included in the study.

Thank you for your cooperation in this study.

Sincerely,

/s/ E M Schmidt

E M Schmidt, Graduate Student
Oklahoma State University
1209 East 4th
Stillwater, Oklahoma 74074

APPENDIX C

CORRESPONDENCE WITH BUSINESS OFFICIALS

May 22, 1972

Dear School Business Official:

I need your assistance in a study pertaining to the status and responsibilities of the public school business official in the State of Kansas.

Your superintendent of schools has submitted your name as the school business official that has been designated by the Board of Education and/or the Superintendent to have general responsibility over one or more of the major school business activities in your school district.

Please read the questionnaire carefully and respond candidly so that the study will be of most value. A summary of the results will be available on request.

Your cooperation in this study is truly appreciated.

Sincerely,

/s/ E M Schmidt

E M Schmidt, Graduate Student
Oklahoma State University
1209 East 4th
Stillwater, Oklahoma 74074

June 12, 1972

Dear School Business Official:

Recently you received a questionnaire pertaining to the status and responsibilities of the public school business official in the State of Kansas. Your completed questionnaire has not yet been received.

To date, over 70 per cent of all business officials in Kansas have responded to the questionnaire. The general response to the study has been excellent. However, in order to make the study more meaningful, and to validate reported findings and recommendations, your thinking and judgment on the enclosed questionnaire is needed.

If you have not already returned your questionnaire, I would be most appreciative if you would take a few minutes from your busy summer schedule and complete the enclosed instrument, then return it in the self-addressed, stamped envelope at your earliest convenience.

Thank you for your valued assistance in this study.

Sincerely,

/s/ E M Schmidt

E M Schmidt, Graduate Student
Oklahoma State University
1209 East 4th
Stillwater, Oklahoma 74074

September 18, 1972

Dear School Business Official:

At the close of the 1971-72 school year you received a questionnaire pertaining to the status and responsibilities of the public school business official in the state of Kansas. To date, I have not received a completed questionnaire from your district.

The general response to the study has been excellent. Forty-nine (86%) of the fifty-seven school business officials in Kansas have graciously participated in the study at the present time.

I am currently recording the data received from questionnaires returned earlier. The contribution that your judgment and thinking can make to this study is most valuable. I would be most appreciative if you would take a few minutes from your busy schedule and complete the enclosed instrument, then return it in the self-addressed, stamped envelope at your earliest convenience.

Thank you for your valued assistance in this study.

Sincerely,

/s/ E M Schmidt

E M Schmidt, Graduate Student
Oklahoma State University
1209 East 4th
Stillwater, Oklahoma 74074

APPENDIX D

QUESTIONNAIRE

A STUDY OF THE STATUS AND RESPONSIBILITIES OF
THE SCHOOL BUSINESS OFFICIALS IN KANSAS

Conducted by
E M Schmidt, Graduate Student
Oklahoma State University
1209 East 4th
Stillwater, Oklahoma 74074

Under the Direction of
Dr. Richard P. Jungers
Professor of Education
Oklahoma State University

Your cooperation is requested in promptly responding to every item in this questionnaire. All replies will be held in strict confidence; neither you nor your school district will be identified except to acknowledge your participation and cooperation in this research.

Please return this completed questionnaire at your earliest convenience in the enclosed stamped, addressed envelope. Thank you for your interest and cooperation. If you would like to receive a copy of the results of this study please check the box to the right.

☐

PART I - PERSONAL DATA

- A. Your Name _____
- 1. Official Title of Respondent _____
- 2. Unified School District Number _____
- 3. Address of School District _____

4. Your Age to nearest year _____. Your sex: Male _____ Female _____
5. Are you employed as a full time school business official?
Yes _____; No _____.
6. If your answer to number five above is "no", approximately what part of your day is spent working with the business affairs of the school district? 1/4 _____; 1/2 _____; 3/4 _____.

7. If your answer to number five above was "no", what other duties do you perform? (Please list below).

- B. Circle highest school year completed:

12 (high school); 13, 14, 15, 16 (college); 17, 18, 19 (graduate).

- C. Check college degree(s) earned:

Bachelor's _____; Master's _____; Specialists _____; Doctorate _____.

