

A SURVEY OF THE PREPARATION NEEDS OF PUBLIC
SCHOOL BUSINESS ADMINISTRATORS

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CHAPTER I

INTRODUCTION

During the past several decades the demands made upon school systems have grown more intense, diverse, and complex than at any time in history. Candoli, et al., have listed the following social forces as playing a key role in this phenomenon:

1. Increased size of school districts

It is a natural trend for school systems to become larger and more diverse, causing the business function to become significant in a greater variety of activities.

2. Expansion of school system responsibility

Modern school systems are engaged in all sorts of endeavors including service functions, social functions, psychological functions, sociological functions, recreational and leisure time functions, and such other programs as creative personnel can conceive.

3. Changing educational aspirations

Education has become a "cradle-to-grave" concern, and the school systems have had to devise educational programs for clients ranging from preschool or early childhood to golden or retirement age.

4. Increased costs of educational services

Professional personnel and other school system personnel have learned the negotiations game from labor. Educational personnel will no longer accept whatever wages are offered them, and as a result the past decade has seen a dramatic increase in educational expenditures. This factor, coupled with natural increases due to the inflationary spiral, has seriously curtailed the amount of discretionary resources available to the school systems.

5. Civil rights movement

the minority groups in the United States are realizing that one of the main avenues to upward social and economic mobility lies in better educational programs. Therefore, strong pressures are being exerted by minority groups to force educational systems to design educational programs aimed at providing certain skills for minority group people.

6. The technological and knowledge explosions

Technology has dramatically and irrevocably altered the structure of our society. In travel we have moved from the concept of around the world in eighty days to around the world in eighty minutes. In production we have almost eliminated the common and unskilled laborer. In communications we have developed the ability to transmit visual images all over the world and universe. . . . As technology continues to provide the means to many other material satisfactions, educational systems will have to provide the means to the successful use of technology.¹

During these years, as school districts grew fewer in number but larger in geographical area, as school enrollments continued to climb, as educational programs became more complex and costly, and as service functions were added and then expanded, the increased demands placed upon school superintendents made it imperative that they call for assistance in the form of specialists to assist them with their workloads. The American Association of School Administrators in the book, Profiles of the Administrative Team, pointed out that the superintendency became so complicated and demanding that those who held the position were obliged to seek out a wide variety of expert assistants in order to meet their leadership responsibilities.² Thus a cluster of supportive administrative positions was created.

In many instances, the first specialist named to assist the superintendent of schools was the school business administrator. Tuttle, in a five state survey, found that superintendents preferred to spend more time on instruction and curriculum matters, general planning, research, and public relations.³ These same superintendents showed an

overwhelming desire to spend less time on business management and finance, management of buildings and grounds, and management of special services.

Griffiths et al., pointed out that following World War II, school superintendents became greatly concerned that they were spending too much of their time on business functions and not enough time on instructional functions.⁴ This in turn resulted in a concerted effort on the part of school districts to employ school business administrators. Because there was no source of trained individuals to fill these newly created positions, the school districts were required to seek out applicants who had varied educational backgrounds and previous experience in some phase of the business world other than in public education. This resulted in a melange of individuals assuming the responsibilities of the position, some admirably competent and others miserably incompetent.⁵

While the demands made upon school systems and school superintendents were increasing and becoming more complex, the role of the school business administrator was also changing. In an earlier period, one of the chief responsibilities of this employee was to build a budget designed to balance income and expenditures. Using this budget as a "bible", he became a control agent making sure that the school system operated within the prescribed limits of that budget. Each year the budget was adjusted upward or downward depending upon pupil population, number of new programs approved, and inflationary factors. Thus, the traditional role of this position was that of chief control officer for the school system.

Where school business administrators could once predict future expenditures on the basis of past experience, it has now become necessary

to identify and project the effect of many variables in attempting to identify needs. Solutions that once were unilateral in nature have become multilateral, with planning efforts directed at a series of alternatives. Today, school patrons, students, school personnel, and others are insisting upon a greater say in the operation of schools and a greater role in developing priorities for the allocation of resources. These changing patterns suggest a changing role for the school business administrator. While the control function will always be extremely important and crucial to the position, the decision-making process regarding priorities must necessarily involve many other people. No longer can the school business administrator be viewed as the keeper of the purse who complicates rather than assists the efforts of others in accomplishing educational objectives. Rather, his changing role will require a greater capacity to conceptualize, negotiate, and compromise, all of which will make him a more important member of the administrative team.

In discussing the demands placed upon the school business administrator, Candoli, et al., commented as follows:

School business administration is probably more visible today than it has ever been. This is true in terms of visibility in the eyes of the education profession as well as in the eyes of the general public as a whole. The financial 'crunch'; the calls for accountability; equal educational opportunity; reordering priorities; increasing productivity; the search for program and fiscal alternatives; and the taxpayers' revolt have placed demands on the school business administrator for explicating and defending his procedures and processes, as well as developing and adopting activities which can deliver the needed services as perceived by the given public.⁶

Statement of the Purpose

It was the purpose of this study to determine the appropriate criteria for the preparation of public school business administrators in the state of Kansas as perceived by (1) superintendents of unified school districts in Kansas that employ school business administrators, and (2) school business administrators employed in those unified school districts. More specifically, the study dealt with the following kinds of questions:

1. Which job competencies related to the position of the public school business administrator should be given consideration, and to what degree should those job competencies be considered, in developing course content for an academic program for persons contemplating employment in this field?
2. Which college degree is considered most appropriate for the public school business administrator in Kansas?
3. Which kinds of previous work experience are deemed desirable for persons contemplating employment in this field, and what minimum amounts of time should be spent in such endeavors?
4. Should persons contemplating employment in this field be required to serve an internship under a qualified school business administrator, and if so, what minimum amount of time should be used for this purpose?
5. Should the position of the public school business administrator be certified by the state of Kansas?

Background of the Study

Lessig pointed out that at one time the state of Kansas had approximately 9,000 separate operating school districts.⁷ Few other states in the nation could boast of having a greater number. Even as late as 1931, the state had 8,748 separate school districts. In 1945, just prior to passage of a school consolidation law, the number stood at 8,112. The school consolidation law enacted that year was soon declared unconstitutional, but not before the number of districts had been reduced to 5,441. From that time until 1963, the battle over school unification continued in the state legislature. During the period the number of school districts was gradually reduced, so that in 1963, just prior to school district unification, the number of school districts stood at 1,848.

Gradually the rural areas of the state lost their dominance over the state legislature and school district unification was able to become a reality. The school unification law of 1963 and the school finance foundation law of 1965 replaced a school district structure that had stood for over 100 years. These two legislative acts forced the smaller school districts to unify by their own election into unified districts on a K-12 grade plan, thus eliminating all of the small, separate elementary and rural high school districts.

On July 1, 1966, the Kansas School Unification Law became effective in 104 of the state's 105 counties. Only Johnson County, a suburban county located just outside the greater Kansas City area, was not included in the legislation. Immediately the number of school districts in the state was reduced to 350 school districts.⁸ Since that time Johnson County has become unified and additional consolidations have

taken place, so that the total number of unified school districts in the state presently stands at 309.⁹

As the school districts in the state became fewer in number but larger in student population and geographical area, school business administrators were employed by many of the districts. The Kansas Association of School Business Officials was first organized in Lawrence, Kansas, in April, 1964, with a total membership of 17.¹⁰ In the past 10 years this membership has gradually increased, and on January 1, 1974, stood at 127.¹¹ Although this membership figure included some members who were not chief school business administrators, it nevertheless indicates that the number of school business administrators in Kansas has steadily increased during the past few years, due primarily to school district unification, passage of the Elementary Secondary Education Act of 1965, and other factors previously discussed in the introductory section of this study.

At the present time the state universities and colleges in Kansas which provide programs in educational administration leading to administrative certification have not outlined or published a preparatory program for public school business administrators, nor have state certification standards for the position been established. The individuals who currently hold this position come from a wide range of educational and employment backgrounds, hold a number of job titles, and may or may not hold administrative or teaching certificates.

Endicott has noted that Kansas has not certified the position of school business administrator, but does certify the person working in the position if he qualifies under the state's administrator certificate law.¹² If the individual has two years of successful experience in

teaching or school administration in an accredited school or school system, holds a graduate degree, and meets graduate credit requirements in specified subject matter areas, he can apply for and receive any one of three administrator certificates.¹³

In a doctoral study completed in 1973, dealing with the status and responsibilities of school business administrators in Kansas, Schmidt examined, among other things, the educational backgrounds of persons employed in this position.¹⁴ In so doing, he found the number of years of schooling attained by this group ranged all the way from four years of high school to seven years of college and the doctoral degree. In this study, 15.1 percent of the participants reported their highest school year completed as the twelfth grade, 9.5 percent had completed some work but had not graduated from college, 13.2 percent had attained the Bachelor's degree as their highest college degree, 39.6 percent had completed the Master's degree, 13.2 percent had completed the Specialist's degree, and 9.4 percent held the doctorate. Major areas of undergraduate study indicated a wide range of training in some 23 different instructional areas. Educational administration was the major area of study at the graduate level. Regarding previous employment backgrounds of persons employed as school business administrators in Kansas, Schmidt's findings were somewhat more general in nature.¹⁵ Here he found school business administrators whose previous work experience had been limited to various kinds of positions in the field of business; school business administrators whose previous work experience had been limited to the field of education as classroom teachers, building principals, or other administrative posts, and school business administrators whose previous work experience had been in both

the field of business and the field of education.

At the present time the State of Kansas issues three different kinds of administrator certificates. These certificates are as follows:

1. Administrator I. Among the various requirements for this certificate, the applicant must hold a graduate degree and have successfully completed 36 semester hours of graduate credit in certain specified areas. This certificate is usually issued to building administrators.
2. Administrator II. Among the various requirements for this certificate, the applicant must hold a graduate degree and have successfully completed 48 semester hours of graduate credit in certain specified areas. This certificate is usually issued to supervisors and other specialized personnel.
3. Administrator III. Among the various requirements for this certificate, the applicant must hold a graduate degree and have successfully completed 60 semester hours of graduate credit in certain specified areas. This certificate is usually issued to the chief school administrator and other central office administrators who report directly to the board of education.¹⁶

In his study, Schmidt found that 21 school business administrators in Kansas held Administrator III certificates, four held Administrator II certificates, four held Administrator I certificates, eight held secondary teacher certificates, five held elementary teacher certificates, 11 held no state certificate, and eight persons failed to respond to this question.¹⁷ Thus, it would appear that this group of employees

hold a wide variety of state certificates, none of which deal specifically with the field of school business administration.

Definition of Terms

For the purpose of this study the following terms were defined as follows:

School business administrator. This term refers to the school staff member who has been designated by the superintendent and/or board of education to assume major responsibility for carrying out the business administrative functions of the school district. He is considered the chief business administrator in the school system. Unless otherwise specified by local policy, this employee reports to the board of education through the superintendent of schools.

School business manager. This term is synonymous with the term school business administrator.

School business manager. This term is synonymous with the term school business administrator.

Assistant Superintendent for Business Affairs. This term is synonymous with the term school business administrator.

School business official. This term refers to those employees who have been assigned duties in the specific areas of school business administration, as budget development, purchasing, accounting, warehousing, building maintenance, facility planning and construction, food services, and transportation. These employees generally report to the school business administrator. This definition is applicable to this study even though some authorities place all school business personnel, both school business administrators and school business officials, in

this category.

School business assistant. This term refers to those employees who are employed to assist the school superintendent in the business area. School districts that are too small to employ a school business administrator may employ a school business assistant to assist the superintendent and provide some relief from routine business functions.

Association of School Business Officials of the United States and Canada. This title refers to the national organization for school business administrators and school business officials with headquarters in Chicago, Illinois.

Kansas Association of School Business Officials. This title refers to the state organization for school business administrators and school business officials. It is affiliated with the national organization.

Undergraduate Hours. This term refers to the assignment of job competencies in a model academic program for public school business administrators. Job competencies of a prerequisite nature that are usually covered in undergraduate courses were assigned at this level.

Graduate Hours Toward Master's Degree. This term refers to the assignment of job competencies in a model academic program for public school business administrators. Job competencies of an entry level nature that are needed by persons contemplating employment as a beginning school business administrator were assigned at this level.

Graduate Hours Beyond Master's Degree. This term refers to the assignment of job competencies in a model academic program for public school business administrators. Job competencies of a post-entry level that are needed by practicing school business administrators desirous of advancing in the profession were assigned at this level.

Scope of the Study

The scope of this study was limited to the following areas:

1. The State of Kansas.
2. Superintendents of unified school districts in the state that employ school business administrators.
3. School business administrators employed in those unified school districts.

Assumptions of the Study

For the purpose of this study, it was assumed:

1. The increasing demands made upon superintendents and boards of education of unified school districts in Kansas will continue to create a need for well trained school business administrators.
2. As the number of public school business administrators increase in the state, and as their professional status continues to grow, state certification for the position will eventually become a reality.
3. Superintendents of unified school districts in Kansas that employ school business administrators and school business administrators employed in those unified districts are better qualified to give valid reactions to the items on the questionnaire used in this study than are other school-related personnel.

Significance of the Study

At the present time the school business administrator in the State of Kansas may come to his position as a high school graduate with previous work experience in business or industry, or he may come as a former school administrator with a doctoral degree. He may not be certificated by the state, or he may hold an Administrator III certificate requiring 60 semester hours of graduate credit in certain specified areas. Schmidt, in his recent study, recommended that a graduate program commensurate with the position be developed in the state.¹⁸ The data gathered from this study could provide some impetus in bringing this recommendation nearer to reality. Also, the data could prove valuable in the development of such a program.

The current literature seems to indicate that the certification of school business administrators will eventually become a reality in most of the states. In a recent study conducted for the Association of School Business Officials of the United States and Canada, Hill reported that nine states had passed legislation requiring special certification for the position.¹⁹ The data gathered in this study could prove to be helpful in determining if specific certification of school business administrators is feasible in Kansas at this time. If such certification is feasible, the data could be useful in the development of such standards.

FOOTNOTES

¹I. Carl Candoli, et al., School Business Administration: A Planning Approach (Boston, 1973), pp. 5-6.

²Profiles of the Administrative Team (Washington, D.C., 1971), p. 11.

³Francis T. Tuttle, "An Analysis of the Factors Influencing the Establishment of the Position of Assistant Superintendent of Schools" (unpublished Ed.D. dissertation, University of Oklahoma, 1966), p. 27.

⁴Daniel E. Griffiths, et al., Organizing Schools for Effective Education (Danville, Illinois, 1962), p. 211.

⁵Ibid.

⁶Candoli, et al., p. 1.

⁷E. Paul Lessig, "The Growth of the School Business Official Towards Professionalization in the State of Kansas," Proceedings of the Fifty-Third Annual Convention (Chicago, 1967), pp. 118-119.

⁸Kansas Educational Directory, 1966-67 (Topeka, Kansas, 1967), Bulletin 340.

⁹Kansas Educational Directory, 1974-75 (Topeka, Kansas, 1975), Bulletin 340.

¹⁰Martin Hartley, ed., "A Special Tribute to Bill Whitehead Who Will Retire on June 30," Kansas Association of School Business Officials Newsletter (March, 1972), p. 7.

¹¹Jim Holder, ed., "1973-74 K.A.S.B.O. Membership List," Kansas Association of School Business Officials Newsletter (January, 1974), pp. 3-4.

¹²William E. Endicott, "Current Status of Professional Certification of the School Business Administrator," School Business Affairs, XXXV (January, 1969), p. 11.

¹³Certificate Handbook, State of Kansas, January 1, 1974 (Topeka, Kansas), p. 27.

¹⁴E. M. Schmidt, "The Status and Responsibilities of Public School Business Officials in Kansas" (unpublished Ed.D. dissertation, Oklahoma State University, 1973), pp. 47-51.

¹⁵Ibid., pp. 53, 57-58.

¹⁶Certificate Handbook, State of Kansas, January 1, 1974, pp. 27-30.

¹⁷Schmidt, pp. 50, 52.

¹⁸Ibid., p. 120.

¹⁹Frederick W. Hill, The School Business Administrator (Chicago, 1970), Bulletin 21, p. 54.

CHAPTER II

REVIEW OF THE LITERATURE

In an effort to develop pertinent background information and a greater understanding of the factors related to this investigation, the following areas were dealt with in the review of literature:

1. Historical Development of School Business Administration
2. Employment of the School Business Administrator: When is the Position Needed
3. Responsibilities of the School Business Administrator
4. Educational Preparation of the School Business Administrator
5. Previous Work Experience Considered to be Important for the School Business Administrator
6. Certification of the School Business Administrator

Historical Development of School

Business Administration

The history of school business administration can be traced from the very beginning of the public school movement in the United States, for always there were taxes and fees to be collected, teacher salaries to be paid, financial records to be kept, materials and fuel to be purchased, and buildings to be maintained. In the beginning these duties were performed by local town officials and later by local boards of education.

As the number of pupils, teachers, and school buildings increased in the growing urban areas of the nation, the task of performing these duties became so involved and time consuming that governing bodies found they needed assistance. The first public school business administrator was employed in Cleveland, Ohio, in 1841, when the city council of that city passed an ordinance providing for the appointment of an "acting manager of schools" to establish a set of books, keep accurate records, secure fuel, and be responsible for the maintenance of buildings and fixtures.¹ Chicago, Philadelphia, and other large urban areas were soon to follow suite.

It is interesting to note that the school business administrator often preceded the superintendent of schools in many of these large urban school systems. For instance the first school superintendent in Cleveland was not appointed until 1853, or 12 years after the school business administrator.² The men who were first appointed to the position of school business administrator were selected because of their knowledge of business affairs. They were local men with a strong background in business, but a very limited background in education.

Jordan pointed out that the early boards of education apparently viewed their role as that of a "watch-dog for the public purse," and as such were willing to leave educational matters to teachers and principals.³ This kind of attitude coupled with the employment of the school business administrator before the school superintendent led to a type of administrative structure known as dual control. Under this kind of structure both the business administrator and the superintendent held equal status, each reporting directly to the board of education. The business administrator was held accountable for business affairs while

the superintendent was held accountable for instructional affairs. Needless to say, this type of administrative structure led to considerable conflict between the two administrators, and often permitted the business administrator, who had access to and control of school district finances, to control the system. Even though dual control tended to create serious administrative problems, this type of structure became quite prevalent during the latter years of the 19th century and early years of the 20th century.⁴ Even today there are a few school systems operating under this type of administrative structure.⁵

Although the school business administrator arrived on the scene before the superintendent in several of the larger cities, his current role is subservient to the superintendent in the vast majority of the nation's school systems. The position of superintendent was first established in Buffalo, New York, and Louisville, Kentucky, in 1839.⁶ In both of these instances the superintendent was responsible to the board of education for instructional programs only. Matters pertaining to the budget, fiscal affairs, and business administration were handled directly by board of education members. As the nation's population expanded and moved westward during the middle and latter years of the 19th century, the number of superintendencies grew significantly in number, especially in the smaller cities and towns. Because of the rapid growth of education in general, the changing character and growing complexity of educational programs, and the increased expansion of revenue and expenditures required for education, the financial and business functions handled by board members became more complex and time consuming, and were gradually delegated to the superintendent. As greater demands were placed upon the superintendent, the school business

administrator was brought in to report to and assist the superintendent with his ever increasing work load. Thus, the unit type of administrative structure found predominately in our school systems today came into being. Under this type of administrative structure the school business administrator is often required to report to the board of education on business matters, but such reports are made at the request of or after consultation with the superintendent of schools. A survey conducted by The Nation's Schools in 1970, indicated that the vast majority of school business administrators in the United States report directly to the superintendent.⁷

School business administration first began taking on professional stature in 1910, when Dr. Elmer Ellsworth Brown, then the United States Commissioner of Education, formed a small committee to study the standardization of school accounting and reporting procedures. From this committee, an organization known as the National Association of School Accounting Officers was formed and held its first convention in Philadelphia in 1913. As a result of that meeting, persons interested in other aspects of school business administration began seeking membership, and so in 1918, membership was opened to others and the organization's name changed to the National Association of School Accounting and Business Officials of Public Schools. In 1921, this organization and another organization, The National Association of School Building Officials, merged and the new organization became known as The National Association of Public School Business Officials. In 1943, this name was changed to The Association of School Business Officials, and changed again in 1951 to the Association of School Business Officials of the United States and Canada, with A.S.B.O. as the official abbreviation.⁸

During this period of time, membership climbed from seven in 1910⁹ to 4,339 in 1973.¹⁰

Prior to 1918, literature dealing with school business administration was practically non-existent. In 1918, Dr. N. L. Engelhardt authored a small book entitled A School Building Program for Cities. This book, dealing with a specific segment of school business administration, grew out of his doctoral dissertation. During the 1920's and early 1930's, bibliographies began to appear, indicating that some articles dealing with educational finance, budgetary practices, school architecture, and school supplies were being written.¹¹ In 1926, Dr. Harry Smith of Columbia University authored a book, Business Administration of Public Schools, in which he examined unit and dual systems of administrative control. The first book devoted entirely to the many facets of school business administration was written by N. L. and Fred Engelhardt in 1927, and was entitled Public School Business Administration. From this beginning Dr. N. L. Engelhardt was able to establish himself as an authority in the field of school business administration, and through his writing, speaking, and teaching, played a very important role in this early period of professional development.

