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I am submitting herewith a dissertation written by Lyle E. Hawkins entitled "Development of a List of Needed Competencies for Tennessee Area Vocational-Technical School Superintendents." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.

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DEVELOPMENT OF A LIST OF NEEDED COMPETENCIES
FOR TENNESSEE AREA VOCATIONAL-TECHNICAL
SCHOOL SUPERINTENDENTS

A Dissertation
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ABSTRACT

The purpose of the study was to evaluate the tasks that needed to be performed and the tasks that actually were performed by Tennessee Area Vocational-Technical School System (AVTSS) superintendents using a nationally verified list of task statements, and to consider the rating of such tasks in the formulation of a list of needed competencies for AVTSS superintendents in Tennessee. The population from which participants were drawn consisted of 9,093 superintendents, assistant superintendents, teachers, and students of the statewide AVTSS. A stratified sampling procedure by school units consisting of the superintendent, one assistant superintendent, five classroom teachers, and five students selected from each school was used to provide the desired opinions and profile information.

A survey instrument of 164 task statements taken from the validated list of task statements used in the study by Robert E. Norton and others at Ohio State University was used to solicit data. Superintendents and assistant superintendents returned their answers by mail to prevent interference with daily routines and administrative duties but data from teachers and students were collected personally by the researcher in a workshop-type meeting at the individual schools. Data gathered for the study were grouped and analyzed through the use of the Statistical Package for the Social Sciences computer program at The University of Tennessee Computer Center, Knoxville. One-way analysis of variance

was performed to determine significant relationships between responding groups and task categories rated on a four-point Likert-type scale.

A modified two-way analysis of variance was then performed, using the Least-Significant Difference and the Modified-Least-Squared tests to produce the F statistic for significant differences at the .05 level.

A Breakdown analysis provided a profile of participants in the study and reflected that the average administrator was a college graduate who had been an administrator for over five years, the average teacher was less than a college graduate who had been teaching for over five years, and the average student was a high school graduate who was between twenty and twenty-nine years of age.

All task statements were considered to be verified as important if they received a median score of 3.0 or higher. The respondents indicated that there were forty-four competencies needed by AVTSS superintendents in performing their administrative role, there were forty-eight competencies needed by AVTSS superintendents in performing their teacher support role, and there were twenty-eight competencies needed by AVTSS superintendents in performing their student support role.

It was concluded that administrators and teachers had a clear understanding of tasks considered important but students did not have a clear understanding of tasks considered important regarding the job of their local superintendent.

Administrators and teachers were in agreement in the evaluation of tasks needed by the local superintendent. Students were in disagreement with administrators regarding tasks needed but were in agreement with teachers regarding tasks performed.

Recommendations included superintendents assigning some tasks to assistants, directing the identification of entry-level requirements for jobs, the making available to teachers the rules and policies established by the State in approving the selection of instructional equipment, the establishing of course offerings based on job requirements, the planning of teachers visiting employers, and the arranging of visits by employers. The latter would overcome the lack of community involvement in program planning and development. Further research was recommended in identifying the local community's feelings toward AVTSS superintendents.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The success of most systems in education depends upon the efforts of the local leaders who organize, plan, and conduct the programs within the school district. If the system is a statewide school system, both local and state governments have a great deal to do with the overall success of the plans, organization, and management. However, the local administrator is the crucial leader within the school when it is in operation.

One statewide school system in operation at the time of this study was the Area Vocational-Technical School System (AVTSS) of Tennessee. This system was started in 1963 when the Tennessee General Assembly voted to fund a number of postsecondary vocational and technical schools. The ultimate goal of this system was "to locate a postsecondary area vocational-technical school within reasonable commuting distance of all citizens of the state . . ." (Tennessee Annual Descriptive Report of Vocational-Technical Education—1973-74, 1974, p. 9).