- D. Indicate Major area of study:

Under Graduate _____

Graduate: Master's _____

Specialists _____

Doctorate _____

- E. Check Kansas certificates you now hold: Administrator's III _____;

Administrator's II _____; Administrator's I _____; Secondary

Teacher _____; Elementary Teacher _____; Others _____

_____; None _____.

- F. List business or professional certificates you hold other than in education, such as, C. P. A., Architecture or Engineering:

- G. Indicate general work experience outside of education beginning with the most recent position first:

	<u>Type of Industry</u>	<u>Business Duties</u>	<u>No. of Years</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

- H. How many years as full-time public school business official in your present position? _____

- I. How many years were you employed as full-time school business official in other Kansas school districts? _____

J. Total number of years employed as school business official in Kansas? (Item H plus I) _____

K. Indicate number of years in each of the following positions:

Elementary Teacher _____; Secondary Teacher _____; Elementary Principal _____; Secondary Principal _____; Superintendent of Schools _____; Assistant Superintendent of Schools _____.

Other Educational Experiences: (Please list) _____

L. Please check your annual Salary range for the 1971-72 school year:

Under 7,000 _____	11,000-11,999 _____	16,000-16,999 _____
7,000--7,999 _____	12,000-12,999 _____	17,000-17,999 _____
8,000--8,999 _____	13,000-13,999 _____	18,000-18,999 _____
9,000--9,999 _____	14,000-14,999 _____	19,000-19,999 _____
10,000-10,999 _____	15,000-15,999 _____	Over -20,000 _____

1. Check period of employment in months: 12____; 11____; 10____; 9____.

2. Are you currently on a salary schedule? Yes____; No____.

If your response is "yes" please indicate first step \$_____
Number of steps _____ and last step \$_____. (1971-72).

3. Is your salary determined by scheduled ratio? Yes____; No____.

If your response is "yes" please indicate to which of the following it is related:

(a) Teachers____; (b) Principals____; (c) Superintendent____;
(d) Others _____.

4. If your salary is not determined by schedule or ratio, indicate method used:

(a) Superintendent's recommendation____; (b) Board of Education sets____; (c) Other criteria used_____.

M. Fringe benefits derived from position held:

1. Indicate your vacation period in working days per year _____.

2. Do you or can you split your vacation period? Yes____; No____.

If your response is "yes" please indicate months commonly used for vacation period. (a)_____ (b)_____
(c)_____.

If your response is "no" please indicate month most commonly used for your vacation. _____

3. State your sick leave in working days per year _____.
cumulative to: Unlimited _____ or _____ days.
 4. Annual bereavement leave: Unlimited _____ or _____ days per year.
 5. Personal leave: Unlimited _____ or _____ days per year.
 6. Number of days for illness in family: Unlimited _____ or _____ days per year.
 7. Fringe benefits, other than transportation, please state: _____
-

N. Transportation Allowance: (For the 1971-72 school year).

1. Does the school district furnish you a car? Yes _____; No _____.
If "yes" do you take the car home? Yes _____; No _____.
2. If you are paid for mileage, indicate cents per mile _____.
3. If paid flat sum for use of your car, indicate \$ _____ per month.
4. If no car is furnished, and no reimbursement is made, check here _____.
5. Other transportation allowances: _____

O. Are you a member of A. S. B. O.? Yes _____; No _____.

If "yes" does your school district pay for your A. S. B. O. membership? Yes _____; No _____.

List other professional organizations in which you hold membership.

P. Do you attend the National A. S. B. O. Convention? Yes _____; No _____.

If your response is "yes" please indicate if your school district pays your expenses. Yes _____; No _____; In Part _____.

Comments for above: _____

PART II - DATA CONCERNING YOUR DISTRICT

- A. Indicate your total enrollment K-12. _____
- B. Indicate school organization: (Such as K-6-3-3). _____

- C. What is your total budget for the 1971-72 school year? _____
- Does the above amount include Federal monies? Yes _____; No _____.
- D. How many years has a business official been employed by your school district? _____.
- E. Check kind of school district in which you are employed:
1. Urban _____ 2. Suburban _____ 3. Urban-Rural _____
4. Rural _____ 5. Other (Please specify) _____.

PART III - DATA RELATING TO POSITION YOU HOLD

- A. Check or indicate to whom you are directly responsible:
1. Superintendent of Schools _____; 2. Associate, Deputy or Ass't Supt. _____; 3. Board of Education _____; 4. Other _____
- B. Does your school have an organization chart? Yes _____; No _____.
(If "yes" and one is available would you please include it with your completed questionnaire).
- C. **DIRECTIONS:** Please place a check mark in column one (1) of each function for which your department is responsible. Please indicate the degree of your responsibility by placing a check mark in one of the four remaining columns, (2, 3, 4, or 5). In this study, the definition of to supervise will be to direct other personnel that are directly responsible to you. To perform will be defined as the action you yourself carry out with normal secretarial assistance. To advise will be taken to mean the giving of council to those not directly responsible to you.