The first specialized course in school business administration was offered as a graduate level course at Teachers College, Columbia University, during the summer of 1926. Thirty-three students were enrolled in the course taught by Dr. N. L. Engelhardt, Dr. George W. Grill, and George Womrath.¹²

Although school business administrators have been employed by school systems in the United States for more than 100 years, Moffett contended that the renaissance of school business administration really began in

the 1940's.¹³ Griffiths, et al., pointed out that the position of school business administrator received its greatest impetus following World War II, due primarily to a concern on the part of superintendents that they were spending too much of their time on business matters and not enough time on instructional matters.¹⁴ These authors concluded that no position in education had "caught on" so rapidly as the position of school business administrator. Thus, the baby boom which followed World War II was responsible not only for a rapid increase in the number of students enrolled in the public schools, an increase in the number of classroom teachers and building administrators, a tremendous surge in school building construction, a concomitant need to maintain plant and equipment, but also a rapid growth in the number of school business administrators employed by the nation's school districts.

Employment of the School Business Administrator:

When is the Position Needed

The question of how large a school system should be before a school business administrator is employed has often been a concern of school districts. Because each local system is different and has an administrative structure and problems that are unique to that system, the authorities in the field of school business administration have not been able to reach agreement on this question.

In researching the question, Roe concluded that a stable school system with a student enrollment ranging from 2,000 to 2,400 students could profitably employ a school business administrator.¹⁵ He pointed out, however, that there were many variables that could greatly alter this figure span. A school district undergoing rapid growth, a district

encompassing a large geographical area, a district confronted with a sizable building program, a district with an extensive transportation system, or a district with a large school lunch program were all factors that could make it administratively sound for a school district with as few as 1,300 students to employ a school business administrator.

Hill pointed out that as the superintendent's work load increased, he should first delegate business functions rather than instructional functions.¹⁶ He contended that any school district with an average daily attendance of 1,000 pupils could profitably employ a business assistant, and when the daily attendance figure reached 1,500 to 2,000 pupils, the position of school business administrator should be created.

Nelson and Purdy contended that any school system with an average daily attendance of 1,000 students in grades kindergarten through twelve was in need of a business assistant.¹⁷ These authors maintained that such a need became apparent in separate high school districts at approximately 800 students, and in separate elementary school districts at approximately 1,500 students. It was their contention that any unified school district with an enrollment of 1,500 pupils should employ a school business administrator.

Griffiths, et al., stated that a superintendent could easily become mired down in business affairs and thus be prevented from tending to other important aspects of his job.¹⁸ They believed the student population should never exceed 1,500 before a school business assistant was employed, and recommended such employment for smaller districts if it was at all possible.

Casey believed that any school district with 2,000 or more pupils that did not employ a school business administrator was probably

shortchanging its total operation in one of two ways.¹⁹ First, the district could simply be failing to provide the kind of leadership essential to the economical and efficient conduct of its business affairs. Second, it could be stealing the time of one or more school administrators for the performance of business functions, and thus shortchanging some aspect of its instructional program.

In a study conducted by School Management, it was found that a majority of superintendents operating without school business administrators were required to spend more than one-half of their working day dealing with non-instructional matters, while superintendents working with school business administrators were able to spend approximately two-thirds of their time on instructional matters and one-third on non-instructional matters.²⁰ This study concluded that a school business administrator should be employed at the first opportunity in order to provide the superintendent with adequate time to work with instructional matters.

Although the literature does not agree as to when a school business administrator should be employed, it would appear that most authorities would begin giving serious consideration to the employment of such a person when enrollment figures reach approximately 1,500 students. This, of course, would depend upon local conditions and problems.

Responsibilities of the School

Business Administrator

Although the position of the school business administrator may have preceded that of the superintendent of schools in a number of the larger urban areas of the nation, in the great majority of cases the school

business administrator arrived on the scene long after the superintendency had been firmly established. Because the position was created at the local level in an attempt to meet local needs, the superintendent usually had a great deal of input in determining the responsibilities of the new position. As it turned out, these responsibilities were often predicated on the personal interests of the superintendent and/or the competencies and experiences of the newly appointed school business administrator. Thus, the lack of uniformity in establishing job descriptions, the great difference in size of school districts, the complexity of educational programs offered in different districts, and the dissimilarity of state laws pertaining to education all led to a considerable degree of variation in the responsibilities of the position.

In a doctoral study, Hagan saw the role of the school business administrator falling into the following four areas:

1. To help insure economic and efficient operation of the school system
 - a. To establish a proper accounting system
 - b. To establish a budgetary procedure
 - c. To provide for proper property inventories
 - d. To insist upon adequate auditing procedures
 - e. To provide for proper bonding of all school officials
 - f. To safeguard school deposits
 - g. To investigate and supervise a proper and adequate payroll procedure
 - h. To invest school district funds prudently and with financial foresight
 - i. To establish efficient office procedures for the school system

2. To facilitate the instructional process
3. To participate in determining school policy
4. To work with the school superintendent to interpret with him the operation of the entire educational enterprise to and for the board of education.²¹

The Nation's Schools, in a study involving more than 500 school districts of various sizes employing school business administrators, found that this employee was held accountable to the superintendent for the following areas of responsibility in over 50 percent of the districts surveyed:

- Budget preparation and control (99%)
- Office management (97%)
- Purchasing (97%)
- Accounting (96%)
- Attendance at board meetings (95%)
- Insurance (95%)
- Payroll (95%)
- Supply management (95%)
- Long-range financial planning (91%)
- Wage and salary administration (90%)
- Food service (89%)
- Plant maintenance (83%)
- Transportation (82%)
- Plant planning and construction (81%)
- Personnel management (79%)
- Non-teacher negotiations (76%)
- In-service training programs (75%)
- Applications for state or federal funds (74%)
- Elections and bond referenda (74%)
- School store management (73%)
- Teacher contract negotiations (59%)
- Electronic data processing (52%)
- Secretary of school board (50%)²²

Hill has identified the following major areas of responsibility as being most representative of the position of the school business administrator:

1. Budgeting and financial planning

Assists in coordinating the views of administrators, teachers and citizens in translating the educational needs and aspirations of the community into a composite financial plan. Understands the effect of the educational program on

the financial structure of the community and exercises sound judgment in maintaining a proper balance between the two. Conducts long-term fiscal planning in terms of community resources and needs. Is sensitive to the changing community, particularly in regard to the economy, and is alert to all sources of new revenue and outside events which affect the community. Should be well versed on taxation at all levels. Recognizes that he is constantly dealing with scarce resources and endeavors to employ systems analysis and the concept of planning-programming-budgeting-evaluating systems to all aspects of financial planning in order to provide his district with the best educational experience for each dollar spent or resource used.

2. Purchasing and supply management

Is responsible for all purchases, including equipment and supplies for new buildings as well as for existing buildings. Considers the educational implications associated with each purchasing decision, prepares suitable specifications and standards and utilizes good purchasing principles and procedures. Is also responsible for warehousing, storing, trucking, and inventory control.

3. Plant planning and construction

Works with administrators, teachers and lay personnel in determining and planning for school plant needs and in acquiring school sites and managing school property after the educational standards have been determined. Works with architects to see that needs are properly translated into final plans, with attorneys and financial advisors to effect suitable financing, with bidders to secure economical contracts, and with contractors to provide satisfactory building facilities.

4. School-community relations

Helps interpret the educational program to the public by preparing materials for distribution, addressing and working with service clubs, the P.T.A. and citizens committees, and through contacts with press, radio, and television services. Provides the superintendent and other staff members, as well as the board, with facts that help them in their relations with the public. Interprets the business area of educational programs to the public and to the educational staff.

5. Personnel management

Recruits or helps to secure personnel for all positions in the area of school business management. Handles individual

and group problems related to working conditions, benefits, policy and procedure, and provides guidance and information in connection with severance from service for all personnel.

6. In-service training

Organizes and directs a program of in-service aimed at increasing the skills of school business management personnel and at developing proper attitudes toward the educational objectives of the school district.

7. Operation and maintenance of plant

Has the responsibility for providing, operating and maintaining facilities which will assure maximum educational utility as well as a healthful, comfortable, safe environment for pupils, teachers and the public.

8. Transportation

Supervises the operation and maintenance of the school bus fleet to insure safe, economical and comfortable transportation for children.

9. Food services

Has general responsibility for the operation of the school food services by providing economical and satisfactory facilities, and efficient management in the operation of the school lunch program, in close cooperation with those staff members charged with the educational aspects of such service.

10. Accounting and reporting

Establishes and supervises the accounting system necessary to provide school officials and administrators with accurate financial facts as the basis for formulating policies and decisions. Provides the proper safeguards for the custody of public funds and makes possible complete and revealing reporting both locally and statewide.

11. Data processing

When desirable, introduces data processing to provide better and more complete accounting records. May establish or assist in establishing appropriate data banks, electronic files, and data processing procedures to provide management information for appropriate decision making, forecasting and evaluation.

12. Grantsmanship

Assists in obtaining special educational funds from

private foundations, from state departments of education, from state legislatures, and from federal sources such as the U. S. Office of Education. Makes certain that proposals are administratively sound from the business point of view. Insures that records are maintained and financial reports published.

13. Office management

Supervises clerical personnel in the business office(s), and upon occasion, in other school offices. Reviews form design and updates form requirements as needed. Establishes procedures for record keeping, maintaining all records that prudence and legal requirements demand.

14. Educational resources management

Recognizes that he is constantly dealing with scarce resources, and endeavors to employ systems analysis and the concept of planning-programming-budgeting-evaluating systems to all aspects of financial planning in order to provide his district with the best educational experience for each dollar spent or resource used. Considers the multi-year or long term impact of all aspects of the educational program.²³

Several years ago the State Education Department of New York developed a list of functions associated with school business administration. Because of the great variation in the size of school districts, one person or many persons might be called upon to perform these functions. This list, which has been updated by Hill, can be found in Appendix A.²⁴

In discussing the responsibilities of the superintendent of schools, Candoli, et al., suggested that the superintendent was responsible for the following seven task areas. In examining these task areas it becomes obvious that the school business administrator must work in close harmony with the superintendent in several of these areas.

1. Organization and structure

A major task of the superintendent is to provide the organizational machinery to meet the purpose of the institution.

2. School-community relations

A task of the superintendent is that of establishing the two-way exchange of energy between the school system and the social system.

3. Curriculum and instruction

The primary function or major role component of the American school is that of expediting learning on the part of children and youth. Curricular and instructional responsibilities are therefore assumed in order to meet this role expectation.

4. Staff personnel

Staffing is an extremely important task since it involves the heart of the teaching-learning process - a most delicate interactive relationship.

5. Pupil personnel

Pupil personnel services must be provided to individualize the program to fit the student, rather than to mold the student to the program.

6. Physical facilities

School programs occur in a physical environment. . . . One of the tasks of the superintendent is to determine the nature of an appropriate physical environment in light of the other input variables of the educational program, and then obtain and maintain these facilities at maximum effectiveness.

7. Finance and business management

This final task involves (a) the marshalling of financial resources needed to mount the given educational program, (b) providing the necessary means of making the most useful allocation of these resources in order to (c) ensure through planning the best mix of resources to attain the school program in the most efficient manner.²⁵

From this discussion of major responsibilities and specific functions of the school business administrator, and the various task areas of the superintendent of schools, it becomes apparent that the school business administrator must function in some very critical areas, and as such must serve as the delegate of the superintendent in several

important task areas. Thus, the nature of the job responsibilities of the school business administrator requires a close working relationship with the superintendent of schools.

In accomplishing the responsibilities of the position, the school business administrator should always remember that the primary goal of the school system is the education of students; that his is a supportive role, and if he does not perform his responsibilities in an effective, businesslike manner, the instructional program will suffer and the confidence of the community in the entire school system will be shaken. This point was brought out very effectively by Roe when he made the following comment.²⁶

A school administrator may have his master's and doctor's degrees, be a person with outstanding leadership ability, have state or national recognition as an educational scholar, and yet if the business management details of the school are ineptly administered, the general public will consider him a poor administrator, and his opportunities for showing the splendid educational leadership of which he is capable will be diminished.

Katz, in discussing role maturation in effective administrators, pointed out that the tasks of the administrator could be analyzed in terms of technical, human, and conceptual skill areas.²⁷ In applying this theoretical concept to the school business administrator, Candoli, et al., contended that the initial level of skills performed by this employee was technical in nature, dealing with budget development, accounting, purchasing, warehousing, facility planning, construction, building maintenance, food services, transportation, and other services.²⁸ The second level of skills performed by this employee reflected an increased maturation from technical to skill in human relations. At this level the school business administrator was required to spell out the business implications of the proposals and decisions of

others, and as such become an adviser to the superintendent, the board of education, the central office, building principals, and others. The third and highest level of role maturation, identified as conceptual skill, called in turn for a partnership in planning, development of policy, and execution. Here the school business administrator becomes more than an adviser to others. As an active planning member of the superintendent's team, he becomes a planner among planners.

In discussing the role of the school business administrator, Griffiths, et al., pointed out that this employee should be a member of the top management team of the school district.²⁹ As such he should be consulted on policy matters; should be given authority by the superintendent to deal with the business aspects of the administration of the district; should be responsible for the personnel relations of the classified staff; and should have the same responsibilities as other members of the administrative staff for community interrelations. It was the contention of these authors that this was a top level position calling for a high degree of preparation and skill.

Educational Preparation of the School

Business Administrator

During the past half century there has been a marked increase in the educational attainment of school business administrators. Heer, in a doctoral study completed in 1926, found that the median number of years of schooling of school business administrators serving in cities of 25,000 inhabitants or more, was five years beyond the eighth grade.³⁰ He found that only one in three school business administrators held a college degree. Hafner, in a similar study conducted in 1954, found the

median educational level of school business administrators in cities of 25,000 or more was five years beyond the high school.³¹ Thus, these two studies completed 28 years apart, indicated the median educational level of school business administrators had increased by four years during this period of time. Most authorities firmly believe that a trend toward greater educational preparation of school business administrators presently exists and will continue in the foreseeable future. Hill, in a study conducted for the Association of School Business Officials of the United States and Canada in 1970, concluded that the position was becoming more professional with the passing of time, and that a professional program of preparation would provide the greatest assurance of success for future school business administrators.³² It was his contention that future appointees to the position would come from the ranks of the college trained.

Educational Background Versus Business

Background

As public school business administrators continued to grow both in numbers and in professional stature, the question of their educational preparation became more and more an issue. Through the years there have been many educators who supported the view that the service role of the position made it advisable for a person serving in this capacity to have a strong background in education. They pointed out that this kind of background made it easier to communicate with and have an understanding of the problems confronting building principals and classroom teachers. In fact, they would prefer that this employee be a former teacher who had secured the additional training necessary to fulfill his new

responsibilities in school business administration. The alternative position taken by others in education has been that the school business administrator should have a strong background in business in order to better understand budgeting, accounting, purchasing, and the other business functions associated with the position. This type of background would provide the employee with an appreciation of the need for greater efficiency in business operations. Those who advocated this position have contended that it is possible for the school business administrator to have an educational point of view and sincere interest in public education without an educational background or prior service as a teacher.

There are some who approached this controversy of educational background versus business background with considerable skepticism, for they pointed out that in the past many persons have been able to achieve positions of stature in the field whose college training was in such diverse fields as business administration, accounting, engineering, architecture, law, or other non-educational areas. They further pointed out that other persons without the aid of a college degree have been able to achieve stature in the field through long, successful tenure in their assignments. Thus, these individuals have argued that no fixed set of qualifications or training can guarantee competency for the person interested in becoming a school business administrator.

While it is perhaps true that no one set of qualifications or experiences can guarantee competency in the field, most authorities believe that a professional program of preparation provides the greatest assurance of success for future school business administrators. Hill, in commenting of this problem, was not particularly concerned whether

the school business administrator was first an educator who at a later point in his career acquired the necessary business administrative skills, or was first a businessman who later acquired the necessary educational background.³³ His primary concern was that the individual occupying this position have competencies in both of these important areas.

Jordan contended that in the foreseeable future many local school districts would continue to discuss the merits involved in the two career backgrounds.³⁴ He believed that if the local board wanted a school business administrator who was able to serve as a member of the superintendent's educational team, then in all probability a person with an educational background would be chosen. On the other hand, if the board wanted a school business administrator to serve as a watchdog for the public treasury, then a person with a background other than education would be chosen and requested to report directly to the board. In this way the school business administrator's concept of service would be directed more to the board than to teachers and classrooms.

Although it would appear the controversy of educational background versus business background has not been resolved, Thompson observed that the impact of the question on education has diminished due to the increased professionalization of superintendents, school business administrators, and board of education members.³⁵ It was his contention that boards of education had begun viewing educational administration as a team effort rather than a dichotomy of pitting the superintendent and staff against the school business administrator with the board sitting as referee.

Nelson and Purdy argued that the school business administrator

could best perform his responsibilities as a member of the superintendent's educational team if he had both a broad knowledge of education and a high degree of competence in the business administrative areas.³⁶

These authors contended that this employee should have an undergraduate degree in a field other than education, preferring an undergraduate major in business administration, public administration, or economics. They then recommended a graduate degree in educational administration. It was their belief that educators would more readily accept the leadership of the school business administrator if he was also trained as an educator.

Marshall pointed out that irregardless of the competencies developed by the school business administrator in the various specialized areas of his job, his acceptance as an educator by his administrative peers would not take place until he secured an adequate background in education. He concluded his remarks in the following manner:

The only acceptable rationale for the existence of the school business administrator, as for any school administrator is that he facilitates the operation and improvement of the educational program. He may have a degree as an engineer, accountant, or business administrator, but unless he understands the educational functions he serves, he can do little more than he is told, much as a person who is trying to play a new and unfamiliar game. Of course, he may have to learn to function as a school business administrator by exposure to the problems of the position without training as an educator as many have had to do. However, this often results in an unique expertise that corresponds to that of the skier or golfer who is self-taught and sometimes very capable but seldom able to realize his full potential. His knowledge of philosophies and objectives in education can give meaning and purpose to his activities. Familiarity with learning theory and how children and adults learn as well as with curriculum patterns and trends provides the basis for inquiry, evaluation, and more effective decision-making.³⁷

Knezevich and Fowlkes wrote that the school business administrator should be part of the mainstream of educational activities - but in

order to function in this mainstream, they believed it necessary that he be well grounded in both educational and business matters. They concluded the following:

The school business official should be recognized as an important member of the administrative team who has a significant contribution to make in the decision-making process as well as in executing business functions. For this reason he must be well grounded in educational matters as well as in business management. Teaching experience is highly desirable for a person in such an administrative position. His program of professional preparation should include experiences and understandings in educational philosophy, educational psychology, problems of classroom instruction, and an overall view of educational administration. With a background in teaching and professional preparation rooted in public education in general and business management in particular, the school business official, is in a position to participate under the superintendent's leadership in making educational decisions as well as in doing an efficient job in hanging price tags on educational proposals.³⁸

Educational Programs

In an article dealing with the development of curriculum for school business administrators, Zastrow touched upon two very important questions which seem to come up whenever the subject is discussed.