There were twenty-nine schools in the system in 1979 when this investigation was made. All but two of these schools were operated directly by the State Board of Education. If additional schools should be built to provide for vocational training needs within the State, it was evident that the new superintendents would find little information

about the management of existing schools. Future superintendents also would not be helped by superintendents who had had somewhat different priorities in previous planning and who had had little opportunity to upgrade management skills. The evolving needs generated by growth in the vocational-technical school system indicated that changes would be likely in future philosophies and new priorities in the State system. In order to identify and stay abreast of the newest philosophies, priorities, and goals developed by later Tennessee General Assemblies, both the incumbent and the future superintendents of the AVTSS would need help in the development of a list of needed competencies in order to direct and supervise the programs conducted within their assigned schools.

The Problem

The State Plans of Tennessee over a period of years established general boundaries for the qualifications and duties of AVTSS superintendents. The statements developed for local policies, however, had been so general that superintendents benefited very little from them in directing and administering programs. Further, there were no organized data available describing the existing or needed tasks that these superintendents needed to perform competently in order to adequately discharge the responsibilities of their jobs.

The purpose of the study was to evaluate the tasks that needed to be performed and the tasks that actually were performed by Tennessee Area Vocational-Technical School System (AVTSS) superintendents using

a nationally verified list of task statements, and to consider the rating of such tasks in the formulation of a list of needed competencies for AVTSS superintendents in Tennessee.

In order to determine what tasks were needed and what tasks were being performed by Tennessee AVTSS superintendents, it was necessary to seek answers to the following questions:

1. What tasks do AVTSS superintendents, assistant superintendents, teachers, and students consider to be important in the job of the local school superintendent?
2. Do AVTSS superintendents, assistant superintendents, teachers, and students agree or disagree in their evaluation of the tasks needed by the local school superintendent.
3. Do AVTSS superintendents, assistant superintendents, teachers, and students agree or disagree in their evaluation of the tasks performed by the local school superintendent?
4. What are the competencies needed by the local superintendent selected from the opinions of the AVTSS superintendents, assistant superintendents, teachers, and students?

Importance of the Study

The implementation of any school program needs leadership that can and is willing to improve. Local schools, distant from their state office, need administrators who understand and can perform their responsibilities without close supervision. Tennessee AVTSS

superintendents, removed from the State office in Nashville must know what is expected of them. Knowledge about the existing practices and behaviors of AVTSS superintendents should be important to a local school administrator and to the State.

During the first five-year period of operation, the Tennessee AVTSS superintendents were so preoccupied with learning job procedures, making industrial and manpower surveys, recruiting their staffs, and recommending teachers that they had no time to reflect upon management skills or upgrade themselves in educational areas. Therefore, the superintendents could not evaluate or correctly supervise school programs. Consequently, office personnel developed their own practices and techniques of dealing with teachers and students.

During the second five-year period of operation, the Tennessee AVTSS superintendents were asked to involve themselves in increasing the role of vocational counseling and improving organizational staffing patterns. These new requests were outlined in the "Unmet Needs" part of the 1972 Tennessee Annual Descriptive Report of Vocational-Technical Education:

Passage of the Vocational Education Amendments of 1968 required many changes in Tennessee's program for vocational-technical education. Involved were changes in organizational staffing patterns and responsibilities as well as in operational procedures in the financial structure at both the State and local level. . . . (p. 3)

Not being at their schools during the day, not working with the teachers, and not knowing what was expected by the new provisions of the Vocational Education Amendments of 1968, the AVTSS superintendents

were less cooperative with the State staff and acted as if they were unhappy with the operation of the system. Again, from the "Unmet Needs" part of the Tennessee Annual Descriptive Report:

. . . Implementation of provisions of the Vocational Education Amendments of 1968 was carried out under the most difficult conditions ever experienced in the history of the program in Tennessee. What promised to be a smooth transition from an on-going successful program proved to be frustrating to local educational agencies and personnel of the system. . . . (p. 3)

At the time of this study, seventeen years after the AVTSS started, there was fragmentary information describing the competencies of the superintendents in the Tennessee system.