(1) (2) (3) (4) (5)

DEPT. RESP.	YOUR RESPONSIBILITY			
	Super- vise	Per- form	Ad- vise	None
1. Purchase orders and specifications				
2. Financial statements and accounting				
3. Budget preparation and control . .				
4. Payroll warrants and vouchers . .				
5. Property management and inventory				
6. District attendance accounting (child)				

DEPT. RESP.	YOUR RESPONSIBILITY			
	Super- vise	Per- form	Ad- vise	None
7. Warehousing and delivery of supplies				
8. Attendance at school board meetings				
9. Attendance at superintendent's staff meetings				
10. Treasurer of School Board				
11. Clerk of School Board				
12. Serving on school district committees				
13. Insurance management				
14. Maintenance of Buildings and grounds				
15. Custodial or operational staff				
16. New School house construction .				
17. Repair and alterations of buildings				
18. Selection and/or purchase of school sites				
19. Prepares building plans and specifications				
20. Construction change sheets . .				
21. Application for state and federal funds and/or projects .				
22. Administration of state and federal funds and/or projects .				
23. I.B M. and Data processing equipment				
24. Transportation, routing and scheduling				

	DEPT. RESP.	YOUR RESPONSIBILITY			
		Super- vise	Per- form	Ad- vise	None
25. Securing legal opinions for school district					
26. Certificated personnel					
27. Non-certificated personnel					
28. Contract preparation (except employment)					
29. Permits to use school properties, facilities					
30. Secretarial custody of board records					
31. Tax assessing and collecting					
32. Food and cafeteria services					
33. Other functions, please list below					

D. Please indicate the number of people by department or position as shown below that are directly responsible to you:

1. Secretaries	_____	10. Supr. Whse, Dely, Supplies _____
2. Accountant or Auditor _____		11. Director of Food Services _____
3. Purchasing Agent	_____	12. Director of Data Processing _____
4. Supr. Bldgs. & Grounds _____		13. Others: (Please list) _____
5. Supr. of Transportation _____		_____
6. Supr. Instr. Personnel _____		_____
7. Security & Police Prot. _____		_____
8. Ass't Business Manager _____		_____
9. Supr. Non-Instr. Person. _____		_____

PART IV - POSITION COMPETENCIES FOR SCHOOL BUSINESS OFFICIALS

Indicate your professional judgment regarding competencies necessary for proficiency in public school business management.

1. Bachelor's Degree
2. Master's Degree
3. Specialist in Education Degree
4. Doctorate Degree
5. Experience in business or industry
6. Public school teaching
7. Public school administrative background
8. Professional Registration by ASBO:
(R.S.B.A. or R.S.B.O.)
9. Certification by Kansas State Department
of Public Instruction
10. Please list other competencies you feel
to be worthy of consideration for the
Kansas Public School Business Official.
(Please rate competencies on scale at
right).

Highly Desirable	Desirable	Insignifi- cant	Undesir- able

Thank you very much for your contributions to this study. Please return this questionnaire in the enclosed stamped, addressed envelope to E M Schmidt, 1209 East 4th, Stillwater, Oklahoma 74074.