1. Should the program be strongly business oriented or education oriented?
2. Should the administration of the program be in the College of Business or the College of Education?³⁹

In discussing this same subject, Picco provided the obvious answers to the above questions when he commented that both business and educational courses should be offered to persons interested in school business administration, and that the most practical method would be a cooperative effort between the Colleges of Education and Business.⁴⁰

He then proceeded to point out that in many of the larger universities of the nation, both Education and Business have developed extensive

graduate schools and that these professional areas of specialization are zealously and jealously guarded from each other. It was for this reason he contended, that a graduate program for school business administrators was more difficult to implement than most other graduate programs. Hubbard, in commenting upon this dilemma, offered the following thoughts:

In essence I have said, plague on both your houses - let's forget the vested interest and develop university-wide programs to push the field of school business rather than drag our feet and let this necessary area of the public schools just grow like 'topsy'.⁴¹

Even though such problems as discussed above do exist and have hampered efforts in some institutions, by and large the universities and colleges of the nation have made some progress in recent years in designing programs for the preparation of school business administrators. In many instances these new programs are quite flexible and permit the candidate to concentrate his study in his area of greatest weakness.

Barbee, in commenting upon the Master's degree program at San Francisco State College, observed that nearly all of the candidates seeking admittance to the program had a rather severe gap in their background of preparation.⁴² The great majority of candidates came either from the ranks of education or the ranks of business, and if they were strong in one area they were usually weak in the other. Perhaps Jungers placed this problem in its proper perspective when he wrote the following:

Invariably we are dealing with individuals who are possibly in their second or third type of position. In most cases, the early vocational choice was either in business or in education. If the background is in education, I would concentrate on the accounting, management, etc., with the heavy load of work in the College of Business. The man with the business background would concentrate on the educational background through the

College of Education. This, of course, bears out my position that the two colleges should have a cooperative program in training school business officials.⁴³

As has been indicated, most authorities writing in this area of educational administration seem to agree that the school business administrator should have an adequate background in both education and business. In describing the program at San Francisco State College, Barbee pointed out that it had been designed to provide the candidate with an opportunity to concentrate his study in the area where his background was most deficient.⁴⁴ If his undergraduate preparation was in business, then he would be expected to concentrate his graduate effort in education. If his undergraduate preparation was in education, then he would concentrate his graduate work in business. In either case, it would be necessary that he take certain required courses in educational administration.

In speaking before the Professional Section of the Association of School Business Officials of the United States and Canada, Roe made the following remarks which seem to be representative of the thinking of many authorities in this area of educational administration:

Business administration is a service arm of school administration specifically, and of instruction generally. Its task is to deal with the transformation of money and services into educational values. While it must be concerned with procuring the maximum amount of educational dividends possible for each dollar expended, its sole purpose is not merely to direct the mechanics of transportation, maintenance, purchasing, accounting, and the like. Economy must be constantly practiced and efficiency sought, but not at the expense of the learner. Since the only true measure of the effectiveness of business management is its contribution to the education of children, a good business manager must know a great deal about what he is managing - the educational system. He must genuinely believe that business management can subordinate itself to instruction and still perform its job. The business manager must truly be a professional person and one who works in direct line with the superintendent himself.⁴⁵

Business management then involves an intellectual process, not a routinized mechanical one. It is a creative job performed by one who understands pedagogy. The business manager organizes, staffs, coordinates, guides, and anticipates the facilitating activities of education. He is part of a team, and in his position he has a peer relationship with the administrator who deals with curriculum and the superintendent, who is their leader and who coordinates the functions of both.

Because the school business manager will work with a team of administrators all of whom will have either their doctorate or an educational specialist degree; and because he will serve as a consultant to teachers, most of whom will have their master's degree, the M.A. degree should be a minimum requirement for the top business official, with the doctorate in education preferred.

Experience indicates that the most desirable educational background upon which to build the graduate program for the student in school business management is undergraduate specialization in general business, business administration, business education, industrial arts, engineering, mathematics, economics, or political science. Frequently business managers assume they must be experts in all fields with which they come in contact, such as heating, ventilating, accounting, building construction, architecture, transportation, food services, landscaping, law, electrical work, and plumbing. This is impossible as well as impractical. The job of the manager and administrator is to utilize the experts on the staff and consultants from outside in such a way that the maximum skill and intelligence available is placed at the disposal of the school system to perform the task at hand. This does not require skill in all areas, but it does require interest in the field, general knowledge, basic understanding, an attitude for finding resources and materials, and a desire to be tuned in to new ideas. Most of all, it requires a high level of managerial ability at supervising other people, bringing out their best skills, and showing how these skills can be used for the benefit of the 'big picture' - the education of children.⁴⁵

Roe has proposed a formal preparatory program for school business administrators in which the course work would be divided into five major categories.⁴⁶ His program would be offered at the graduate level but would permit undergraduate credit to meet program requirements in some areas. The program would be flexible, permitting each candidate to have a program tailored to his own individual needs. Thus, the program would be built upon the individual's past experience, education, and interests,

with major emphasis placed on course work, individual study, field work, and on-the-job training designed to build proficiency in the various specialized areas. The five major categories of study would be as follows:

1. General Management

2. Special Management

Personnel Administration
 Office Management
 Accounting
 Financial Management
 Data Processing
 School Building Construction and Planning
 School Building Operation and Maintenance
 Purchasing and Supply Management
 Food Services
 Transportation
 Insurance
 Long Range School Studies

3. Educational Administration

Theory of Administration
 Local, State and Federal Education Administration
 Survey of School Business Management
 School Finance Seminar
 School Plant Seminar
 School Law Seminar

4. General Professional Education

Curriculum
 Learning Theory
 Social and Philosophical Foundations

5. Behavioral Sciences

All students would complete the requirements for the program by providing evidence of proficiency in all five areas. This could be done in any of the following ways:

1. Examination

2. Field work (with analytical paper)

3. Independent study (with analytical paper)

4. On-the-job training (paper evaluating experiences)
5. Seminar (with analytical paper)
6. Successful completion of formal courses
7. Survey (with analytical paper)

Previous Work Experience Considered to be Important
for the School Business Administrator

In commenting upon the concerted effort of school districts to employ school business administrators following World War II, Griffiths, et al., pointed out that this sudden demand for specialists created a very serious problem, for there was no source of trained individuals from which to fill these positions.⁴⁷ Because it was impossible to employ individuals who had previous training or experience in school business administration, school districts had to seek out applicants who had varied educational backgrounds and previous experience in some phase of the business world other than public education. In recent years, as greater numbers of school business administrators entered the profession, there has been a marked trend on the part of school districts to establish stronger educational requirements for the position, and seek individuals with previous experience in the field. The business functions of a school district are extremely complicated and superintendents and boards of education are reluctant to turn these responsibilities over to inexperienced individuals. Thus, the scales have been tipped from employing persons from varied educational and business backgrounds to employing persons who meet more exacting educational requirements and have had previous experience in school business administration.

Although the majority of writers in the field have tended to support this trend of employing persons with previous experience in school business administration, Nelson and Purdy argued that the prospective school business administrator should have some kind of previous business experience other than in public education.⁴⁸ These authors contended that the individual who had never done anything except go to school, serve as a classroom teacher, return to school for graduate study, and then become a school business administrator, would encounter some very difficult obstacles in his path to success. Pointing out that businessmen, contractors, salesmen, public officials, and classified personnel with whom he must ultimately work were far removed from the normal school experience, they recommended full-time business experience, business experience during summer vacations, part-time business experience while in school, or specialized experience while in the military as ways of securing a better understanding of the outside world and an ability to work with people.

Although asserting a somewhat softer approach to the problem, Hill tended to support the argument that previous work experience should be a prerequisite for employment in the field of school business administration.⁴⁹ It was his recommendation that applicants for the position of school business administrator have at least four years experience in either business or education. He further recommended that at least one of those four years be spent in an administrative or supervisory capacity.

Linn, in commenting upon the need for previous experience in the field, suggested that an internship of one full year be served prior to appointment.⁵⁰ It was his contention that the neophyte, after spending

one year under the guidance of a competent, experienced, and sympathetic school business administrator, would be better prepared to assume his new responsibilities and less likely to commit serious errors.

Barbee, in commenting upon this same problem, and noting that the majority of job notices pertaining to school business administrative vacancies called for previous experience in the field, argued for a well planned internship to culminate the campus training program.⁵¹ It was his contention that this kind of program would permit the candidate to move into a school business position with a background of on-the-job experience, as well as a reasonable balance of formal training. Lorette saw the internship as an excellent tool to turn theory into practice.⁵² He believed the shared responsibility between the supervising school business administrator and the university professor would provide an excellent learning situation.

Perhaps Alkin advanced a somewhat stronger solution than his contemporaries when he suggested the professional training period culminate with a closely supervised, paid internship.⁵³ Thus, the student under such a program would have an opportunity to complete his program without the financial strain that usually accompanies advanced graduate study. He argued that such an internship program would serve as a catalyst in attracting outstanding candidates to the field of school business administration.

Certification of the School Business

Administrator

Candoli, et al.,⁵⁴ Hill,⁵⁵ and Roe⁵⁶ have all pointed out that certification standards in slightly less than half of the states apply

to the title of the individual holding the position of school business administrator rather than his actual preparation for the position. If the title of assistant superintendent or assistant superintendent for business affairs is used, then the employee is required to hold the same administrative certificate as the superintendent of schools. If, however, the local school officials desire to avoid this certification requirement, they merely assign the title of director of business affairs, business manager, or some other title, and fill the position with a non-certificated employee.

Jordan suggested that as the position of school business administrator becomes more prevalent and as the opportunities for upward mobility in the profession emerge, then practicing school business administrators would come to recognize that standards must be set and educational programs developed for those persons desirous of entering the field.⁵⁷ In 1963, some 122 years after the first school business administrator was employed, New Jersey became the first state in the nation to establish certification standards for the position.⁵⁸ By 1970, eight additional states had followed suite by passing legislation requiring specific certification for the position of school business administrator.⁵⁹

Whenever certification standards for school business administrators are discussed, the age old problem of what to do with persons serving in the position who do not possess the educational training stipulated in the proposed certification standards must be dealt with. Hill contended that certification of the position could never become a reality until adequate procedures for including incumbents had first been adopted.⁶⁰ In the majority of state certification laws that have

so far enacted, either a "grandfather" clause was inserted which permitted persons to continue to serve in their existing positions without securing additional training; provided for a period of years in which persons could secure the certification requirements on a gradual basis; or simply extended the certificate to all persons serving as school business administrators at the time the law became effective. In this way consideration was given to persons with successful experience who could not qualify under the newly established state certification standards.

Hubbard, in speaking before the Professional Section of the Association of School Business Officials of the United States and Canada, pointed out that a classroom teacher could not become a superintendent of schools simply by securing credentials to teach mathematics or some other subject area, and then just sitting back and living for a few years.⁶¹ Rather, the teacher would be required to go back to school and train to accept new responsibilities. It was his contention that this same kind of requirement was needed in the field of school business administration. Moon said much the same thing when he stated that if superintendents, principals, and teachers were required to pursue an extended course of training and preparation, then the school business administrator should also be required to meet specific preparation requirements for his job.⁶² Tagle concluded that school business administrators would never achieve professional status until their positions were certified by the individual states.⁶³ An Ad Hoc Committee, in reviewing certification requirements for school administrators and supervisors in the state of New York, recommended that five administrative certificates be issued. These certificates were as follows:

1. Chief School Administrator
2. Instructional Administrator - Principal
3. Instructional Administrator - Curriculum
4. Instructional Administrator - Supporting Services
5. School Business Administrator⁶⁴

In establishing justification for its recommendations, this committee formulated the following statements:

1. Certification requirements establish minimum standards for entrance to positions in administration and supervision.
2. Certification requirements serve as guidelines for the development of collegiate programs of preparation.
3. Certification requirements facilitate the movement of qualified personnel from one administrative or supervisory position to another.
4. Certification requirements relate to the functions performed by an administrator or supervisor, rather than to the title assigned by local school authorities.
5. Local school authorities have the right and the responsibility for establishing patterns of organization for the administration and supervision of the educational system.
6. Colleges and universities have the responsibility for developing strong programs to prepare prospective administrators and supervisors for the roles in the schools.
7. A permanent teaching certificate and teaching experience are prerequisites for administrative and supervisory positions.
8. Local school authorities may establish requirements in excess of the minimum certification requirements.⁶⁵

Summary

For almost 100 years after the employment of the first school business administrator, there was a tendency on the part of many school districts to appoint local men to the position who possessed a business rather than an educational background. Often these men were required by

their local boards of education to assume a watchdog role over school district finances. As school districts grew fewer in number but larger in geographical area, as school enrollments continued to climb, as educational programs became more complex and costly, and as service functions were added and then expanded, it became apparent that the school business administrator would have to be included as an equal and contributing member of the superintendent's administrative team. As his role was expanded to provide input into the decision-making process, thereby affecting the instruction of students, the need for a stronger preparatory program was recognized.

The major business administrative areas of this employee appear to be as follows:

1. Budgeting and financial planning
2. Purchasing and supply management
3. Plant planning and construction
4. School-community relations
5. Personnel management
6. In-service training
7. Operation and maintenance of plant
8. Transportation
9. Food services
10. Accounting and reporting
11. Data processing
12. Grantsmanship
13. Office management
14. Educational resources management

The controversy that once raged concerning whether preparatory

programs should be concentrated in business or in education seems to have subsided in recent years. Also the growing desire on the part of superintendents, school business administrators, and boards of education to create a team approach to administrative decision-making in order to provide greater service to classroom teachers and students seems to have been felt in some universities and colleges as they have begun developing educational programs for this group of school administrators. The result has been a greater flexibility in graduate programs designed to permit candidates to concentrate to some degree in both business and education. In some instances greater concentration of study is permitted in the area of greatest weakness.

Also, the feeling on the part of many boards of education that persons appointed to the position of school business administrator should have previous work experience in either business or industry seems to have subsided in recent years. Many writers in the field now believe that a well planned internship program would be more beneficial to the newly appointed school business administrator than previous work experience gained in business or industry.

At the present time only about one-fifth of the states in the nation require specific certification for the position of school business administrator. Progress toward state certification has been slower for this particular group than for most other groups in public education. Part of the reason for this is undoubtedly related to the age old question of what to do with the large number of persons presently serving in the position who cannot meet the educational requirements proposed in the new certification standards. Although considerable

progress has been made in the past ten years, certification in all states cannot be expected in the foreseeable future.

FOOTNOTES

- ¹Frederick W. Hill, The School Business Administrator (Chicago, 1970), Bulletin 21, p. 9.
- ²Ibid.
- ³K. Forbis Jordan, School Business Administration (New York, 1969), p. 5.
- ⁴Ibid.
- ⁵Ibid., p. 8.
- ⁶I. Carl Candoli, et al., School Business Administration: A Planning Approach (Boston, 1973), p. 32.
- ⁷L. C. Hickman, ed., "The School Business Manager: Coining a New Image," Nation's Schools, LXXXVIII (February, 1971), p. 47.
- ⁸George W. Grill and Wesley L. Brown, ASBO - The First 50 Years: The Building of the School Business Management Profession (Evanston, Illinois, 1960), pp. 7-12.
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- ¹¹George W. Grill, "School Business Finds a Voice: An Overview of the 45 Year History of the A.S.B.O.," The Nation's Schools, LVI (October, 1955), p. 62.
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- ¹⁵William H. Roe, School Business Management (New York, 1961), p. 36.

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- 32 Hill, The School Business Administrator, Bulletin 21, p. 41.
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⁵³Marvin C. Alkin, "An Emerging Program for Training School Business Officials: A Summary Statement," Proceedings of the Fiftieth Annual Convention (Chicago, 1964), pp. 130-131.

⁵⁴Candoli, et al., p. 387.

⁵⁵Hill, The School Business Administrator, Bulletin 21, p. 53.

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⁵⁷Jordan, p. 14.

⁵⁸William E. Endicott, "The Business Manager Becomes a Professional," The American School Board Journal, CLIII (November, 1966), p. 22.

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⁶¹Ben C. Hubbard, "Strengths and Weaknesses of the General Administration Credential for the School Business Official," Proceedings of the Fiftieth Annual Convention (Chicago, 1964), p. 246.

⁶²James V. Moon, "Certification of School Business Officials," Proceedings of the Fifty-First Annual Convention (Chicago, 1965), p. 182.

⁶³Ferdy J. Tagle, "Progress of Professionalization A Case Study: Massachusetts," Proceedings of the Fifty-Third Annual Convention (Chicago, 1967), p. 126.

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⁶⁵Ibid., pp. 398-399.

CHAPTER III

PROCEDURE

This chapter, designed to describe the procedures used in the collection and treatment of data, was divided into the following three major areas:

1. Review of the Literature
2. The Survey
 - a. Development of the Survey Instrument
 - b. Administration of the Survey
3. Treatment of the Data

Review of the Literature

An effort was made to review all of the literature pertinent to the preparation of school business administrators. A topical outline dealing with (1) the historical development of school business administration, (2) employment of the school business administrator -- at what point is the position needed, (3) responsibilities of the position, (4) educational preparation, (5) need for previous work experience, and (6) the status of certification, was developed and followed in an effort to be as thorough as possible in this investigative effort. The research of books, periodicals, and dissertation abstracts was accomplished by utilizing the resources of the library at Oklahoma State University. Additional materials were secured from Xerox University Microfilms.

The Survey

Development of the Survey Instrument

Items selected for use in the questionnaire and its eventual content and design were developed from the following sources:

1. Books related to public school business administration
2. Articles in periodicals and professional journals
3. Related doctoral dissertations
4. Personal experiences of the investigator
5. Interviews with university professors, school superintendents, school business administrators, and others

The questionnaire was designed in such a manner that each item would require an evaluative judgment on the part of the participants in the study. Appropriate spaces were provided to allow participants to make any additions they deemed important. Once completed, the tentative questionnaire was submitted to selected Kansas superintendents and school business administrators for their review regarding appropriateness, applicability, and clarity before it was finalized and sent to the participants.

Administration of the Survey

The names and addresses of all superintendents of unified school districts in Kansas were obtained from the Kansas Educational Directory, 1974-75.¹ On May 16, 1975, a letter (Appendix B) explaining the study along with an inquiry form (Appendix C) designed to identify all school districts employing school business administrators, their names and titles, and an appropriately addressed and stamped return envelope was sent to each superintendent in the state. Two follow-up letters dated

June 4, 1975 (Appendix D), and August 15, 1975 (Appendix E), were sent to superintendents who failed to respond to the initial inquiry. Of the 309 superintendents asked to respond, 305 or 98.7 percent of all the superintendents in the state replied. A listing of the 305 unified school districts represented by superintendents returning the inquiry form can be found in Appendix F. From these replies it was determined that 56 school districts in Kansas employed public school business administrators. A listing of the 56 unified school districts employing school business administrators can be found in Appendix G.

On October 10, 1975, a cover letter (Appendix H) and questionnaire (Appendix I) were sent to each of the 56 superintendents whose school districts employed public school business administrators, and each of the 56 public school business administrators so identified. The cover letter provided an explanation of the study and invited all 112 persons in the survey population to participate. An appropriately addressed and stamped envelope was included for the convenience of the participants. On November 11, 1975, a follow-up letter (Appendix J) and second questionnaire were sent to participants who failed to respond to the first mailing.

Treatment of the Data

The returned questionnaires were separated into two groups, (1) superintendents of unified school districts that employed school business administrators, and (2) school business administrators employed in those unified districts. Responses were tabulated separately for (1) superintendents, (2) school business administrators, and (3) both superintendents and school business administrators (all participants).

Part I of the questionnaire dealt with personal data. Participants were asked to identify themselves, and provide their official title, unified school district number, and address. All returned questionnaires were treated collectively in order that responses from participants would remain anonymous.

Part II of the questionnaire dealt with academic preparation for the position of school business administrator. Seventy-three job competencies related to the position were listed, and participants were asked to indicate the degree of consideration they believed each job competency should receive in developing course content for an academic program for persons contemplating employment in the position. The responses of participants were ranked on a seven point scale in the following manner:

1. No Consideration

The job competency listed should not be considered in developing course content for an academic program.

2. Minimal Consideration

The job competency listed should be dealt with, but should be responsible for no more than one-sixth of one semester credit hour. This would represent one week of an 18 week, three semester credit course.

3. Minor Consideration

The job competency listed should be responsible for approximately one-half of one semester credit hour. This would represent three weeks of an 18 week, three semester credit course.