Scope of the Study

The people surveyed in the study were from daytime, adult, full-time programs in the public postsecondary area vocational-technical schools in Tennessee. Steps were taken to keep to a minimum the number of people from secondary programs that were found to be operating in some schools. All AVTSS superintendents and one assistant superintendent from each school were asked to participate in the study. If there was no assistant superintendent, the head counselor was asked to reply to the survey instrument as acting assistant superintendent. Five randomly selected teachers and five randomly selected students were asked to meet with the researcher and participate in the study.

Definitions of Terms

The following terms are used throughout the study and are interpreted to have the meanings as defined:

Area Vocational-Technical School System (AVTSS). The statewide school system of postsecondary vocational and technical schools operated by the State Board of Education in Tennessee.

Chief of Area Vocational-Technical Schools. The State office person who oversees all area vocational-technical school programs in Tennessee.

Area Vocational-Technical Schools. Those institutions in Tennessee that offer skilled and technical programs to students, seventeen years of age or older, out of school for one year or high school graduates, who desire to profit from craft-type training. No tuition is charged. Students must be able to buy textbooks and attend classes as scheduled. Special upgrading and supplementary training is available for those already employed. The terms "state area schools" or "area schools" and "State vocational schools" are used interchangeably by many people in Tennessee, but only the term Area Vocational-Technical Schools (AVTS) was used in this study.

Superintendent. The person employed by the State Board of Education to be responsible for the overall coordination and administration of programs at an individual Area Vocational-Technical School in Tennessee.

Job. The duties, responsibilities, and tasks performed by an individual for pay.

Role. The perceived duties, responsibilities, and tasks performed by an individual doing a job.

Task. A discrete and meaningful work activity which has a definite beginning and ending time.

Task Statement. A written description of an observable performance which describes what a person will do as he/she performs in the job.

Competency. The experience and ability needed to perform a task at some standard or acceptable level.

Needed competencies. In the literature, the terms "tasks" and "competencies" are used synonymously. To avoid confusion in this research, except in the chapter on related literature, the term "task" is used when referring to the tasks needed to be performed by AVTSS superintendents in Tennessee and the tasks that were actually performed. After analyzing the survey instrument responses to select the important tasks (those receiving a median score of 3.0 or higher), a list of tasks was developed in which Tennessee superintendents needed to be competent, or perform competently. These items are referred to as "needed competencies."

Administration Task Inventory Package. The survey instrument developed by the researcher which contains general information, instructions, profile data, the Norton-Ohio State verified list of task statements, consent form, and the profile and tasks scoring answer sheet.

Norton-Ohio State Instrument. The list of task statements and the categories developed by Robert E. Norton and others at Ohio State University, published in 1977, and used by permission.

Subgroups. The sample selected from the total population for the study was divided into four subgroups: (1) all twenty-nine superintendents, (2) twenty-nine assistant superintendents, (3) 145 teachers, and (4) 145 students.

School unit. The subgroups were divided into twelve people from each school: the AVTSS superintendent, one assistant superintendent, five teachers, and five students.

Assumptions

The following assumptions were basic in forming the direction of the study:

1. Superintendents, assistant superintendents, teachers, and students in the AVTSS in Tennessee could evaluate and consider what was needed by the superintendent to perform his job.
2. Superintendents, assistant superintendents, teachers, and students in the AVTSS in Tennessee were qualified to evaluate and consider what was being performed by the superintendent at the local school level.
3. The Norton-Ohio State list of tasks, being nationally identified and verified, was as representative of postsecondary education administrative tasks in Tennessee as it was for other states of the nation.

Limitations

The research design was limited to the opinions and judgments of persons in the Tennessee Area Vocational-Technical Schools.. Therefore, the value of the results was dependent upon the objectivity of personnel within these schools and their knowledge about the job done by the local school superintendents.