Date _____ Signature of Respondent _____

APPENDIX E

SCHOOL DISTRICTS INCLUDED IN THE STUDY

APPENDIX E

UNIFIED SCHOOL DISTRICT NUMBERS RETURNING
POSTAL CARD QUESTIONNAIRE

101	225	252	279	305	331	357	384	410	437	463	491
102	226	253	280	306	332	358	385	411	438	464	492
200	227	254	281	307	333	359	386	412	439	466	493
202	228	255	282	308	334	360	387	413	440	467	494
203	229	256	283	309	335	361	388	415	441	468	495
204	230	257	284	310	336	362	389	416	442	469	496
205	231	258	285	311	337	363	390	417	443	470	497
206	232	259	286	312	338	364	391	418	444	471	498
207	233	260	287	313	339	365	392	419	445	473	500
208	234	261	288	314	340	366	393	420	446	474	501
209	235	262	289	315	341	367	394	421	447	475	502
210	236	263	290	316	342	368	395	422	448	476	503
211	237	264	291	317	343	369	396	423	449	477	504
212	238	265	292	318	344	371	397	424	450	478	505
213	239	266	293	319	345	372	398	425	451	479	506
214	240	267	294	320	346	373	399	426	452	480	507
215	241	268	295	321	347	374	400	427	453	481	508
216	242	269	296	322	348	375	401	428	454	482	509
217	243	270	297	323	349	376	402	429	455	483	510
218	244	271	298	324	350	377	403	430	456	484	511
219	245	272	299	325	351	378	404	431	457	485	512
220	246	273	300	326	352	379	405	432	458	486	
221	247	274	301	327	353	380	406	433	459	487	
222	248	276	302	328	354	381	407	434	460	488	
223	250	277	303	329	355	382	408	435	461	489	
224	251	278	304	330	356	383	409	436	462	490	

APPENDIX F

SCHOOL DISTRICTS WHOSE BUSINESS OFFICIAL
RESPONDED TO QUESTIONNAIRE

APPENDIX F

UNIFIED SCHOOL DISTRICT NUMBERS RETURNING
THE BUSINESS OFFICIAL'S QUESTIONNAIRE

101	368
207	373
211	383
224	388
233	402
234	403
250	409
253	419
258	427
259	428
260	437
261	441
262	443
265	448
267	453
291	457
296	470
305	473
307	475
308	489
312	490
313	495
327	497
339	500
345	501
352	512
355	

APPENDIX G

WORK EXPERIENCES OUTSIDE EDUCATION

APPENDIX G
WORK EXPERIENCE OUTSIDE EDUCATION
GROUP I

Type of Industry	Duties	Number of Years Employed
Office Manager	Transportation Company	2
Standard Oil Company	Agent	4
Standard Oil Company	Station Manager	2
Oil Field	Roughneck	7
U. S. Post Office	Rural Mail Carrier	25
Grocery Business	Owner	3
U. S. Army		
Standard Oil Company	Sales	4
Barber Coleman	Machinist	4
Store	Manager	8
Ranch	Owner and Manager	7
Army Air Force	Inspection Personnel	3
Bookkeeper/Secretary		5
A. S. C. Office	Clerical	3
Income Tax	Typing	2
Hospital	Nurses' Aide	5
Hospital	Secretary-Bookkeeper	3
Civil Service	Clerk - Typist	3
Grain elevator	Bookkeeper	2
Bank	Teller - Bookkeeper	5
Retail - Wholesale Lumber	Accountant	2
Hospital	Accountant	1
U. S. Army	Finance Clerk	2
U. S. Army	Clerk - Typist	$\frac{1}{2}$
Bookkeeper - Tax Service	Owner	10
Bank	Bookkeeping	2
Lumber	Bookkeeping	2
Oil Field Supply	Store Manager	2
Self Employed	President of Corporation	20
Public Utility	Production Accountant and Administrative Assistant	7
Farmers Co-Op	Business Manager and Bookkeeper	1
Diplomat to S. A.		2

APPENDIX G
WORK EXPERIENCE OUTSIDE EDUCATION

GROUP II

Type of Industry	Duties	Number of Years Employed
County Clerk of Bourbon County		2
Feed Company	District Manager	1½
U. S. Army		3
Retail - Office Supplies	Manager	8
Automotive	Office Manager and Sales	6
Insurance	Treasurer	2
Government, C. S.	Clerk - Typist	2
U. S. Army		4
U. S. Army Reserve		16
Banking	Assistant Cashier	1
J. C. Penney Co.	Department Head	12
Garden City Automotive	Manager	15
Harding Glass, Inc.	Bookkeeper	3
Surveying	Books - Instruments	1½
Grocery Clerk	Salesmanship	2
Newspaper	Bookkeeper	9
Bank	Secretary	½
Automotive	Chevrolet Dealer	8
Automotive	Chevrolet Dealer Manager	12
Carpenter		1
Machinist		1
U. S. Army	Commissioned Officer	33

APPENDIX G
WORK EXPERIENCE OUTSIDE EDUCATION
GROUP III

Type of Industry	Duties	Number of Years Employed
Veterans Administration	Education Officer	5½
Beech Aircraft	Manual Editor	1½
Government Contractor	Statistical - Quality Control	2