4. Moderate Consideration

The job competency listed should be responsible for approximately one semester credit hour. This would represent six weeks of an 18 week, three semester credit course. It could lend itself to a concentrated workshop providing one semester hour of credit.

5. Medium Consideration

The job competency listed should be responsible for approximately two semester credit hours. This would represent 12 weeks of an 18-week, three semester credit course. It could lend itself to a concentrated workshop providing two semester hours of credit.

6. Major Consideration

The job competency listed should be responsible for approximately three semester credit hours. This would represent 18 weeks and completion of a standard three semester credit course.

7. Extended Consideration

The job competency listed should be responsible for more than three semester hours of credit.

Median composite scores were computed and used as a guide in determining the degree of consideration each job competency should receive in developing a model academic program for this group of employees. A median composite score for each job competency was computed for (1) superintendents only, (2) school business administrators only, and (3) both superintendents and school business administrators (all participants).

Part III of the questionnaire dealt with the appropriate college degree the school business administrator should hold. Participants were asked to check one of the following levels of preparation:

1. No college degree
2. Bachelor's degree
3. Master's degree
4. Specialist's degree
5. Doctor's degree

These responses were tabulated separately for (1) superintendents, (2) school business administrators, and (3) both superintendents and

school business administrators (all participants). A median composite score was computed for each of these groups.

Part IV of the questionnaire dealt with the following categories of previous work experience often considered important when employing a school business administrator:

1. Business experience outside of education
2. Teaching experience
3. School administrative experience
4. Internship under a qualified school business administrator

Participants were asked to indicate the minimum period of previous work experience (none, one semester, one year, two years, three years, four or more years) they believed a person contemplating employment in this position should have in each of these categories in order to be properly prepared for his or her duties. Median composite scores for each category of work experience were computed separately for (1) superintendents, (2) school business administrators, and (3) both superintendents and school business administrators (all participants).

Part V of the questionnaire dealt with state certification for the school business administrator. Participants were asked to indicate whether they favored or did not favor a specific state certificate for the position. These responses were tabulated separately for (1) superintendents, (2) school business administrators, and (3) both superintendents and school business administrators (all participants).

FOOTNOTES

¹Kansas Educational Directory, 1974-75, (Topeka, Kansas, 1975),
Bulletin 340, pp. 1-14.

CHAPTER IV

ANALYSIS OF THE DATA

As pointed out in Chapter III, there are 56 unified school districts in the State of Kansas that employ school business administrators. The superintendents and school business administrators of these 56 school districts were all invited to participate in this study. Thus, the survey population totaled 112 individuals. Of the 112 questionnaires mailed, 103 were completed and returned, representing 91.96 percent of the total survey population. Although all persons in the survey population did not respond, all 56 unified school districts were represented in these responses by either the superintendent, school business administrator, or both. A breakdown of the respondents by group is presented in Table I.

TABLE I
RESPONSES TO THE SURVEY INSTRUMENT

	Superintendents	School Business Administrators	Total
Questionnaires Mailed	56	56	112
Responses Received	50	53	103
Percent Responding	89.29	94.64	91.96

Part I. Personal Data

Part I of the questionnaire requested personal data from those individuals participating in the survey. Each participant was asked to provide his or her name, official title, unified school district number, and unified school district address.

Part II. Academic Preparation

Part II of the questionnaire dealt with academic preparation as it related to the school business administrator. Seventy-three job competencies were developed and grouped under 16 major areas of responsibility often assigned to this position. These major areas of responsibility were as follows:

1. Financial Planning and Budgeting
2. Accounting and Reporting
3. Purchasing and Supply Management
4. Risk Management
5. Legal Matters
6. Office Management
7. Data Processing
8. Transportation
9. Plant Planning and Construction
10. Operation and Maintenance of Plant
11. Food Service
12. Personnel Management
13. Collective Negotiations
14. In-Service Training
15. Grantsmanship

16. General

As pointed out in Chapter III, participants were asked to indicate the degree of consideration they believed each job competency should receive in developing course content for persons contemplating employment as a school business administrator. These responses were ranked on a seven point scale in the following manner.

Response	Approximate Semester Credit Hours
A. No Consideration	0
B. Minimal Consideration	1/6
C. Minor Consideration	1/2
D. Moderate Consideration	1
E. Medium Consideration	2
F. Major Consideration	3
G. Extended Consideration	3+

Financial Planning and Budgeting

Eight job competencies (items 1-8) relating financial planning and budgeting to academic preparation were listed in this section of the questionnaire. Table II has been designed to (1) report the responses of the superintendents' group to these eight job competencies, (2) provide totals for the number of responses received from this group for each of these job competencies, and (3) compute the median number of semester credit hours allocated by this group to each competency. Table III provides this same kind of data for the school business administrators' group. Table IV then combines this data for both groups, superintendents and school business administrators, into one population. In summary, Tables II, III, and IV are identical in format, but each deals with a different group or population.

An examination of these three tables indicates the superintendents and school business administrators were in agreement on the first seven

TABLE II

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
FINANCIAL PLANNING AND BUDGETING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
1. Competency in understanding matters of taxation.	0	3	5	7	10	11	13	49	2
2. Competency in understanding and dealing with state school finance laws.	0	2	1	7	5	14	21	50	3
3. Competency in developing the school district budget.	0	2	2	3	3	19	21	50	3
4. Competency in administering the school district budget.	0	2	3	7	6	12	20	50	3
5. Competency in investing surplus funds.	0	10	7	12	6	10	5	50	1
6. Competency in conducting long term financial planning.	1	3	7	9	10	16	4	50	2
7. Competency in understanding and employing the concepts of Planning, Programming, Budgeting, Evaluating Systems (PPBES).	2	3	6	8	14	10	7	50	2
8. Competency in understanding and employing management planning systems such as Program, Evaluation, Review Technique (PERT) and Critical Path Method (CPM).	2	3	9	9	14	9	4	50	2

TABLE III

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
FINANCIAL PLANNING AND BUDGETING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
1. Competency in understanding matters of taxation.	0	5	2	12	14	12	7	52	2
2. Competency in understanding and dealing with state school finance laws.	0	2	3	7	10	15	16	53	3
3. Competency in developing the school district budget.	0	1	1	5	12	20	14	53	3
4. Competency in administering the school district budget.	0	1	3	11	15	14	9	53	2
5. Competency in investing surplus funds.	2	10	11	12	8	9	1	53	1
6. Competency in conducting long term financial planning.	1	1	11	11	15	13	1	53	2
7. Competency in understanding and employing the concepts of Planning, Programming, Budgeting, Evaluating Systems (PPBES).	0	7	5	7	15	11	8	53	2
8. Competency in understanding and employing management planning systems such as Program, Evaluation, Review Technique (PERT) and Critical Path Method (CPM).	0	8	7	13	16	5	4	53	1

TABLE IV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
FINANCIAL PLANNING AND BUDGETING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
1. Competency in understanding matters of taxation.	0	8	7	19	24	23	20	101	2
2. Competency in understanding and dealing with state school finance laws.	0	4	4	14	15	29	37	103	3
3. Competency in developing the school district budget.	0	3	3	8	15	39	35	103	3
4. Competency in administering the school district budget.	0	3	6	18	21	26	29	103	3
5. Competency in investing surplus funds.	2	20	18	24	14	19	6	103	1
6. Competency in conducting long term financial planning.	2	4	18	20	25	29	5	103	2
7. Competency in understanding and employing the concepts of Planning, Programming, Budgeting, Evaluating Systems (PPBES).	2	10	11	15	29	21	15	103	2
8. Competency in understanding and employing management planning systems such as Program, Evaluation, Review Technique (PERT) and Critical Path Method (CPM).	2	11	16	22	30	14	8	103	2

job competencies insofar as median semester credit hours were concerned, but were not in agreement on item 8, dealing with competency in employing management planning systems. Here the superintendents allocated two semester credit hours while the school business administrators allocated one semester credit hour. Thus, the superintendents gave greater consideration to this job competency than did the school business administrators. When the responses of superintendents and school business administrators were computed together as one population in Table IV, the median score for this item was two semester credit hours.

Accounting and Reporting

This section of the questionnaire, relating accounting and reporting to academic preparation, listed four job competencies (items 9-12). Table V has been designed to report the responses of superintendents to these four job competencies, provide the total number of responses received from this group for each job competency, and compute the median number of semester credit hours for each competency from the responses received. Table VI provides this same kind of data for school business administrators. Table VII combines this data for the superintendents and school business administrators into one population.

In the area of accounting and reporting, both the superintendents and school business administrators believed that the school business administrator should have approximately nine semester hours of accounting in order to properly meet the job competencies set forth in the questionnaire. Both groups also agreed on the median number of semester credit hours that should be allocated to each of the four job competencies listed.

TABLE V
 ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
 ACCOUNTING AND REPORTING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
9. Competency in applying generally accepted accounting principles and procedures to business operations in the school district.	0	2	4	7	6	13	18	50	3
10. Competency in supervising the payment of salaries and bills and claims.	0	6	5	10	9	15	4	49	2
11. Competency in preparing financial statements and reports.	0	3	8	13	9	12	5	50	2
12. Competency in administering an internal auditing system.	1	5	2	10	9	16	7	50	2

TABLE VI
 ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
 ACCOUNTING AND REPORTING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
9. Competency in applying generally accepted accounting principles and procedures to business operations in the school district.	0	2	5	5	13	12	16	53	3
10. Competency in supervising the payment of salaries and bills and claims.	0	10	5	11	8	17	2	53	2
11. Competency in preparing financial statements and reports.	0	7	8	8	13	13	4	53	2
12. Competency in administering an internal auditing system.	0	5	8	10	11	12	7	53	2

TABLE VII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
ACCOUNTING AND REPORTING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
9. Competency in applying generally accepted accounting principles and procedures to business operations in the school district.	0	4	9	12	19	25	34	103	3
10. Competency in supervising the payment of salaries and bills and claims.	0	16	10	21	17	32	6	102	2
11. Competency in preparing financial statements and reports.	0	10	16	21	22	25	9	103	2
12. Competency in administering an internal auditing system.	1	10	10	20	20	28	14	103	2

Purchasing and Supply Management

There were three job competencies (Items 13-15) relating purchasing and supply management to academic preparation listed in the questionnaire. Responses from (1) superintendents, (2) school business administrators, and (3) all participants, both superintendents and school business administrators, along with the total number of responses received and the median number of semester credit hours computed for each competency, can be found in Tables VIII, IX, and X. Table VIII provides this data for the superintendents, Table IX for the school business administrators, and Table X combines both the superintendents' group and school business administrators' group into one population.

An examination of these tables indicates both the superintendents and school business administrators were in agreement regarding academic preparation in this major area of responsibility. Both groups agreed on the total number of semester credit hours needed to meet the three job competencies listed in this section of the questionnaire, and the median number of semester credit hours to be allocated to each of the job competencies within that total.

Risk Management

Two job competencies (Items 16-17) were listed in this section of the questionnaire relating risk management to academic preparation. Table XI provides the responses of superintendents to these job competencies, provides totals for the number of responses received from this group, and computes the median number of semester credit hours for each competency. Table XII provides this same kind of data for school business administrators. Table XIII combines this data for both the

TABLE VIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
PURCHASING AND SUPPLY MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
13. Competency in administering a purchasing program for the school district.	1	4	7	5	10	16	7	50	2
14. Competency in writing specifications for supplies, equipment, and services.	1	4	7	10	10	11	7	50	2
15. Competency in administering a warehousing and distribution system for supplies and equipment.	4	7	6	16	9	5	3	50	1

TABLE IX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
PURCHASING AND SUPPLY MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
13. Competency in administering a purchasing program for the school district.	0	3	5	11	13	15	6	53	2
14. Competency in writing specifications for supplies, equipment, and services.	0	8	6	12	12	12	3	53	2
15. Competency in administering a warehousing and distribution system for supplies and equipment.	2	8	7	16	9	8	3	53	1

TABLE X

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
PURCHASING AND SUPPLY MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
13. Competency in administering a purchasing program for the school district.	1	7	12	16	23	31	13	103	2
14. Competency in writing specifications for supplies, equipment, and services.	1	12	13	22	22	23	10	103	2
15. Competency in administering a warehousing and distribution system for supplies and equipment.	6	15	13	32	18	13	6	103	1

superintendents and school business administrators into one population.

An examination of these three tables indicates the superintendents and school business administrators did not agree on Item 16 insofar as median semester credit hours were concerned. This item dealt with competency in administering an insurance program for the school district. Table XI reports the median number of semester credit hours allocated to this job competency by the superintendents' group as one semester hour. Table XII reports the median number of semester credit hours allocated to this competency by the school business administrators' group as two semester hours. Thus, the school business administrators gave greater consideration to academic preparation in this area than did the superintendents. When the responses of these two groups were combined in Table XIII, the median computed for this item for the total population was two semester credit hours.

Legal Matters

Four job competencies dealing with legal matters (Items 18-21) were listed in this section of the questionnaire. Table XIV lists these four job competencies and the responses of superintendents to these competencies. Table XV lists these same job competencies but deals with the responses of school business administrators. Table XVI also lists these job competencies, but combines the responses of both groups into one population. An examination of these three tables indicates the superintendents and school business administrators were in complete agreement regarding the median number of semester credit hours to be allocated to each of these competencies.

TABLE XI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
RISK MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
16. Competency in administering an insurance program for the school district.	0	4	6	16	12	8	4	50	1
17. Competency in maintaining an inventory of school district facilities and equipment.	1	12	7	14	10	4	2	50	1

TABLE XII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
RISK MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
16. Competency in administering an insurance program for the school district.	0	6	6	12	15	10	4	53	2
17. Competency in maintaining an inventory of school district facilities and equipment.	1	7	8	23	9	3	2	53	1

TABLE XIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL SUPERINTENDENTS
 AND SCHOOL BUSINESS ADMINISTRATORS:
 RISK MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
16. Competency in administering an insurance program for the school district.	0	10	12	28	27	18	8	103	2
17. Competency in maintaining an inventory of school district facilities and equipment.	2	19	15	37	19	7	4	103	1

TABLE XIV
 ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
 LEGAL MATTERS

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
18. Competency in understanding and using basic legal references.	1	6	5	16	12	9	1	50	1
19. Competency in implementing legal codes, regulations, and policies.	2	5	6	20	11	6	0	50	1
20. Competency in preparing and executing contracts.	0	6	7	17	10	9	1	50	1
21. Competency in securing and utilizing legal opinions.	2	10	8	14	11	1	3	49	1

TABLE XV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
LEGAL MATTERS

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
18. Competency in understanding and using basic legal references.	1	8	4	17	10	11	2	53	1
19. Competency in implementing legal codes, regulations, and policies.	1	10	6	13	18	3	2	53	1
20. Competency in preparing and executing contracts.	1	8	5	16	20	3	0	53	1
21. Competency in securing and utilizing legal opinions.	1	11	10	14	13	2	2	53	1

TABLE XVI
 ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL SUPERINTENDENTS
 AND SCHOOL BUSINESS ADMINISTRATORS:
 LEGAL MATTERS

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
18. Competency in understanding and using basic legal references.	2	14	9	33	22	20	3	103	1
19. Competency in implementing legal codes, regulations, and policies.	3	15	12	33	29	9	2	103	1
20. Competency in preparing and executing contracts.	1	14	12	33	30	12	1	103	1
21. Competency in securing and utilizing legal opinions.	3	21	18	28	24	3	5	102	1

Office Management

This section of the questionnaire, relating office management to academic preparation, listed three job competencies (Items 22-24). The responses from the superintendents' group can be found in Table XVII and from the school business administrators' group in Table XVIII. Table XIX combines the responses of these two groups into one population. The total number of responses received and median number of semester credit hours computed for each job competency are also provided in these tables.

An examination of these three tables indicates the superintendents and school business administrators did not agree insofar as median semester credit hours are concerned on two of the three job competencies under consideration. On Item 23, dealing with competency in designing administrative forms, the superintendents allocated one-half semester credit hour to this competency while the school business administrators allocated one semester credit hour. On Item 24, dealing with competency in maintaining prudent and legal records, the superintendents allocated one semester credit hour to this competency while the school business administrators allocated two semester credit hours. Thus, the school business administrators gave greater consideration to academic preparation in this major area of responsibility than did the superintendents. When these groups were computed together in Table XIX, the median score for each of these competencies was one semester credit hour.

Data Processing

This section of the questionnaire, relating data processing to academic preparation, contained two job competencies (Items 25-26).

TABLE XVII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
OFFICE MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
22. Competency in planning, implementing, and evaluating office procedures.	2	8	6	10	16	6	2	50	1
23. Competency in designing administrative forms.	4	15	7	11	10	2	1	50	1/2
24. Competency in maintaining prudent and legal records.	0	11	7	11	9	8	3	49	1

TABLE XVIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
OFFICE MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
22. Competency in planning, implementing, and evaluating office procedures.	0	6	7	14	15	10	1	53	1
23. Competency in designing administrative forms.	5	10	6	16	11	5	0	53	1
24. Competency in maintaining prudent and legal records.	2	7	6	10	18	8	2	53	2

TABLE XIX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
OFFICE MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
22. Competency in planning, implementing, and evaluating office procedures.	2	14	13	24	31	16	3	103	1
23. Competency in designing administrative forms.	9	25	13	27	21	7	1	103	1
24. Competency in maintaining prudent and legal records.	2	18	13	21	27	16	5	102	1

Table XX provides the responses of the superintendents' group to these job competencies; Table XXI provides the responses of the school business administrators' group, and Table XXII combines the responses of both these groups into one population.

An examination of these three tables reveals disagreement between the superintendents and school business administrators on Item 26, dealing with competency in understanding basic computer programming principles and procedures. In computing the median semester hours for this item, it was found the superintendents' group allocated one semester credit hour and the school business administrators' group two semester credit hours. This meant the school business administrators gave greater consideration to this job competency than did the superintendents. When these groups were computed together as one population in Table XXII, the median for this competency was one semester credit hour.

Transportation

This section of the questionnaire, relating pupil transportation to academic preparation, contained two job competencies (Items 27-28). The responses of (1) superintendents, (2) school business administrators, and (3) all participants, both superintendents and school business administrators, can be found in Tables XXIII, XXIV, and XXV, respectively. An examination of these three tables reveals complete agreement between the superintendents and school business administrators regarding the median number of semester credit hours to be allocated to each of these competencies.

TABLE XX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
DATA PROCESSING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
25. Competency in understanding and utilizing data processing systems.	1	2	7	10	10	15	4	49	2
26. Competency in understanding basic computer programing principles and procedures.	2	5	11	9	9	9	4	49	1

TABLE XXI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
 DATA PROCESSING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
25. Competency in understanding and utilizing data processing systems.	0	3	4	10	14	18	3	52	2
26. Competency in understanding basic computer programing principles and procedures.	1	4	5	14	11	14	3	52	2

TABLE XXII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
DATA PROCESSING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
25. Competency in understanding and utilizing data processing systems.	1	5	11	20	24	33	7	101	2
26. Competency in understanding basic computer programing principles and procedures.	3	9	16	23	20	23	7	101	1

TABLE XXIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
TRANSPORTATION

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
27. Competency in establishing school bus routes.	4	12	7	15	9	2	1	50	1
28. Competency in supervising the operation of the school bus fleet.	5	10	6	12	10	6	1	50	1

TABLE XXIV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
TRANSPORTATION

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
27. Competency in establishing school bus routes.	5	9	9	18	8	3	1	53	1
28. Competency in supervising the operation of the school bus fleet.	4	6	10	17	9	7	0	53	1

TABLE XXV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
TRANSPORTATION

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
27. Competency in establishing school bus routes.	9	21	16	33	17	5	2	103	1
28. Competency in supervising the operation of the school bus fleet.	9	16	16	29	19	13	1	103	1

Plant Planning and Construction

The plant planning and construction section of the questionnaire contained five job competencies (Items 29-33) related to academic preparation. Table XXVI reports the responses of the superintendents to these five job competencies; Table XXVII reports the responses of the school business administrators, and Table XXVIII combines the data of both these groups, reporting it as one population.

An examination of these three tables indicates the superintendents and school business administrators were not in agreement insofar as median semester credit hours were concerned on two of the five job competencies under consideration. The two groups did not agree on Item 31, dealing with competency in acquiring school sites, and Item 32, dealing with competency in securing and utilizing the services of architects, bond attorneys, and educational consultants in building programs. The superintendents would allocate one-half semester credit hour to each of these competencies, while the school business administrators would allocate one semester credit hour to each competency. Table XXVIII, which brings these two groups together into one population, allocated one-half semester credit hour to Item 31 and one semester credit hour to Item 32.