The study results were further limited by the construction of the survey instrument and the extent to which the respondents understood the task statements.

Organization of the Study

The major portion of the study is reported in five chapters. Other materials are included in the form of a list of references and a set of appendices.

Chapter I, "Statement of the Problem," contains an introduction, the purpose of the study, a statement and analysis of the problem, the importance of the study, a list of defined terms, assumptions, limitations, and the organization of the study.

Chapter II, "Related Literature," contains an introduction, pertinent research, description of the superintendent's job, preleadership requirements, identifies competencies and tasks, summarizes the research, and provides details of the Norton-Ohio State list of tasks.

Chapter III, "Methodology of the Study," contains the major procedures involved in the study, the identification of the population, the selection of the sample used, the construction of the survey instrument, the procedures used in the data collection, the data reduction for statistical analysis, and the statistical procedures.

Chapter IV, "Presentation and Analysis of Data," contains profile data of the sample used in the study, data by school units, summary data by the system, rankings of the tasks, and data analysis.

Chapter V, "Summary," contains a summary of the findings, a list of needed competencies determined from the results of the study, and the conclusions and recommendations.

CHAPTER II

RELATED LITERATURE

Introduction

Most studies of related literature used in the study are presented as a synopsis of opinions concerning the identification of competencies of vocational education administrators. It was the main purpose of this chapter to discuss the general, but related, literature and then define it by narrowing the inquiry to a distinct meaningful effort of interpreting administrative tasks. It also must be understood that in most studies terms like role, responsibility, duty, and function when related to the job of a school administrator were considered to be practically synonymous with competency. Therefore, when reviewing the literature, one must be careful to understand the writer's meaning. One must also take into consideration the reasoning that a competency is to be measurable by the performance of a task and not by how the institution and its personnel force the leadership to act. Consequently, in this study, terms like role, duty, and function were not considered unless the writer identified his/her meaning to be measureable by the performance of a task.

Getzels, Lipham, and Campbell (1968) discussed in their book the same reasoning:

No role is ever so closely defined that it requires only one kind of personality for satisfactory performance; selection procedures assure a better than chance matching of role and personality. (p. 112)

They also reported that:

The expectations held for the educational administrator's role are usually expressed in terms of an inventory of tasks, responsibilities, duties, and rights, such as enforcing the rules and regulations promulgated by the board of education, preparing the school budget, supervising the teaching personnel, (p. 190)

Reflecting on the problem of measuring the competencies of the local vocational school administrator, it became obvious that to know the needed and/or performed tasks of the local vocational school superintendent was of primary importance if the school or its system desired to better the administrative function.

Pertinent Research

An Area Vocational-Technical School was planned to function as a small segment of the overall system of schools in Tennessee. It was because an Area Vocational-Technical School was in both the local and state educational framework that the school superintendent had a major responsibility to understand and utilize his leadership in a number of ways. It was for this reason also that the major emphasis of this study was centered on competencies of the superintendents in the AVTSS.

Knowing the job and its requirements should give a better understanding of how to measure the tasks in the job. Therefore, a review of the AVTSS superintendent's job follows.

Description of the Superintendent's Job

The Tennessee State Department of Personnel (1979) gave the following general duties for the job, "Superintendent of a Area Vocational-Technical School":

The State Area Vocational-Technical School Superintendent shall direct and supervise all programs conducted within the school to which he is assigned. The Superintendent is responsible for making surveys of community occupational training needs, and maintaining a close working relationship with business and industry throughout the area served by the school. The Superintendent is responsible for having programs of instruction which are suited to the needs of that area and for keeping up to date on employment opportunities and manpower requirements. The Superintendent is responsible to the Chief of Area Vocational-Technical Schools for the proper operation, management and progress required of the school and serves as director of instructions. (p. ME-19)