APPENDIX H

BUDGETS

APPENDIX H

TOTAL BUDGET FOR THE 1971-72 SCHOOL YEAR

Group I*		Group II**		Group III	
Excluding Federal Monies	Including Federal Monies	Excluding Federal Monies	Including Federal Monies	Excluding Federal Monies	Including Federal Monies
1,033,650	1,032,464	1,400,000	1,372,000	Except	Gen. Fund
1,047,858	798,583	1,992,660	4,280,427	P.L. 874	only
1,230,000	718,389	3,943,205	5,261,191	57,220,446	32,418,022
294,600	435,600	2,800,000			
302,085	2,261,121	5,872,173		Operating	
814,641	803,121	5,250,000		only	
1,628,183	2,000,000	2,232,693		20,698,881	
723,000		3,389,000			
1,160,825		4,734,834		Gen. Fund	
660,000		1,455,000		only	
586,425		2,700,000		16,400,000	
448,000		2,780,740			
845,431		2,680,000			
992,680		2,410,319			
473,262		1,951,000			
1,500,000		7,117,375			
13,740,640	8,049,278	52,708,999	10,913,618	94,319,327	32,418,022

* Group I - Three responses not used.

** Group II - Four responses not used.

APPENDIX I

COMPETENCIES OF BUSINESS OFFICIAL

APPENDIX I

COMPETENCIES LISTED BY THE KANSAS SCHOOL BUSINESS
OFFICIAL WHICH ARE NECESSARY FOR PROFICIENCY
IN PUBLIC SCHOOL BUSINESS MANAGEMENT

Competencies	Highly Desirable	Desirable
Group I		
Have some good common "horse sense"		
Work for a better atmosphere for students rather than the most economical		
A graduate program dealing with actual on the job type experience	1	
Minor or major in Business Administration or Education	1	
School business would be run better if by business majors and not teacher majors	1	
Business training		1
Accounting background		1
Public school finance training and experience	1	
Municipal experience	1	
Data processing	1	
Management experience and training		1
Group II		
Administrative experience	1	
Common sense and good judgment	1	
Knowledge of purchasing procedures	1	
Knowledge of budgeting procedures	1	
Public relations (favorable)	1	
Practical experience	1	
Administrative background should include three years as a superintendent		
Ability to communicate with public, legislatives, and Board of Education		
Background of school finance	1	
Background of school law	1	
K.A.S.B.O.	1	
Group III		
State Department of Education experience	1	

VITA

E M Schmidt

Candidate for the Degree of
Doctor of Education

Thesis: THE STATUS AND RESPONSIBILITIES OF PUBLIC SCHOOL BUSINESS
OFFICIALS IN KANSAS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Waverly, Kansas, July 16, 1932, the son of Robert and Sylvia Schmidt. Married Carolee Ann Alexander on June 1, 1958. Two children: Alicia Rena and Kaila Rachelle.

Education: Graduated from Waverly Rural High School, Waverly, Kansas, in May, 1950; received a Bachelor of Science degree from Kansas State Teachers College, Emporia, Kansas, with a major in Mathematics and Physical Science in August, 1959; received a Master of Science degree from Kansas State Teachers College, Emporia, Kansas, with a major in Mathematics in August, 1963; received a Specialist in Education degree from Kansas State Teachers College, Emporia, Kansas, with a major in Educational Administration in August, 1969; enrolled in the doctoral program at Oklahoma State University, Stillwater, Oklahoma, September, 1969; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, with a major in Educational Administration in July, 1973.

Professional Experience: Mathematics Teacher, Madison High School, Madison, Kansas, 1959-1966; Acting High School Principal, Madison High School, Madison, Kansas, Spring semester 1966; High School Principal, Madison High School, Madison, Kansas, 1966-1968; Summer faculty, Kansas State Teachers College, Emporia, Kansas, summer 1968; Graduate assistant Department of School Administration, Kansas State Teachers College, Emporia, Kansas, Fall semester 1968; College faculty, Kansas State Teachers College, Emporia, Kansas, Spring semester 1969; Mathematics teacher, Stillwater Public Schools, Stillwater, Oklahoma, 1969-1973; Superintendent of Schools, Prairie View Unified School District Number 362, LaCygne, Kansas, 1973.

Professional Organizations: Kappa Delta Pi; Phi Delta Kappa;
life member of the National Education Association; Oklahoma
Education Association; Stillwater Education Association;
Stillwater Parent Teachers Association; while employed as
a High School Principal in Kansas I was a member of the
Kansas Association of Secondary School Principals and the
National Association of Secondary School Principals.