Operation and Maintenance of Plant

This section of the questionnaire contained four job competencies (Items 34-37). The responses of the superintendents to these competencies can be found in Table XXIX; the responses of the school business administrators in Table XXX; and the responses of both groups, combined into one population, in Table XXXI. In their perception of operation

TABLE XXVI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTEDENTS:
PLANT PLANNING AND CONSTRUCTION

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
29. Competency in conducting or coordinating a school community survey of school facility needs.	5	7	9	14	7	7	1	50	1
30. Competency in using projection techniques in ascertaining financial trends, future school enrollments, site and building needs.	4	2	10	14	8	11	1	50	1
31. Competency in acquiring school sites.	7	13	13	8	4	4	1	50	1/2
32. Competency in securing and utilizing the services of architects, bond attorneys, and educational consultants in building programs.	2	12	11	11	8	6	0	50	1/2
33. Competency in overseeing school construction projects in terms of approved plans.	7	7	10	11	9	6	0	50	1

TABLE XXVII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
PLANT PLANNING AND CONSTRUCTION

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
29. Competency in conducting or coordinating a school community survey of school facility needs.	1	8	7	23	8	5	1	53	1
30. Competency in using projection techniques in ascertaining financial trends, future school enrollments, site and building needs.	1	8	6	20	9	7	2	53	1
31. Competency in acquiring school sites.	4	13	8	19	4	5	0	53	1
32. Competency in securing and utilizing the services of architects, bond attorneys, and educational consultants in building programs.	3	7	10	17	12	4	0	53	1
33. Competency in overseeing school construction projects in terms of approved plans.	7	5	7	14	10	10	0	53	1

TABLE XXVIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
PLANT PLANNING AND CONSTRUCTION

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
29. Competency in conducting or coordinating a school community survey of school facility needs.	6	15	16	37	15	12	2	103	1
30. Competency in using projection techniques in ascertaining financial trends, future school enrollments, site and building needs.	5	10	16	34	17	18	3	103	1
31. Competency in acquiring school sites.	11	26	21	27	8	9	1	103	1/2
32. Competency in securing and utilizing the services of architects, bond attorneys, and educational consultants in building programs.	5	19	21	28	20	10	0	103	1
33. Competency in overseeing school construction projects in terms of approved plans.	14	12	17	25	19	16	0	103	1

TABLE XXIX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
OPERATION AND MAINTENANCE OF PLANT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
34. Competency in administering a building maintenance program for the school district.	5	4	8	13	11	8	1	50	1
35. Competency in understanding and utilizing basic engineering principles (electrical, mechanical, blue print reading, structural analysis, etc.)	8	8	10	11	11	2	0	50	1/2
36. Competency in administering a custodial program for the school district.	7	6	7	12	13	5	0	50	1
37. Competency in administering a plant security program for the school district.	8	13	12	10	4	3	0	50	1/2

TABLE XXX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
OPERATION AND MAINTENANCE OF PLANT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
34. Competency in administering a building maintenance program for the school district.	3	5	8	11	11	13	2	53	1
35. Competency in understanding and utilizing basic engineering principles (electrical, mechanical, blue print reading, structural analysis, etc.)	10	7	10	11	9	5	1	53	1/2
36. Competency in administering a custodial program for the school district.	5	6	13	10	10	9	0	53	1
37. Competency in administering a plant security program for the school district.	6	9	16	12	6	4	0	53	1/2

TABLE XXXI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
OPERATION AND MAINTENANCE OF PLANT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
34. Competency in administering a building maintenance program for the school district.	8	9	16	24	22	21	3	103	1
35. Competency in understanding and utilizing basic engineering principles (electrical, mechanical, blue print reading, structural analysis, etc.)	18	15	20	22	20	7	1	103	1/2
36. Competency in administering a custodial program for the school district.	12	12	20	22	23	14	0	103	1
37. Competency in administering a plant security program for the school district.	14	22	28	22	10	7	0	103	1/2

and maintenance of plant as it related to academic preparation, both the superintendents and school business administrators were in agreement regarding the median number of semester credit hours that should be allocated to each of these job competencies.

Food Service

This section of the questionnaire listed two job competencies (Items 38-39). An examination of Tables XXXII, XXXIII, and XXXIV which follow, indicates agreement between the superintendents and school business administrators on Item 38, but disagreement on Item 39. This particular item dealt with competency in serving as a resource person to the food service manager in such areas as personnel management, purchasing, accounting, and reporting. Table XXXII reports the median number of semester credit hours allocated to Item 39 by the superintendents as one-half semester hour. Table XXXIII, on the other hand, reports the median number of semester credit hours allocated to this same item by the school business administrators as one semester hour. When these two groups were combined in Table XXXIV, the median computed for this item was one semester hour.

Personnel Management

This section of the questionnaire, relating personnel management to academic preparation, listed eight job competencies (Items 40-47). Table XXXV reports the responses of superintendents to these eight job competencies; Table XXXVI reports the responses of school business administrators, and Table XXXVII combines the responses of these two groups into one population.

TABLE XXXII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
FOOD SERVICE

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
38. Competency in understanding basic principles of nutrition, menu planning, food preparation, calculation of food costs and pricing, staffing, and mass feeding.	11	11	10	14	3	1	0	50	1/2
39. Competency in serving as a resource person to the food service manager in such areas as personnel management, purchasing, accounting, and reporting.	5	8	12	11	9	5	0	50	1/2

TABLE XXXIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
FOOD SERVICE

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
38. Competency in understanding basic principles of nutrition, menu planning, food preparation, calculation of food costs and pricing, staffing, and mass feeding.	9	12	9	15	3	3	2	53	1/2
39. Competency in serving as a resource person to the food service manager in such areas as personnel management, purchasing, accounting, and reporting.	1	10	11	17	7	5	2	53	1

TABLE XXXIV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
FOOD SERVICE

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
38. Competency in understanding basic principles of nutrition, menu planning, food preparation, calculation of food costs and pricing, staffing, and mass feeding.	20	23	19	29	6	4	2	103	1/2
39. Competency in serving as a resource person to the food service manager in such areas as personnel management, purchasing, accounting, and reporting.	6	18	23	28	16	10	2	103	1

TABLE XXXV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
PERSONNEL MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
40. Competency in using procedures and techniques involved in job analysis.	4	6	6	17	10	5	1	49	1
41. Competency in writing job descriptions for classified positions.	5	6	10	14	5	8	1	49	1
42. Competency in recruiting personnel for classified positions.	5	8	10	11	3	8	4	49	1
43. Competency in organizing and administering a program for the orientation of new classified personnel.	8	7	11	9	8	3	3	49	1/2
44. Competency in formulating wage and salary plans for classified personnel.	4	5	10	10	7	13	0	49	1
45. Competency in organizing and administering a personnel records system for classified personnel.	3	12	7	12	7	7	1	49	1
46. Competency in utilizing procedures, techniques, and scales in the evaluation of classified employee performance.	6	6	9	13	4	8	3	49	1
47. Competency in resolving classified employee grievances.	6	10	4	13	4	6	5	48	1

TABLE XXXVI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
PERSONNEL MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
40. Competency in using procedures and techniques involved in job analysis.	1	7	13	16	8	5	3	53	1
41. Competency in writing job descriptions for classified positions.	0	10	8	20	9	4	2	53	1
42. Competency in recruiting personnel for classified positions.	3	14	9	13	5	8	1	53	1
43. Competency in organizing and administering a program for the orientation of new classified personnel.	5	12	8	16	6	5	1	53	1
44. Competency in formulating wage and salary plans for classified personnel.	1	6	14	12	8	10	2	53	1
45. Competency in organizing and administering a personnel records system for classified personnel.	3	12	14	12	8	2	2	53	1/2
46. Competency in utilizing procedures, techniques, and scales in the evaluation of classified employee performance.	1	9	13	10	11	7	2	53	1
47. Competency in resolving classified employee grievances.	2	10	13	8	11	5	4	53	1

TABLE XXXVII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
PERSONNEL MANAGEMENT

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
40. Competency in using procedures and techniques involved in job analysis.	5	13	19	33	18	10	4	102	1
41. Competency in writing job descriptions for classified positions.	5	16	18	34	14	12	3	102	1
42. Competency in recruiting personnel for classified positions.	8	22	19	24	8	16	5	102	1
43. Competency in organizing and administering a program for the orientation of new classified personnel.	13	19	19	25	14	8	4	102	1
44. Competency in formulating wage and salary plans for classified personnel.	5	11	24	22	15	23	2	102	1
45. Competency in organizing and administering a personnel records system for classified personnel.	6	24	21	24	15	9	3	102	1
46. Competency in utilizing procedures, techniques, and scales in the evaluation of classified employee performance.	7	15	22	23	15	15	5	102	1
47. Competency in resolving classified employee grievances.	8	20	17	21	15	11	9	101	1

An examination of these three tables indicates agreement between the superintendents and school business administrators on six of the eight items under consideration, but disagreement on two items. The superintendents and school business administrators were not in agreement insofar as median semester credit hours were concerned on Items 43 and 45. On Item 43, dealing with competency in organizing and administering a program for the orientation of new classified personnel, the superintendents allocated one-half semester credit hour and the school business administrators one semester credit hour. On Item 45, dealing with competency in organizing and administering a personnel records system for classified personnel, the superintendents allocated one semester credit hour and the school business administrators one-half semester credit hour. When these two groups were combined into one population in Table XXXVII, the median score computed for each of these competencies, Items 43 and 45, was one semester credit hour.

Collective Negotiations

This section of the questionnaire listed one job competency (Item 48). An examination of Tables XXXVIII, XXXIX, and XL which follow, indicates there was complete agreement between the superintendents and school business administrators regarding the median number of semester credit hours to be allocated to this competency.

In-Service Training

This section of the questionnaire listed one job competency (Item 49). An examination of Tables XLI, XLII, and XLIII which follow, indicates complete agreement between the superintendents and school business

TABLE XXXVIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
 COLLECTIVE NEGOTIATIONS

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
48. Competency in dealing with employee organizations through the collective negotiating process.	3	4	9	11	9	12	7	49	2

TABLE XXXIX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
COLLECTIVE NEGOTIATIONS

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
48. Competency in dealing with employee organizations through the collective negotiating process.	1	3	6	9	10	12	11	52	2

TABLE XL

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
COLLECTIVE NEGOTIATIONS

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
48. Competency in dealing with employee organizations through the collective negotiating process.	4	7	9	20	19	24	18	101	2

TABLE XLI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
IN-SERVICE TRAINING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
49. Competency in organizing and administering in-service training programs for classified personnel.	5	5	8	12	12	7	1	50	1

TABLE XLII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
IN-SERVICE TRAINING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
49. Competency in organizing and administering in-service training programs for classified personnel.	2	8	11	15	9	7	1	53	1

TABLE XLIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
 AS PERCEIVED BY SCHOOL SUPERINTENDENTS
 AND SCHOOL BUSINESS ADMINISTRATORS:
 IN-SERVICE TRAINING

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
49. Competency in organizing and administering in-service training programs for classified personnel.	7	13	19	27	21	14	2	103	1

administrators regarding the median number of semester credit hours to be allocated to this competency.

Grantsmanship

This section of the questionnaire listed one job competency (Item 50). An examination of Tables XLIV, XLV, and XLVI which follow, indicates agreement between the superintendents and school business administrators regarding the median number of semester credit hours they believed should be allocated to this competency.

General

This section of the questionnaire listed 23 job competencies (Items 51-73). These job competencies were all of a general nature, relating to many facets of the position. As in previous sections of the questionnaire, participants were asked to respond to these job competencies in terms of the degree of consideration they believed each competency should receive in developing course content for persons contemplating employment as a school business administrator. Table XLVII reports the responses of the superintendents to these 23 job competencies. Table XLVIII reports the responses of the school business administrators. Table XLIX combines the responses of these two groups into one population.

An examination of these three tables indicates only limited agreement between the superintendents and school business administrators regarding the median number of semester credit hours to be allocated to each of these job competencies. In fact, these two groups were in disagreement on 13 of the 23 job competencies under consideration. The 13

TABLE XLIV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
GRANTSMANSHIP

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours (0) (1/6) (1/2) (1) (2) (3) (3+)								
50. Competency in developing proposals for obtaining funds from private, state, and federal sources.	2	5	7	18	9	3	2	46	1

TABLE XLV

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
GRANTSMANSHIP

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
50. Competency in developing proposals for obtaining funds from private, state, and federal sources.	2	5	7	16	14	6	3	53	1

TABLE XLVI

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
GRANTSMANSHIP

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
50. Competency in developing proposals for obtaining funds from private, state, and federal sources.	4	10	14	34	23	9	5	99	1

job competencies where agreement was not reached were Items 51, 53, 55, 56, 57, 60, 61, 62, 63, 65, 66, 67, and 73. An explanation of these 13 job competencies follows.

Item 51: Competency in understanding the educational philosophy of the school system, and being supportive of that philosophy at the business administrative level. An examination of Table XLVII, which reports the responses of superintendents, indicates this group allocated one semester hour to this competency. Table XLIII, which reports the responses of school business administrators, indicates this group allocated two semester hours. Table XLIX, which combines the responses of these two groups, indicates the median computed for the total population was one semester hour.

Item 53: Competency in understanding various learning theories utilized in the school system. On this item the superintendents allocated one-half semester hour and the school business administrators one semester hour. When the two groups were combined, the median computed for the total population was one-half semester hour.

Item 55: Competency in applying organization and administrative theory to the business administrative process. Table XLVII reports the superintendents allocated two semester hours to this competency, while Table XLVIII reports the school business administrators allocated one semester hour. When the two groups were combined in Table XLIX, the median computed for the total population was one semester hour.

Item 56: Competency in establishing a working relationship with the school superintendent. Here the superintendents allocated one semester hour to this competency, and the school business administrators two semester hours. When the two groups were combined, the median computed

for the total population was two semester hours.

Item 57: Competency in establishing and maintaining communications with staff members, board of education, and community groups. On this item the superintendents' group allocated one semester hour and the school business administrators' group two semester hours. When the two groups were combined, the median computed for the total population was two semester hours.

Item 60: Competency in making decisions. The superintendents allocated two semester hours, and the school business administrators three semester hours to this job competency. The median computed for the total population was three semester hours.

Item 61: Competency in delegating responsibility to subordinates together with commensurate authority. Here the superintendents allocated one semester hour and the school business administrators two semester hours to this competency. The median computed for the total population was two semester hours.

Item 62: Competency in using diplomacy and tack in working with people. On this item the superintendents allocated one semester hour and the school business administrators three semester hours. The median for the total population was two semester hours.

Item 63: Competency in motivating classified personnel to develop a positive commitment to the educational objectives of the school system. Table XLVII reports the superintendents allocated one semester hour to this competency, while Table XLVIII reports the school business administrators allocated two semester hours. Table XLIX reports the median for the total population was one semester hour.

Item 65: Competency in dealing with complaints. Here the three

tables indicate the superintendents' group allocated one semester hour to this job competency, the school business administrators' group allocated two semester hours, and the median computed for the total population was one semester hour.

Item 66: Competency in dealing with criticism. On this item the superintendents allocated one semester hour, and the school business administrators two semester hours. When the two groups were combined, the median computed for the total population was one semester hour.

Item 67: Competency in coping with special interest and pressure groups. Table XLVII reports the superintendents allocated one semester hour to this job competency, while Table XLVIII reports the school business administrators allocated two semester hours. Table XLIX reports the median for the total population was one semester hour.

Item 73: Competency in maintaining active membership in professional organizations related to the position of the school business administrator. On this final job competency, the superintendents allocated one-sixth semester hour, while the school business administrators were allocating one semester hour. When the two groups were combined into one population, the median computed was one-half semester hour.

Other Competencies

This section of the questionnaire provided an opportunity for participants to list additional job competencies if they believed such competencies were important to the position of the school business administrator. Although few participants took advantage of this opportunity, those additional competencies that were listed do appear in Table L as part of this study.

TABLE XLVII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS:
GENERAL

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
51. Competency in understanding the educational philosophy of the school system, and being supportive of that philosophy at the business administrative level.	2	10	6	11	6	12	3	50	1
52. Competency in understanding curriculum trends utilized in the school system.	1	13	9	8	9	9	1	50	1
53. Competency in understanding various learning theories utilized in the school system.	6	12	10	9	9	4	0	50	1/2
54. Competency in reading and understanding research journals, studies and reports, including the different statistical treatments used by researchers.	6	10	9	16	6	3	0	50	1
55. Competency in applying organization and administration theory to the business administrative process.	2	7	5	11	14	8	3	50	2
56. Competency in establishing a working relationship with the school superintendent.	1	8	6	14	5	10	6	50	1
57. Competency in establishing and maintaining communications with staff members, board of education, and community groups.	1	7	8	11	8	10	5	50	1

TABLE XLVII (CONTINUED)

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
58. Competency in serving as a resource person in the various business administrative areas to teachers, administrators, and others.	1	9	7	12	11	7	3	50	1
59. Competency in working with elected state officials and others in securing needed school legislation.	8	9	6	11	12	4	0	50	1
60. Competency in making decisions.	2	3	6	9	8	8	14	50	2
61. Competency in delegating responsibility to subordinates together with commensurate authority.	1	4	7	16	6	11	4	49	1
62. Competency in using diplomacy and tact in working with people.	1	9	3	12	9	10	6	50	1
63. Competency in motivating classified personnel to develop a positive commitment to the educational objectives of the school system.	5	6	5	14	9	7	3	49	1
64. Competency in maintaining flexibility - in being able to shift from one task to another as necessity dictates.	4	9	7	10	9	7	3	49	1
65. Competency in dealing with complaints.	3	7	7	15	5	11	1	49	1
66. Competency in dealing with criticism.	2	10	8	11	7	9	2	49	1

TABLE XLVII (CONTINUED)

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
67. Competency in coping with special interest and pressure groups.	2	8	10	13	7	9	0	49	1
68. Competency in recognizing and coping with power structures in the school system.	2	10	9	13	6	8	1	49	1
69. Competency in treating confidential information in a confidential manner.	5	10	8	7	5	9	5	49	1
70. Competency in organizing and preparing written material.	2	4	7	9	11	14	2	49	2
71. Competency in making oral presentations.	1	3	8	12	10	14	1	49	2
72. Competency in using graphic and audio-visual techniques.	3	6	9	15	7	9	0	49	1
73. Competency in maintaining active membership in professional organizations related to the position of the school business administrator.	11	14	4	9	6	4	1	49	1/6

TABLE XLVIII

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL BUSINESS ADMINISTRATORS:
GENERAL

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
51. Competency in understanding the educational philosophy of the school system, and being supportive of that philosophy at the business administrative level.	0	7	8	10	12	12	3	52	2
52. Competency in understanding curriculum trends utilized in the school system.	3	9	9	8	11	7	6	53	1
53. Competency in understanding various learning theories utilized in the school system.	6	14	5	11	11	3	3	53	1
54. Competency in reading and understanding research journals, studies and reports, including the different statistical treatments used by researchers.	6	12	8	11	11	4	1	53	1
55. Competency in applying organization and administration theory to the business administrative process.	2	6	12	8	12	10	3	53	1
56. Competency in establishing a working relationship with the school superintendent.	4	6	4	7	15	13	4	53	2
57. Competency in establishing and maintaining communications with staff members, board of education, and community groups.	2	5	6	6	15	15	4	53	2

TABLE XLVIII (CONTINUED)

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
58. Competency in serving as a resource person in the various business administrative areas to teachers, administrators, and others.	1	7	7	12	12	10	4	53	1
59. Competency in working with elected state officials and others in securing needed school legislation.	5	10	4	14	9	6	5	53	1
60. Competency in making decisions.	3	2	5	7	6	19	11	53	3
61. Competency in delegating responsibility to subordinates together with commensurate authority.	2	8	4	6	8	20	5	53	2
62. Competency in using diplomacy and tact in working with people.	3	8	4	3	7	22	6	53	3
63. Competency in motivating classified personnel to develop a positive commitment to the educational objectives of the school system.	2	12	4	8	8	14	5	53	2
64. Competency in maintaining flexibility - in being able to shift from one task to another as necessity dictates.	5	8	4	10	11	9	6	53	1
65. Competency in dealing with complaints.	3	11	5	6	13	9	5	52	2
66. Competency in dealing with criticism.	3	12	3	7	13	10	5	53	2

TABLE XLVIII (CONTINUED)

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
67. Competency in coping with special interest and pressure groups.	2	14	2	8	12	12	3	53	2
68. Competency in recognizing and coping with power structures in the school system.	4	10	4	10	11	10	4	53	1
69. Competency in treating confidential information in a confidential manner.	8	9	4	9	4	13	6	53	1
70. Competency in organizing and preparing written material.	1	6	6	10	10	16	4	53	2
71. Competency in making oral presentations.	0	3	8	7	9	22	3	52	2
72. Competency in using graphic and audio-visual techniques.	1	7	6	17	10	10	2	53	1
73. Competency in maintaining active membership in professional organizations related to the position of the school business administrator.	10	9	7	10	4	12	1	53	1

TABLE XLIX

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
GENERAL

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
51. Competency in understanding the educational philosophy of the school system, and being supportive of that philosophy at the business administrative level.	2	17	14	21	18	24	6	102	1
52. Competency in understanding curriculum trends utilized in the school system.	4	22	18	16	20	16	7	103	1
53. Competency in understanding various learning theories utilized in the school system.	12	26	15	20	20	7	3	103	1/2
54. Competency in reading and understanding research journals, studies and reports, including the different statistical treatments used by researchers.	12	22	17	27	17	7	1	103	1
55. Competency in applying organization and administration theory to the business administrative process.	4	13	17	19	26	18	6	103	1
56. Competency in establishing a working relationship with the school superintendent.	5	14	10	21	20	23	10	103	2
57. Competency in establishing and maintaining communications with staff members, board of education, and community groups.	3	12	14	17	23	25	9	103	2

TABLE XLIX (CONTINUED)

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
58. Competency in serving as a resource person in the various business administrative areas to teachers, administrators, and others.	2	16	14	24	23	17	7	103	1
59. Competency in working with elected state officials and others in securing needed school legislation.	13	19	10	25	21	10	5	103	1
60. Competency in making decisions.	5	5	11	16	14	27	25	103	3
61. Competency in delegating responsibility to subordinates together with commensurate authority.	3	12	11	22	14	31	9	102	2
62. Competency in using diplomacy and tact in working with people.	4	17	7	15	16	32	12	103	2
63. Competency in motivating classified personnel to develop a positive commitment to the educational objectives of the school system.	7	18	9	22	17	21	8	102	1
64. Competency in maintaining flexibility - in being able to shift from one task to another as necessity dictates.	9	17	11	20	20	16	9	102	1
65. Competency in dealing with complaints.	6	18	12	21	18	20	6	101	1
66. Competency in dealing with criticism.	5	22	11	18	20	19	7	102	1

TABLE XLIX (CONTINUED)

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
67. Competency in coping with special interest and pressure groups.	4	22	12	21	19	21	3	102	1
68. Competency in recognizing and coping with power structures in the school system.	6	20	13	23	17	18	5	102	1
69. Competency in treating confidential information in a confidential manner.	13	19	12	16	9	22	11	102	1
70. Competency in organizing and preparing written material.	3	10	13	19	21	30	6	102	2
71. Competency in making oral presentations.	1	6	16	19	19	36	4	101	2
72. Competency in using graphic and audio-visual techniques.	4	13	15	32	17	19	2	102	1
73. Competency in maintaining active membership in professional organizations related to the position of the school business administrator.	21	23	11	19	10	16	2	102	1/2

TABLE L

ACADEMIC PREPARATION FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS
AND SCHOOL BUSINESS ADMINISTRATORS:
OTHER COMPETENCIES

Job Competencies	A	B	C	D	E	F	G	Total	Median Semester Hours
	Approximate Semester Credit Hours								
	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)		
74. Competency in working with board of education members during board meetings.	0	0	1	0	0	0	0	1	1/2
75. Competency in the basic office skills - typing, filing, and office machines.	0	0	0	0	0	0	1	1	3+
76. Competency in using good judgment and common sense.	0	0	0	0	0	1	0	1	3
77. Competency in dealing with pressure.	0	0	0	0	0	1	0	1	3
78. Competency in cultural appreciation.	0	0	0	0	0	1	0	1	3
79. Competency in activities related to recreation and health.	0	0	0	0	0	1	0	1	3

Part III. Appropriate Degree

Part III of the questionnaire was designed to determine the appropriate level of formal preparation needed by public school business administrators. Participants were asked to check one of five different levels of formal preparation, ranging from no college degree to the doctor's degree, that they believed the public school business administrator should have in order to be properly prepared to meet the responsibilities of his or her position. Participants were also given an opportunity to select a level of preparation other than one of the five levels listed in the questionnaire if they chose to do so.

Table LI indicates that both the superintendents' group and school business administrators' group preferred the master's degree by a wide margin over either the bachelor's or specialist's degree, as the appropriate degree for persons contemplating employment in this position. Twenty-nine of 49 superintendents and 31 of 53 school business administrators responding to this part of the questionnaire selected the master's degree. At one end of the continuum, three superintendents and three school business administrators indicated that a college degree was not appropriate, while at the other end of the continuum, one superintendent and one school business administrator believed the doctor's degree was the most appropriate level of preparation.

It is interesting to note that six participants selected a level of preparation other than one of the five levels listed in the questionnaire. All six of these participants, three superintendents and three school business administrators, indicated that they believed business college training was the most appropriate level of preparation for this position.

TABLE LI
 APPROPRIATE DEGREE FOR PUBLIC SCHOOL
 BUSINESS ADMINISTRATORS

Degree Preferred	Superintendents (Number)	School Business Administrators (Number)	Total (Number)
No college degree	3	3	6
Bachelor's degree	4	7	11
Master's degree	29	31	60
Specialist's degree	9	8	17
Doctor's degree	1	1	2
Other	3	3	6
Total participants	49	53	102
Median	Master's degree	Master's degree	Master's degree

Part IV. Previous Work Experience

Part V of the questionnaire dealt with four categories of previous work experience often considered important in the preparation and employment of public school business administrators. Participants were asked to indicate the minimum amount of previous work experience (none, one semester, one year, two years, three years, four or more years) that they believed persons contemplating employment in this position should have in order to be prepared for the responsibilities they would later face on the job. Participants were also given an opportunity to list

additional categories of previous work experience, if they believed such categories would be beneficial to this group of potential employees. The four categories of previous work experience listed in the questionnaire were as follows:

1. Business experience outside of education
2. Teaching experience
3. School administrative experience
4. Internship under a qualified school business administrator

Three tables, LII, LIII, and LIV, have been designed to report the responses of participants to this part of the questionnaire. Table LII reports the responses of the superintendents' group to these four categories of previous work experience. This table also lists the total number of superintendents responding to each of the four categories, and the median number of years of experience that this group believed persons contemplating employment in this position should have in each category. Table LIII provides this same kind of data for the school business administrators' group. Table LIV then combines the data for these two groups into one total population.

An examination of Tables LII and LIII indicates the superintendents and school business administrators were in agreement insofar as median years of previous work experience were concerned on three of the four categories listed in the questionnaire. Regarding previous business experience outside of education, both groups perceived this as important and believed the applicant seeking employment in this position should have a minimum of at least two years experience. Regarding previous teaching experience, again both groups believed this important and would require a minimum of two years experience in the classroom. Regarding

TABLE LII

PREVIOUS WORK EXPERIENCE FOR PUBLIC SCHOOL BUSINESS ADMINISTRATORS
AS PERCEIVED BY SCHOOL SUPERINTENDENTS

Previous Work Experience	None	One Semester	One Year	Two Years	Three Years	Four or More Years	Total	Median
Business experience outside of education	8	0	14	13	9	1	45	2 yrs.
Teaching experience	16	0	6	11	10	6	49	2 yrs.
School administrative experience	12	0	6	18	9	3	48	2 yrs.
Internship under a qualified school business administrator	11	14	19	3	0	0	47	1 sem.

TABLE LIII

PREVIOUS WORK EXPERIENCE FOR PUBLIC SCHOOL
BUSINESS ADMINISTRATORS AS PERCEIVED BY
SCHOOL BUSINESS ADMINISTRATORS

Previous Work Experience	None	One Semester	One Year	Two Years	Three Years	Four or More Years	Total	Median
Business experience outside of education	8	2	12	12	5	11	50	2 yrs.
Teaching experience	11	0	4	11	11	14	51	2 yrs.
School administrative experience	12	0	9	10	10	10	51	2 yrs.
Internship under a qualified school business administrator	7	17	19	5	1	2	51	1 yr.

TABLE LIV

PREVIOUS WORK EXPERIENCE FOR PUBLIC SCHOOL BUSINESS
ADMINISTRATORS AS PERCEIVED BY SCHOOL
SUPERINTENDENTS AND SCHOOL BUSINESS ADMINISTRATORS

Previous Work Experience	None	One Semester	One Year	Two Years	Three Years	Four or More Years	Total	Median
Business experience outside of education	16	2	26	25	14	15	95	2 yrs.
Teaching experience	27	0	10	22	21	20	100	2 yrs.
School administrative experience	24	0	15	28	19	13	99	2 yrs.
Internship under a qualified school business administrator	18	31	38	8	1	2	98	1 yr.

previous school administrative experience, both groups agreed that two years in some phase of school administration would be beneficial.

When the question of internship under a qualified school business administrator was considered, both the superintendents and school business administrators indicated that the newly employed public school business administrator should serve an internship prior to employment, but the two groups disagreed on the median amount of time that should be required for such an internship. The superintendents' group indicated that an internship of one semester would be sufficient, while the school business administrators' group would require an internship of one year. When the responses of these two groups were brought together in Table LIV, the median period computed for the total population was one year.

Very few participants took advantage of the opportunity to select categories of previous work experience other than those listed in the questionnaire. Two superintendents and one school business administrator indicated they would prefer the newly appointed school business administrator to have previous experience in the school district's business office, but in some capacity other than as the chief business official. One superintendent would require a one year internship only if the applicant did not have previous business, teaching, or school administrative experience.

Part V. State Certification

At the present time several states have enacted certification standards for public school business administrators. This requires persons preparing for a career in school business administration to work toward specific standards. Part V of the questionnaire was designed

to determine if participants in this study would favor such certification in Kansas. The questionnaire simply asked participants if they would be in favor of a specific state certificate for public school business administrators in Kansas. Two blanks were provided for participants to check either yes or no.

Table LV indicates that the superintendents' group and school business administrators' group were not in agreement on this question. Forty-nine superintendents responded to the question, 22 answering yes and 27 no. On the other hand, 51 school business administrators responded to the question, with 31 answering yes and 20 no. Thus, the superintendents as a group did not favor a specific state certificate, while the school business administrators favored such a certificate by a margin of three to two. When the responses of all participants were examined as one population, 53 persons were in favor and 47 were opposed to certification of this type for the school business administrator.

TABLE LV

STATE CERTIFICATION FOR PUBLIC SCHOOL
BUSINESS ADMINISTRATORS

Question: Are you in favor of a specific state certifi- cate for the school business administrator?	Superintendents (Number)	School Business Administrators (Number)	Total (Number)
Yes	22	31	53
No	27	20	47
Total Participants	49	51	100

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the purpose of this study to determine the appropriate criteria for the preparation of public school business administrators in the state of Kansas as perceived by (1) superintendents of unified school districts in Kansas that employ school business administrators, and (2) school business administrators employed in those unified school districts. The assumption was that these two groups of school administrators, because of their intimate knowledge of the position, were better qualified to determine the preparation needs of this position than were other school related personnel.

The researcher believed that a greater understanding of the preparation needs of this group could be gained if answers to the following questions were determined:

1. Which of the job competencies related to the position of the public school business administrator should be given consideration in developing course content for an academic program for persons contemplating employment in this field, and to what degree should those job competencies be considered?
2. Which college degree is considered most appropriate for the public school business administrator?

3. Which kinds of previous work experience are considered desirable for persons contemplating employment as a school business administrator, and what minimum amount of time should be spent in such endeavors? Should persons be required to serve an internship under a qualified school business administrator, and if so, what minimum amount of time should be used for this purpose?
4. Should the position of the public school business administrator be certified by the state of Kansas?

In order to make these determinations, a survey by mailed questionnaire was selected as the most appropriate method of obtaining the desired information from the two groups participating in this study. Selected superintendents and school business administrators, other persons experienced in public school business, and the investigator's doctoral committee reviewed, revised, and approved the questionnaire before its use in the survey.

Findings and Conclusions

For the purpose of presenting the findings and conclusions of this study, the determinations made from the responses of the participants were divided into the following four categories: (1) academic preparation, (2) appropriate degree, (3) previous work experience considered to be important, and (4) state certification.

Academic Preparation

The first determination to be made by this study dealt with the development of a model academic program for public school business

administrators as perceived by superintendents and school business administrators. As previously pointed out, the questionnaire listed 73 job competencies grouped under 16 major areas of responsibility often assigned to the school business administrator. Both the superintendents' group and school business administrators' group were asked to indicate the degree of consideration they believed each job competency should receive in developing course content for an academic program for persons contemplating employment in this position. These responses were then ranked on a seven point scale, and a median composite score for each job competency computed for (1) superintendents only, (2) school business administrators only, and (3) both superintendents and school business administrators (all participants).

An examination of the median composite scores allocated to these job competencies by the two groups, superintendents and school business administrators, indicated that the perceptions of these two groups were very similar in 15 of the 16 major areas of responsibility. Only in the general area of responsibility, which consisted of 23 job competencies dealing with many different and varied facets of the position, was there any appreciable degree of disagreement between the two groups. Because of the consistent agreement reached between these two groups, the median number of semester credit hours computed for the total population for each job competency was used as the basis for developing a model academic program. It was the premise of this hypothetical academic program, that these job competencies would be incorporated into regular course and workshop experiences in such a way that students would become proficient in these competency areas.

The following model academic program has been developed from the

responses of participants. The 73 job competencies are listed, followed by the median number of semester credit hours allocated to each of these competencies by the total population participating in the study. These composite scores (median semester hours) are then broken down into (1) undergraduate semester hours, (2) graduate semester hours to be applied toward the master's degree, and (3) graduate semester hours to be taken beyond the master's degree. The participants in this study allocated 98 semester hours to the 73 job competencies under consideration. Of these 98 semester hours, 27-1/2 semester hours have been assigned to undergraduate study, 33 semester hours to master's degree study, and 37-1/2 semester hours to study beyond the master's degree. Job competencies of a prerequisite nature usually covered in undergraduate courses were assigned at the undergraduate level. Job competencies of an entry level nature that were needed by persons contemplating employment as a beginning school business administrator were assigned as graduate semester hours to be applied toward the master's degree. Job competencies of a post entry level that are needed by practicing school business administrators desirous of advancing in the profession were assigned as graduate semester hours to be taken beyond the master's degree.

In developing this model academic program, it must be realized that candidates for this position come from many and varied backgrounds, thus the program must remain flexible, permitting each person to develop a program built upon his or her past experiences, education, current employment, and future goals. Flexibility of program would be especially needed in the general area of responsibility where superintendents and school business administrators were not able to agree on the median

number of semester credit hours to be allocated to 13 of the 23 job competencies under consideration

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
FINANCIAL PLANNING AND BUDGETING				
1. Competency in understanding matters of taxation.	2	1	1	0
2. Competency in understanding and dealing with state school finance laws.	3	0	2	1
3. Competency in developing the school district budget.	3	0	2	1
4. Competency in administering the school district budget.	3	0	2	1
5. Competency in investing surplus funds.	1	0	0	1
6. Competency in conducting long term financial planning.	2	0	0	2
7. Competency in understanding and employing the concepts of Planning, Programming, Budgeting, Evaluating Systems (PPBES).	2	0	0	2
8. Competency in understanding and employing management planning systems such as Program, Evaluation, Review Technique (PERT) and Critical Path Method (CPM).	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
Totals	18	3	7	8

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
ACCOUNTING AND REPORTING				
9. Competency in applying generally accepted accounting principles and procedures in business operations in the school district.	3	3	0	0
10. Competency in supervising the payment of salaries and bills and claims.	2	2	0	0
11. Competency in preparing financial statements and reports.	2	2	0	0
12. Competency in administering an internal auditing system.	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
Totals	9	9	0	0
PURCHASING AND SUPPLY MANAGEMENT				
13. Competency in administering a purchasing program for the school district.	2	0	1	1
14. Competency in writing specifications for supplies, equipment, and services.	2	0	1	1
15. Competency in administering a warehousing and distribution system for supplies and equipment.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	5	0	2	3

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under- graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
RISK MANAGEMENT				
16. Competency in administering an insurance program for the school district.	2	1	1	0
17. Competency in maintaining an inventory of school district facilities and equipment.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	3	1	1	1
LEGAL MATTERS				
18. Competency in understanding and using basic legal references.	1	0	1	0
19. Competency in implementing legal codes, regulations, and policies.	1	0	1	0
20. Competency in preparing and executing contracts.	1	1	0	0
21. Competency in securing and utilizing legal opinions.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	4	1	2	1
OFFICE MANAGEMENT				
22. Competency in planning, implementing, and evaluating office procedures.	1	1	0	0
23. Competency in designing administrative forms.	1	1	0	0
24. Competency in maintaining prudent and legal records.	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
Totals	3	2	1	0

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
DATA PROCESSING				
25. Competency in understanding and utilizing data processing systems.	2	1	1	0
26. Competency in understanding basic computer programming principles and procedures.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	3	1	1	1
TRANSPORTATION				
27. Competency in establishing school bus routes.	1	0	1	0
28. Competency in supervising the operation of the school bus fleet.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	2	0	1	1
PLANT PLANNING AND CONSTRUCTION				
29. Competency in conducting or coordinating a school community survey of school facility needs.	1	0	0	1
30. Competency in using projection techniques in ascertaining financial trends, future school enrollments, site and building needs.	1	0	0	1
31. Competency in acquiring school sites.	1/2	0	1/2	0
32. Competency in securing and utilizing the services of architects, bond attorneys, and educational consultants in building programs.	1	0	1	0

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
33. Competency in overseeing school construction projects in terms of approved plans.	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Totals	4-1/2	1	1-1/2	2

OPERATION AND MAINTENANCE OF PLANT

34. Competency in administering a building maintenance program for the school district.	1	0	1	0
35. Competency in understanding and utilizing basic engineering principles (electrical, mechanical, blue print reading, structural analysis, etc.)	1/2	1/2	0	0
36. Competency in administering a custodial program for the school district.	1	0	1	0
37. Competency in administering a plant security program for the school district.	<u>1/2</u>	<u>0</u>	<u>0</u>	<u>1/2</u>
Totals	3	1/2	2	1/2

FOOD SERVICE

38. Competency in understanding basic principles of nutrition, menu planning, food preparation, calculation of food costs and pricing, staffing, and mass feeding.	1/2	0	0	1/2
39. Competency in serving as a resource person to the food service manager in such areas as personnel management, purchasing, accounting, and reporting.	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
Totals	1-1/2	0	1	1/2

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
PERSONNEL MANAGEMENT				
40. Competency in using procedures and techniques involved in job analysis.	1	1	0	0
41. Competency in writing job descriptions for classified positions.	1	0	0	1
42. Competency in recruiting personnel for classified positions.	1	0	0	1
43. Competency in organizing and administering a program for the orientation of new classified personnel.	1	0	0	1
44. Competency in formulating wage and salary plans for classified personnel.	1	1	0	0
45. Competency in organizing and administering a personnel records system for classified personnel.	1	0	1	0
46. Competency in utilizing procedures, techniques, and scales in the evaluation of classified employee performance.	1	0	1	0
47. Competency in resolving classified employee grievances.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	8	2	2	4

COLLECTIVE NEGOTIATIONS

48. Competency in dealing with employee organizations through the collective negotiating process.	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>
Totals	2	0	1	1

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
IN-SERVICE TRAINING				
49. Competency in organizing and administering in-service training programs for classified personnel.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	1	0	0	1
GRANTSMANSHIP				
50. Competency in developing proposals for obtaining funds from private, state, and federal sources.	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Totals	1	0	0	1
GENERAL				
51. Competency in understanding the educational philosophy of the school system, and being supportive of that philosophy at the business administrative level.	1	0	0	1
52. Competency in understanding curriculum trends utilized in the school system.	1	0	1	0
53. Competency in understanding various learning theories utilized in the school system.	1/2	0	0	1/2
54. Competency in reading and understanding research journals, studies and reports, including the different statistical treatments used by researchers.	1	0	0	1

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
55. Competency in applying organization and administration theory to the business administrative process	1	0	0	1
56. Competency in establishing a working relationship with the school superintendent.	2	0	1	1
57. Competency in establishing and maintaining communications with staff members, board of education, and community groups.	2	0	1	1
58. Competency in serving as a resource person in the various business administrative areas to teachers, administrators, and others.	1	0	0	1
59. Competency in working with elected state officials and others in securing needed school legislation.	1	0	1	0
60. Competency in making decisions.	3	1	1	1
61. Competency in delegating responsibility to subordinates together with commensurate authority.	2	1	0	1
62. Competency in using diplomacy and tact in working with people.	2	1	0	1
63. Competency in motivating classified personnel to develop a positive commitment to the educational objectives of the school system.	1	0	0	1

<u>Job Competencies</u>	<u>Median Semester Hours</u>	<u>Under-graduate Hours</u>	<u>Graduate Hours Toward Master's Degree</u>	<u>Graduate Hours Beyond Master's Degree</u>
64. Competency in maintaining flexibility - in being able to shift from one task to another as necessity dictates.	1	0	1	0
65. Competency in dealing with complaints.	1	0	1	0
66. Competency in dealing with criticism.	1	0	1	0
67. Competency in coping with special interest and pressure groups.	1	0	0	1
68. Competency in recognizing and coping with power structures in the school system.	1	0	0	1
69. Competency in treating confidential information in a confidential manner.	1	1	0	0
70. Competency in organizing and preparing written material.	2	1	1	0
71. Competency in making oral presentations.	2	1	1	0
72. Competency in using graphic and audio-visual techniques.	1	1	0	0
73. Competency in maintaining active membership in professional organizations related to the position of the school business administrator.	<u>1/2</u>	<u>0</u>	<u>1/2</u>	<u>0</u>
Totals	30	7	10-1/2	12-1/2
TOTALS FOR ALL 73 JOB COMPETENCIES LISTED IN 16 MAJOR AREAS	98	27-1/2	33	37-1/2

Appropriate Degree

The second determination made by this study dealt with the appropriate degree the public school business administrator should hold. On this issue the superintendents' group and the school business administrators' group agreed that a preparatory program for school business administrators should require a master's degree as a minimum level of academic preparation. Twenty-nine of the 49 superintendents and 31 of the 53 school business administrators responding to this part of the questionnaire selected the master's degree. The over-all response to this and the previous part of the questionnaire would indicate to the researcher that serious consideration should be given to additional graduate study beyond the master's degree for the practicing school business administrator.

Previous Work Experience Considered

to be Important

The third determination made in this study dealt with previous kinds of work experience often considered to be important in the preparation and employment of the public school business administrator. In responding to this part of the questionnaire, superintendents and school business administrators were in agreement that previous business experience outside of education, previous teaching experience, and previous school administrative experience would all be beneficial to persons contemplating employment in this position. The median amount of time allocated by these two groups was two years in each of these three areas of previous work experience.

Regarding the question of an internship under a qualified school business administrator, both the superintendents' group and school business administrators' group agreed that the newly appointed public school business administrator should be required to serve an internship prior to his or her employment, but the two groups disagreed on the median amount of time that should be spent in such a program. The superintendents indicated that an internship of one semester would be sufficient, while the school business administrators would require an internship of one year. When these two groups were brought together in one population, the median period computed for all participants was barely one year.

State Certification

The fourth determination made in this study dealt with the desirability of state certification standards for the public school business administrator. Here the superintendents' group and school business administrators' group were not in agreement regarding the need for this kind of certification. Of the 49 superintendents responding to the statement, "I am in favor of a specific state certificate for the public school business administrator in Kansas," 22 answered yes and 27 answered no. Of the 51 school business administrators responding to this statement, 31 answered yes and 20 no. Thus a majority of the superintendents did not favor a specific state certificate for the school business administrator, while the school business administrators favored such a certificate by a margin of three to two. When the responses of all participants were examined together, 53 persons were in favor and 47 opposed to certification of this type. Although the

majority of all participants favored a specific certificate for the public school business administrator, the majority was not large and could not be considered a mandate.

Recommendations

The following recommendations were based on the findings and conclusions reported in this study.

1. An academic program specifically designed to prepare public school business administrators should be developed in one of the state universities or colleges in Kansas. The information contained in this study should be given consideration in developing this program.
2. Universities and colleges located outside the state of Kansas that currently provide preparation programs for public school business administrators should utilize the information found in this study to insure more meaningful programs for their students.
3. A well planned internship under a qualified school business administrator should culminate any university or college preparatory program for public school business administrators. More research is needed to determine the length and design of such a program.
4. More research is needed to determine if certification of public school business administrators should become a reality in Kansas. If such research indicated a need, then a concentrated effort should be made to develop appropriate qualifications for this certificate. Certain professional

organizations in the state (United School Administrators, Kansas Association of School Administrators, and Kansas Association of School Business Officials), the Kansas State Department of Education, and Heads of Departments of Educational Administration in Kansas universities and colleges offering certification programs should all participate in this effort.

5. School superintendents and boards of education desirous of employing a school business administrator should use this study to gain greater insight into the position, better define the position as it relates to their district, and establish criteria for the selection of this employee.
6. Prospective public school business administrators should use this study to gain greater insight into the position, determine if they wish to enter the field, and make better decisions regarding their preparation needs.

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APPENDIX A

THE MOST FREQUENTLY PERFORMED BUSINESS
ADMINISTRATIVE FUNCTIONS

THE MOST FREQUENTLY PERFORMED BUSINESS**ADMINISTRATIVE FUNCTIONS**

Frederick Hill, Ed.D.

- I. Financial Planning
 - A. Budget compilation, in coordination with educational planning
 - B. Long term fiscal planning -- operating budget
 - C. Receipt estimates
 - D. Budget control
 - E. Fiscal relationships with other government units
 - F. Use of systems analysis and PPBES

- II. Accounting
 - A. General fund
 - B. Capital reserve funds and trust funds
 - C. Construction funds
 - D. Internal accounts
 - E. Student activity funds
 - F. Voucher and payroll preparation
 - G. Inventory
 - H. Attendance accounting
 - I. Government tax and pension accounting
 - J. Special trust funds
 - K. Cost accounting
 - L. Student stores, book stores

- III. Debt Service and Capital Fund Management
 - A. Long and short term financing
 - B. Maturities and debt payments
 - C. Long range capital programs
 - D. Investments
 - E. Reporting
 - F. Bond and note register
 - G. Debt service payment procedures
 - H. Local bonding credit data -- bond prospectus
 - I. Short term debt management

- IV. Auditing
 - A. Preaudit or internal auditing procedures
 - B. Determination that prepared statements present fairly the financial position
 - C. Propriety, legality and accuracy of financial transactions
 - D. Proper recording of all financial transactions
 - E. Postaudit procedures
 - F. External audits
 - G. Reconciliation of internal and external audits

- V. Purchasing and Supply Management
 - A. Official purchasing agent
 - B. Purchase methods
 - C. Stock requisition
 - D. Standards and specifications
 - E. Purchase bids
 - F. Purchase contracts
 - G. Purchase of supplies and equipment
 - H. Storage, delivery, trucking services
 - I. Inventory control

- VI. School Plant Planning and Construction
 - A. Assists in the establishment of educational standards for sites, buildings and equipment
 - B. Plant utilization studies
 - C. Projections of facility needs
 - D. Design, construction and equipment of plant
 - E. Safety standards
 - F. Contracts management
 - G. Architect selection

- VII. Operation of Plant -- Custodial, Gardening, Engineering Services
 - A. Standards and frequency of work
 - B. Manpower allocations
 - C. Scheduling
 - D. Inspection and evaluation of service
 - E. Relationship with educational staff
 - F. Operating of related school-community facilities, such as recreation, park, museum, library programs, etc.
 - G. Community use of facilities
 - H. Protection of plant and property
 - I. Security and police forces

- VIII. Maintenance of Plant
 - A. Repair of buildings and equipment
 - B. Upkeep of grounds
 - C. Maintenance policies, standards, and frequency of maintenance
 - D. Scheduling and allocation of funds and manpower
 - E. Modernization and rehabilitation versus replacement

- IX. Real Estate Management
 - A. Site acquisition and sales
 - B. Rentals, leases
 - C. Rights-of-way and easements
 - D. Assessments and taxes
 - E. After school use of buildings
 - F. Dormitories, student unions, concessions

- X. Personnel Management
 - A. Records
 - 1. Probationary and tenure status of employees
 - 2. Sick leave and leave of absence

3. Official notices of appointment and salaries
 4. Retirement data and deductions
 5. Salary schedules and payments
 6. Individual earning records
 7. Withholding, tax and group insurance or fringe benefits
 8. Civil Service and Social Security
 9. Substitute and part-time employees
 10. Dues checkoffs
- B. Supervision of noninstructional staff
 1. Recruitment
 2. Selection
 3. Placement
 4. Training
 5. Advancement
 6. Working conditions
 7. Disciplinary action
 8. Termination of services
 - C. Relationship to instructional staff
 1. Goodwill and service concept
 2. Cooperation in procurement
 3. Cooperation in budget preparation
 4. Information on pay and retirement
 5. Personnel records and reports
- XI. Permanent Property Records and Custody of Legal Papers
- A. Security and preservation of records
 - B. Maintenance of storage files
 - C. Purging of records no longer legally required
- XII. Transportation of Pupils
- A. Policies, rules, regulations and procedures
 - B. Contract versus district owned equipment
 - C. Routing and scheduling
 - D. Inspection and maintenance
 - E. Staff supervision and training
 - F. Utilization and evaluation of services
 - G. Standards and specifications
- XIII. Food Service Operations
- A. Policies, rules, regulations and procedures
 - B. Staffing and supervision
 - C. Menus, prices and portion controls
 - D. Purchasing
 - E. Accounting, reporting and cost analysis
 - F. In-Service training
 - G. Coordination with educational program
- XIV. Insurance
- A. Insurance policies
 - B. Insurable values -- buildings and contents
 - C. Coverages to be provided
 - D. Claims and reporting
 - E. Insurance procurement procedures

- F. Insurance and claims record
 - G. Distribution of insurance to companies, agents and brokers
- XV. Cost Analysis
- A. Unit costs
 - B. Comparative costs
 - C. Cost distribution studies
- XVI. Reporting
- A. Local financial and statistical reports
 - B. State financial and statistical reports
 - C. Federal financial and statistical reports
 - D. Miscellaneous reports
 - E. Required legal advertising
- XVII. Collective Negotiations
- A. Service on management team when required
 - B. Preparation of pertinent fiscal data for management team
 - C. Development of techniques and strategies of collective negotiation
 - D. Sharing of proper information with employee units
 - E. Use of outside negotiators, agencies
 - F. Mediation, arbitration, grievances
- XVIII. Data Processing
- A. Selection of system
 - B. Programming
 - C. Utilization of systems analysis
 - D. Forms preparation
 - E. Broad use of equipment for all pertinent applications
- XIX. Board Policies and Administrative Procedures as Related to Fiscal and Noninstructional Matters
- XX. Responsibilities for Elections and Bond Referenda
- XXI. Responsibilities for School Assessment, Levy and Tax Collection Procedure as May Be Set By Law

APPENDIX B

LETTER TO ALL SUPERINTENDENTS IN KANSAS
EXPLAINING THE STUDY AND INQUIRY FORM

1565 Womer Drive
Wichita, Kansas
May 16, 1975

I am writing to ask for your cooperation in a research study dealing with the preparation needs of public school business administrators in the State of Kansas. This study, which is part of my doctoral program, is under the direction of Dr. Richard P. Jungers, Professor of Education, Oklahoma State University.

In order to proceed with this study it is necessary that all unified school districts in Kansas that employ school business administrators be identified. Once this has been accomplished, it is the intent of the study to gather data concerning preparation needs for this position from both superintendents and business personnel of the districts so identified.

For the purpose of this study, a public school business administrator is defined as that staff member, other than the superintendent of schools, who has been designated by the superintendent and/or board of education to assume major responsibility in carrying out various business functions for the school district. Unless otherwise specified by local policy, this employee reports to the board of education through the superintendent. In districts that employ several persons in the business area, the public school business administrator is identified as that staff member, other than the superintendent, who is assigned overall responsibility for the various business functions.

The enclosed form is designed to identify unified school districts in Kansas that employ school business administrators. If you would be so kind as to complete and return this form at your earliest convenience, it would be greatly appreciated. An appropriately addressed and stamped envelope is included for your convenience.

Sincerely yours,

Martin Hartley
Graduate Student

Encl.

APPENDIX C

INQUIRY FORM DESIGNED TO IDENTIFY ALL PUBLIC
SCHOOL BUSINESS ADMINISTRATORS IN KANSAS

2

A SURVEY OF THE PREPARATION NEEDS OF PUBLIC
SCHOOL BUSINESS ADMINISTRATORS

Conducted by
Martin Hartley, Graduate Student
Oklahoma State University
1565 Womer Drive
Wichita, Kansas 67203

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

Dear Superintendent:

Please indicate if a public school business administrator is employed in your school district. For the purpose of this study, a public school business administrator is defined as that staff member, other than the superintendent of schools, who has been designated by the superintendent and/or board of education to assume major responsibility in carrying out various business functions for the school district. Unless otherwise specified by local policy, this employee reports to the board of education through the superintendent. In districts that employ several persons in the business area, the public school business administrator is identified as that staff member, other than the superintendent, who is assigned over-all responsibility for the various business functions.

_____ Yes, there is such an employee in my district.

_____ No, there is no such employee in my district.

If the above answer is yes, please provide the following information regarding this employee.

Name of employee _____

Official title of employee _____

(Please return this form regardless of whether you do or do not have such an employee in your district. Thank you very much for your help in this matter.)

APPENDIX D

FOLLOW-UP LETTER TO THE INQUIRY FORM

1565 Wormer Drive
Wichita, Kansas
June 4, 1975

Approximately three weeks ago an inquiry designed to identify public school business administrators in Kansas was sent to the superintendents of all unified school districts. It is quite possible this inquiry did not reach you, therefore a second copy is enclosed for your convenience.

As pointed out in my original letter, this information is needed in order to proceed with a research study dealing with the preparation needs of public school business administrators in Kansas. Once the unified school districts that employ school business administrators have been identified, it is the intent of the study to gather data regarding preparation needs for this position from both the superintendents and business personnel of the districts so identified. This study is part of my doctoral program, and is under the direction of Dr. Richard P. Jungers, Professor of Education, at Oklahoma State University.

To date replies have been received from 252 of the 309 unified school districts in the state. Although this response has been quite gratifying, your assistance is urgently needed in order to assure greater accuracy in completing the initial phase of this study. Regardless of whether you do or do not employ a school business administrator in your district, would you take a few moments from your busy schedule to complete the enclosed form. A return envelope, appropriately addressed and stamped, is included for your convenience.

Thank you very much for your cooperation in this study.

Sincerely yours,

Martin Hartley
Graduate Student

Encl.

APPENDIX E

SECOND FOLLOW-UP LETTER TO THE INQUIRY FORM

1565 Womer Drive
Wichita, Kansas
August 15, 1975

At the close of the 1974-75 school year an inquiry designed to identify public school business administrators in Kansas was sent to the superintendents of all unified school districts. To date my records indicate your reply has not been received. Perhaps you were extremely busy at the close of the school year, were on vacation, or the inquiry did not reach you.

This information is urgently needed in order to proceed with a research study dealing with the preparation needs of public school business administrators. Once the unified school districts that employ school business administrators have been identified, it is the intent of the study to gather data regarding preparation needs for this position from both the superintendents and school business administrators of the districts so identified. This study, which is part of my doctoral program, and is under the direction of Dr. Richard P. Jungers, Professor of Education, Oklahoma State University, should prove extremely beneficial to university departments of educational administration and persons desirous of becoming public school business administrators.

Regardless of whether you do or do not employ a school business administrator in your district, would you take a few moments from your busy schedule to complete the enclosed form. A return envelope, appropriately addressed and stamped, is included for your convenience.

Thank you very much for your assistance in this study.

Sincerely yours,

Martin Hartley
Doctoral Candidate

Encl.

APPENDIX F

UNIFIED SCHOOL DISTRICTS IN KANSAS
RETURNING THE INQUIRY FORM

UNIFIED SCHOOL DISTRICTS IN KANSAS

RETURNING THE INQUIRY FORM

<u>U.S.D.</u> <u>Number</u>	<u>Location</u>	<u>U.S.D.</u> <u>Number</u>	<u>Location</u>
101	Erie	243	Waverly
102	Cimarron	244	Burlington
200	Tribune	245	LeRoy
202	Kansas City - Turner	246	Arma
203	Kansas City - Piper	247	Cherokee
204	Bonner Springs	248	Girard
205	Leon	249	Frontenac
206	Whitewater	250	Pittsburg
207	Ft. Leavenworth	251	Admire
208	WaKeeney	252	Hartford
209	Moscow	253	Emporia
210	Hugoton	254	Medicine Lodge
211	Norton	255	Kiowa
212	Almena	256	Moran
213	Lenora	257	Iola
214	Ulysses	258	Humboldt
215	Lakin	259	Wichita
216	Deerfield	260	Derby
217	Rolla	261	Haysville
218	Elkhart	262	Valley Center
219	Minneola	263	Mulvane
220	Ashland	264	Clearwater
221	Mahaska	265	Goddard
222	Washington	266	Maize
223	Barnes	267	Andale
224	Clifton	268	Cheney
225	Fowler	269	Palco
226	Meade	270	Plainville
227	Jetmore	271	Stockton
228	Hanston	272	Cawker City
229	Stanley	273	Beloit
230	Spring Hill	274	Oakley
231	Gardner	275	Winona
232	DeSoto	276	Esbon
233	Olathe	277	Burr Oak
234	Fort Scott	278	Mankato
235	Uniontown	279	Jewell
236	Lebanon	280	Morland
237	Smith Center	281	Hill City
238	Kensington	282	Howard
239	Minneapolis	283	Longton
240	Bennington	284	Cottonwood Falls
241	Sharon Springs	285	Cedar Vale
242	Weskan	286	Sedan

<u>U.S.D.</u> <u>Number</u>	<u>Location</u>	<u>U.S.D.</u> <u>Number</u>	<u>Location</u>
287	Pomona	337	Mayetta
288	Richmond	338	Valley Falls
289	Wellsville	339	Winchester
290	Ottawa	340	Meriden
291	Grinnell	341	Oskaloosa
292	Grainfield	342	McLouth
293	Quinter	343	Perry
294	Oberlin	344	Pleasanton
295	Jennings	345	Topeka - Seaman
296	Bird City	346	Mound City
297	St. Francis	347	Kinsley
298	Lincoln	348	Baldwin City
299	Sylvan Grove	349	Stafford
300	Coldwater	350	St. John
301	Utica	351	Macksville
302	Ransom	352	Goodland
303	Ness City	353	Wellington
304	Bazine	354	Claflin
305	Salina	355	Ellinwood
306	Mentor	356	Conway Springs
307	Brookville	357	Belle Plaine
308	Hutchinson	358	Oxford
309	Nickerson	359	Argonia
310	Fairfield	360	Caldwell
311	Pretty Prairie	361	Anthony
312	Haven	362	LaCygne
313	Buhler	363	Holcomb
314	Brewster	364	Marysville
315	Colby	365	Garnett
316	Rexford	368	Paola
317	Herndon	369	Burrton
318	Atwood	371	Montezuma
319	McDonald	372	Silver Lake
320	Wamego	373	Newton
321	St. Marys	374	Sublette
322	Onaga	375	Towanda
323	Westmorland	376	Sterling
324	Kirwin	377	Effingham
325	Phillipsburg	378	Riley
326	Logan	379	Clay Center
327	Ellsworth	380	Vermillion
328	Lorraine	381	Spearville
329	Alma	382	Pratt
330	Eskridge	383	Manhattan
331	Kingman	384	Randolph
332	Cunningham	385	Andover
333	Concordia	386	Madison
334	Glasco	387	Altoona
335	Circleville	388	Ellis
336	Holton	389	Eureka

<u>U.S.D.</u> <u>Number</u>	<u>Location</u>	<u>U.S.D.</u> <u>Number</u>	<u>Location</u>
390	Hamilton	441	Sabetha
392	Osborne	442	Seneca
393	Solomon	443	Dodge City
394	Rose Hill	444	Little River
395	LaCrosse	445	Coffeyville
396	Douglas	446	Independence
397	Lost Springs	447	Cherryvale
398	Peabody	448	Inman
399	Natoma	449	Easton
400	Lindsborg	450	Tecumseh
401	Chase	451	Baileyville
402	Augusta	452	Johnson
403	Albert	453	Leavenworth
404	Riverton	454	Burlingame
405	Lyons	455	Cuba
406	Wathena	456	Melvern
407	Russell	457	Garden City
408	Marion	458	Basehor
409	Atchinson	459	Bucklin
410	Hillsboro	460	Heston
411	Goessel	461	Neodesha
412	Hoxie	462	Burden
413	Chanute	463	Udall
415	Hiawatha	464	Tonganoxie
416	Louisburg	465	Winfield
417	Council Grove	467	Leoti
418	McPherson	468	Healy
419	Canton	469	Lansing
420	Osage City	470	Arkansas City
421	Lyndon	471	Dexter
422	Greensburg	473	Chapman
423	Moundridge	474	Haviland
424	Mullinsville	475	Junction City
425	Highland	476	Copeland
426	Scandia	477	Ingalls
427	Belleville	478	Kendall
428	Great Bend	479	Kincaid
429	Troy	480	Liberal
430	Horton	481	Hope
431	Holsington	482	Dighton
432	Victoria	483	Kismet
433	Denton	484	Fredonia
434	Overbrook	486	Elwood
435	Abilene	487	Herrington
436	Caney	488	Axtell
437	Topeka - Washburn	489	Hays
438	Pratt - Skyline	490	Eldorado
439	Sedgwick	491	Eudora
440	Halstead	493	Columbus

<u>U.S.D. Number</u>	<u>Location</u>
494	Syracuse
495	Larned
496	Rozel
497	Lawrence
498	Waterville
499	Galena
500	Kansas City
501	Topeka
502	Lewis
503	Parsons
504	Oswego
505	Chetopa
506	Altamont
507	Satanta
508	Baxter Springs
509	South Haven
510	Powhattan
511	Attica
512	Shawnee Mission

Unified School Districts in Kansas
Not Returning the Inquiry Form

366	Yates Center
367	Osawatomie
466	Scott City
492	Rosalia

APPENDIX G

UNIFIED SCHOOL DISTRICTS IN KANSAS THAT EMPLOY
SCHOOL BUSINESS ADMINISTRATORS

UNIFIED SCHOOL DISTRICTS IN KANSAS THAT EMPLOY
SCHOOL BUSINESS ADMINISTRATORS

<u>U.S.D. Number</u>	<u>Location</u>	<u>U.S.D. Number</u>	<u>Location</u>
101	Erie	377	Effingham
202	Kansas City - Turner	383	Manhattan
205	Leon	402	Augusta
207	Ft. Leavenworth	407	Russell
214	Ulysses	409	Atchison
233	Olathe	413	Chanute
234	Fort Scott	419	Canton
248	Girard	427	Belleville
250	Pittsburg	428	Great Bend
253	Emporia	437	Topeka - Washburn
259	Wichita	439	Sedgwick
260	Derby	441	Sabetha
261	Haysville	443	Dodge City
265	Goddard	445	Coffeyville
267	Andale	453	Leavenworth
272	Cawker City	457	Garden City
305	Salina	465	Winfield
306	Mentor	470	Arkansas City
308	Hutchinson	475	Junction City
309	Nickerson	480	Liberal
313	Buhler	489	Hays
327	Ellsworth	490	ElDorado
345	Topeka - Seaman	495	Larned
352	Goodland	497	Lawrence
355	Ellinwood	500	Kansas City
368	Paola	501	Topeka
371	Montezuma	503	Parsons
373	Newton	512	Shawnee Mission

APPENDIX H

COVER LETTER EXPLAINING THE QUESTIONNAIRE

1565 Womer Drive
Wichita, Kansas
October 10, 1975

I am writing to ask for your cooperation in a research study dealing with the preparation needs of public school business administrators. This study is part of my doctoral program and is under the direction of Dr. Richard P. Jungers, Professor of Education, at Oklahoma State University.

Just prior to the close of the 1974-75 budget year, each school superintendent in the state received an inquiry from me designed to identify the unified school districts in Kansas that employ school business administrators. The enclosed questionnaire is being sent only to superintendents and school business administrators of unified school districts so identified. One of the assumptions of this study is that superintendents of unified school districts that employ school business administrators and school business administrators employed in those districts are better qualified to give valid responses to items on this questionnaire than are other school related personnel.

Data gathered from this study should prove extremely beneficial to persons desirous of becoming public school business administrators, to practicing school administrators, and to university departments of educational administration. If you would take a few minutes from your busy schedule to complete this questionnaire it would be greatly appreciated. A return envelope, appropriately addressed and stamped, is included for your convenience.

I do want to thank you for your interest and cooperation in this research study.

Sincerely yours,

Martin Hartley
Doctoral Candidate

Encl.

APPENDIX I

QUESTIONNAIRE

For the purpose of this study, a public school business administrator is defined as that staff member, other than the superintendent of schools, who has been designated by the superintendent and/or board of education to assume major responsibility in carrying out various business functions for the school district. Unless otherwise specified by local policy, this employee reports to the board of education through the superintendent. In districts that employ several persons in the business area, the public school business administrator is identified as that staff member, other than the superintendent, who is assigned overall responsibility for the various business functions.

A SURVEY OF THE PREPARATION NEEDS OF PUBLIC
SCHOOL BUSINESS ADMINISTRATORS

Conducted by
Martin Hartley, Doctoral Candidate
Oklahoma State University
1565 Womer Drive
Wichita, Kansas 67203

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

Your cooperation is requested in promptly responding to 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.

Instructions are given at the beginning of each part of this questionnaire. Please answer each question by giving your personal opinion of what you believe would be best for the preparation of public school business administrators.

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

Part I. Personal Data

- A. Your name _____
- B. Official title _____
- C. Unified school district number _____
- D. Address of school district _____

Part II. Academic Preparation

Seventy-three job competencies related to the position of the chief school business administrator are listed in Part II of this questionnaire. Many of these job competencies should be given consideration in designing an academic program for persons contemplating employment in this position. Please indicate the degree of consideration you believe each of these job competencies should receive in developing course content for such a program.

There are seven degrees of consideration that you will use in making your determinations. Each degree of consideration is listed below, first in qualitative terms, followed by a more precise quantitative description. These descriptions in an abbreviated form will appear periodically throughout Part II for your convenience.

A. No Consideration

The job competency listed should not be considered in developing course content for an academic program.

B. Minimal Consideration

The job competency listed should be dealt with, but should be responsible for no more than one-sixth of one semester credit hour. This would represent one week of an eighteen week, three semester credit course.

C. Minor Consideration

The job competency listed should be responsible for approximately one-half of one semester credit hour. This would represent three weeks of an eighteen week, three semester credit course.

D. Moderate Consideration

The job competency listed should be responsible for approximately one semester credit hour. This would represent six weeks of an eighteen week, three semester credit course. It could lend itself to a concentrated workshop providing one semester hour of credit.

E. Medium Consideration

The job competency listed should be responsible for approximately two semester credit hours. This would represent twelve weeks of an eighteen week, three semester credit course. It could lend itself to a concentrated workshop providing two semester hours of credit.

F. Major Consideration

The job competency listed should be responsible for approximately three semester credit hours. This would represent eighteen weeks and completion of a standard three semester credit course.

G. Extended Consideration

The job competency listed should be responsible for more than three semester hours of credit.

The various job competencies that you will examine have been grouped under major areas of responsibility often assigned to the chief school business administrator. To facilitate your thinking regarding the importance of each job competency and the degree of consideration it should be given, you may wish to think in terms of an approximate number of semester credit hours to be given to each major area of responsibility, and then assign appropriate degrees of consideration to each competency in that group. This rationale would not be applicable to competencies grouped in the general category. You should use only one check for each job competency.

Each job competency should receive:

- A. No Consideration
- B. Minimal Consideration
Approximately 1/6 semester credit hour
- C. Minor Consideration
Approximately 1/2 semester credit hour
- D. Moderate Consideration
Approximately 1 semester credit hour
- E. Medium Consideration
Approximately 2 semester credit hours
- F. Major Consideration
Approximately 3 semester credit hours
- G. Extended Consideration
More than 3 semester credit hours

FINANCIAL PLANNING AND BUDGETING

	A	B	C	D	E	F	G
Approx. Sem. Cr. Hrs.	(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)
1. Competency in understanding matters of taxation.							
2. Competency in understanding and dealing with state school finance laws.							
3. Competency in developing the school district budget.							
4. Competency in administering the school district budget.							
5. Competency in investing surplus funds.							
6. Competency in conducting long term financial planning.							
7. Competency in understanding and employing the concepts of Planning, Programming, Budgeting, Evaluating Systems (PPBES).							
8. Competency in understanding and employing management planning systems such as Program, Evaluation, Review Technique (PERT) and Critical Path Method (CPM).							

Each job competency should receive:

- A. No Consideration**
- B. Minimal Consideration**
Approximately 1/6 semester credit hour
- C. Minor Consideration**
Approximately 1/2 semester credit hour
- D. Moderate Consideration**
Approximately 1 semester credit hour
- E. Medium Consideration**
Approximately 2 semester credit hours
- F. Major Consideration**
Approximately 3 semester credit hours
- G. Extended Consideration**
More than 3 semester credit hours

ACCOUNTING AND REPORTING

Approx. Sem. Cr. Hrs.	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
9. Competency in applying generally accepted accounting principles and procedures to business operations in the school district.							
10. Competency in supervising the payment of salaries and bills and claims.							
11. Competency in preparing financial statements and reports.							
12. Competency in administering an internal auditing system.							

PURCHASING AND SUPPLY MANAGEMENT

Approx. Sem. Cr. Hrs.	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
13. Competency in administering a purchasing program for the school district.							
14. Competency in writing specifications for supplies, equipment, and services.							
15. Competency in administering a warehousing and distribution system for supplies and equipment.							

RISK MANAGEMENT

Approx. Sem. Cr. Hrs.	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
16. Competency in administering an insurance program for the school district.							

RISK MANAGEMENT, continued

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
17. Competency in maintaining an inventory of school district facilities and equipment.							

LEGAL MATTERS

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
18. Competency in understanding and using basic legal references.							
19. Competency in implementing legal codes, regulations, and policies.							
20. Competency in preparing and executing contracts.							
21. Competency in securing and utilizing legal opinions.							

OFFICE MANAGEMENT

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
22. Competency in planning, implementing, and evaluating office procedures.							
23. Competency in designing administrative forms.							
24. Competency in maintaining prudent and legal records.							

DATA PROCESSING

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
25. Competency in understanding and utilizing data processing systems.							
26. Competency in understanding basic computer programming principles and procedures.							

TRANSPORTATION

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
27. Competency in establishing school bus routes.							
28. Competency in supervising the operation of the school bus fleet.							

Each job competency should receive:

- A. No Consideration**
- B. Minimal Consideration**
Approximately 1/6 semester credit hour
- C. Minor Consideration**
Approximately 1/2 semester credit hour
- D. Moderate Consideration**
Approximately 1 semester credit hour
- E. Medium Consideration**
Approximately 2 semester credit hours
- F. Major Consideration**
Approximately 3 semester credit hours
- G. Extended Consideration**
More than 3 semester credit hours

PLANT PLANNING AND CONSTRUCTION

	Approx. Sem. Cr. Hrs.	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
29.	Competency in conducting or coordinating a school community survey of school facility needs.							
30.	Competency in using projection techniques in ascertaining financial trends, future school enrollments, site, and building needs.							
31.	Competency in acquiring school sites.							
32.	Competency in securing and utilizing the services of architects, bond attorneys, and educational consultants in school building programs.							
33.	Competency in overseeing school construction projects in terms of approved plans.							

OPERATION AND MAINTENANCE OF PLANT

	Approx. Sem. Cr. Hrs.	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
34.	Competency in administering a building maintenance program for the school district.							
35.	Competency in understanding and utilizing basic engineering principles (electrical, mechanical, blue print reading, structural analysis, etc.)							
36.	Competency in administering a custodial program for the school district.							
37.	Competency in administering a plant security program for the school district.							

FOOD SERVICE

Approx. Sem. Cr. Hrs.

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
38. Competency in understanding basic principles of nutrition, menu planning, food preparation, calculation of food costs and pricing, staffing, and mass feeding.							
39. Competency in serving as a resource person to the food service manager in such areas as personnel management, purchasing, accounting, and reporting.							

PERSONNEL MANAGEMENT

Approx. Sem. Cr. Hrs.

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
40. Competency in using procedures and techniques involved in job analysis.							
41. Competency in writing job descriptions for classified positions.							
42. Competency in recruiting personnel for classified positions.							
43. Competency in organizing and administering a program for the orientation of new classified personnel.							
44. Competency in formulating wage and salary plans for classified personnel.							
45. Competency in organizing and administering a personnel records system for classified personnel.							
46. Competency in utilizing procedures, techniques, and scales in the evaluation of classified employee performance.							
47. Competency in resolving classified employee grievances.							

COLLECTIVE NEGOTIATIONS

Approx. Sem. Cr. Hrs.

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
48. Competency in dealing with employee organizations through the collective negotiating process.							

IN-SERVICE TRAINING

Approx. Sem. Cr. Hrs.

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
49. Competency in organizing and administering in-service training programs for classified personnel.							

Each job competency should receive:

- A. No Consideration**
- B. Minimal Consideration**
Approximately 1/6 semester credit hour
- C. Minor Consideration**
Approximately 1/2 semester credit hour
- D. Moderate Consideration**
Approximately 1 semester credit hour
- E. Medium Consideration**
Approximately 2 semester credit hours
- F. Major Consideration**
Approximately 3 semester credit hours
- G. Extended Consideration**
More than 3 semester credit hours

GRANTSMANSHIP

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
50. Competency in developing proposals for obtaining funds from private, state, and federal sources.							

GENERAL

	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
51. Competency in understanding the educational philosophy of the school system, and being supportive of that philosophy at the business administrative level.							
52. Competency in understanding curriculum trends utilized in the school system.							
53. Competency in understanding various learning theories utilized in the school system.							
54. Competency in reading and understanding research journals, studies, and reports, including the different statistical treatments used by researchers.							
55. Competency in applying organization and administration theory to the business administrative process.							
56. Competency in establishing a working relationship with the school superintendent.							
57. Competency in establishing and maintaining communications with staff members, board of education, and community groups.							
58. Competency in serving as a resource person in the various business administrative areas to teachers, administrators, and others.							

GENERAL, continued

	Approx. Sem. Cr. Hrs.	A (0)	B (1/6)	C (1/2)	D (1)	E (2)	F (3)	G (3+)
59.	Competency in working with elected state officials and others in securing needed school legislation.							
60.	Competency in making decisions.							
61.	Competency in delegating responsibility to subordinates together with commensurate authority.							
62.	Competency in using diplomacy and tact in working with people.							
63.	Competency in motivating classified personnel to develop a positive commitment to the educational objectives of the school system.							
64.	Competency in maintaining flexibility - in being able to shift from one task to another as necessity dictates.							
65.	Competency in dealing with complaints.							
66.	Competency in dealing with criticism.							
67.	Competency in coping with special interest and pressure groups.							
68.	Competency in recognizing and coping with power structures in the school system.							
69.	Competency in treating confidential information in a confidential manner.							
70.	Competency in organizing and preparing written material.							
71.	Competency in making oral presentations.							
72.	Competency in using graphic and audio-visual techniques.							
73.	Competency in maintaining active membership in professional organizations related to the position of the school business administrator.							

OTHER COMPETENCIES (please list)

		A	B	C	D	E	F	G
Approx. Sem. Cr. Hrs.		(0)	(1/6)	(1/2)	(1)	(2)	(3)	(3+)
74.	_____							

75.	_____							

76.	_____							

77.	_____							

Part III. Appropriate Degree

Several levels of formal preparation are listed below. Please check the level of preparation you believe the chief public school business administrator should have in order to be properly prepared for his or her duties. Check only one level.

- 1. No college degree _____
- 2. Bachelor's degree _____
- 3. Master's degree _____
- 4. Specialist's degree _____
- 5. Doctor's degree _____
- 6. Other (please list) _____

Part IV. Previous Work Experience

Previous work experience is often considered important in the preparation of the chief public school business administrator. Please indicate the minimum amount of previous work experience you believe the person contemplating employment in this position should have in order to be properly prepared for his or her duties. Use only one check for each kind of experience listed.

Previous Work Experience	None	One semester	One year	Two years	Three years	Four or more years
1. Business experience outside of education						
2. Teaching experience						
3. School administrative experience						
4. Internship under a qualified school business administrator						
5. Other (please list) _____						

Part V. State Certification

At the present time several states have enacted certification standards for the chief public school business administrator. This requires persons preparing for a career in school business administration to work toward those standards. Please answer the following question regarding the desirability of a specific state certificate for this employee.

Question: I am in favor of a specific state certificate for the chief public school business administrator in Kansas.

Yes _____

No _____

Upon completing this questionnaire please fold it in half, place it in the enclosed, stamped, addressed envelope, and return it at your earliest convenience. Thank you very much for your cooperation in this research study.

Comments

APPENDIX J

FOLLOW-UP LETTER TO THE QUESTIONNAIRE

1565 Womer Drive
Wichita, Kansas
November 11, 1975

On October 10, a questionnaire dealing with the preparation needs of public school business administrators was sent to your office. To date your reply has not been received. Perhaps you did not receive the questionnaire or you have been extremely busy.

This research study is part of my doctoral program, and is under the direction of Dr. Richard P. Jungers, Professor of Education, at Oklahoma State University. Questionnaires are being sent only to superintendents of unified school districts in Kansas that employ school business administrators and the school business administrators of those districts. One of the assumptions of the study is that superintendents and school business administrators of such districts are better qualified to give valid responses to items on the questionnaire than are other school related personnel.

Data gathered from this study should prove extremely beneficial to persons desirous of becoming public school business administrators, to practicing school administrators, and to university departments of educational administration. To date replies have been received from 76 participants (39 superintendents and 37 school business administrators), which represents approximately 70 percent of those eligible to participate. Although this response has been quite gratifying, your assistance is urgently needed. If you would take a few minutes from your busy schedule to complete this questionnaire it would be greatly appreciated.

I do want to thank you for your interest and cooperation in this research study. A return envelope, appropriately addressed and stamped, is included for your convenience.

Sincerely yours,

Martin Hartley
Doctoral Candidate

Encl.

VITA 2

William Martin Hartley

Candidate for the Degree of

Doctor of Education

Thesis: A SURVEY OF THE PREPARATION NEEDS OF PUBLIC SCHOOL BUSINESS ADMINISTRATORS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Wichita, Kansas, April 30, 1923, the son of Claude and Gladys Hartley. Married Faye Goodfellow on March 22, 1944. Two children: Lynne and Evan.

Education: Graduated from Wichita High School East, Wichita, Kansas, in June, 1941; received a Bachelor of Arts degree from Kansas Wesleyan University, Salina, Kansas, with a major in Business Administration in June, 1949; received a Master of Business Administration degree from the University of Denver, Denver, Colorado, with major emphasis in Business Education in August, 1951; enrolled in the doctoral program at Oklahoma State University, Stillwater, Oklahoma, in January, 1973; completed requirements for the Doctor of Education degree at Oklahoma State University, with a major in Educational Administration in December, 1976.

Professional Experience: Teacher of business subjects, Linn Rural High School, Linn, Kansas, 1949-1950; teacher of business subjects, Highland Junior College, Highland, Kansas 1951-1953; teacher of business subjects, Wichita High School West, Wichita, Kansas, 1953-1957; Head, Business Education Department, Wichita High School West, 1956-1957; Director of Materials and Services, Wichita Public Schools, 1957-1959; Director of Procurement, Wichita Public Schools, 1959-1972; Director of Material Management, Wichita Public Schools, August through December, 1972 and April through July, 1975; Acting Director of the Business Services Division, Wichita Public Schools, 1975-1976.