The job description and other qualifications for Area Vocational-Technical School superintendents were also outlined by the Department of Personnel (1979):

Minimum Qualifications

They shall have a minimum of a Master's Degree from an accredited college or university with emphasis in Vocational Education. They shall also have a minimum of three (3) years work experience in an industrial or business establishment, to have an understanding of training needs, hiring requirements and employer-employee relations and three (3) years of successful teaching experience as a teacher of an approved vocational educational program or as a teacher or administrator in a business or industrial plant training program or technical training program of the Armed Forces or three (3) years administrative experience in the operation of vocational training programs. A B.S. Degree and five (5) years administrative work experience may be substituted in lieu of the Master's Degree.

Knowledge and Abilities

Thorough knowledge of the modern principles, techniques, and methods of educational administration, of the modern principles and methods of supervising the work of others; considerable knowledge of the development and utilization of educational materials relative to a specific program, of the methods of organizing, evaluating, and presenting educational data, of the aims and objectives of the State's educational program, of the fundamentals of report and speech writing, of the laws, rules and regulations under which the assigned program operates; as evidenced by a rating of education and experience.

Ability to deal tactfully with the public and co-workers, to exercise good judgment in evaluating situations and making decisions, to express ideas clearly, concisely, and convincingly, and to plan and direct the work of others; as evidenced by an interview with the appointing authority. (p. 19)

Gleazer (1972, Chapter II) indicated that people wanted the postsecondary schools to look and act like colleges. This was most likely because most parents wanted their children to go to college and looked on the postsecondary schools as inferior. Gleazer felt that this perception could be overcome if the superintendent's job could be upgraded. He felt that the postsecondary schools should be headed by an administrator accredited in many fields, and that they could appear more like a college if the top administrator could be patterned in some way like a college administrator or dean.

At the time of this study, a two-year community college administrator or dean was required to have a doctoral degree but was not required to have work experience or teaching experience. Thus the distinction between an Area Vocational-Technical School superintendent and a two-year community college dean of instruction was comparatively noticeable. This can be seen by a close examination of the job

description included above, which indicated that the job was for a degreed manager and not for a dean. Gleazer's conclusions in 1972 seemed to be still true.

In the years before 1972, Gleazer indicated that postsecondary training schools had to pattern themselves after junior colleges which patterned themselves after four-year institutions to obtain community and financial support. Gleazer stated, however, that some postsecondary vocational schools had reached a point where they could be self-determining and innovative. It might be that AVTSS superintendents could be encouraged to use tact with the public and ask for monies for new programs.

While little evidence regarding the self-determining and innovative principle was observed in the AVTSS, the Chief of Area Vocational-Technical Schools did speak about there being a need for innovative leadership in the years to come (Daniels, 1979). The true nature, purpose, and value of the comments made by the top leader in the AVTSS had not had time to move the superintendents forward, but these comments did give support to the study to see if what was expected of the superintendents was being done and to what degree it was necessary.

At the same time the above comments were being made, the literature was being searched for competency-based curricular materials useful in training local school superintendents. Although this search proved almost futile, a few studies were found.

Preleadership Requirements

Meyer, Crawford, and Klaurens (1975) described the value of experience within an occupation:

An administrator-coordinator must have sufficient competency in an occupation(s) in which he leads to command the respect of practitioners in his directive. In order to keep up-to-date on the technology of his field and to maintain his occupational status, he should participate in selected professional activities of some field. One's professional behavior in his occupational field(s) usually sets an example for his followers. It also enables him to become aware of the need for leadership adjustments and helps him improve his competence in vocational methodologies. (p. 54)

Gillie (1973) noted the variations among states in certification requirements for vocational administrators:

The accumulation of a predetermined number of years of work experience or attainment of a certain degree does not insure competency in the leadership of an occupational or vocational school or in its administration. Yet these elements (academic background and work experience) have become the heart of certification, probably because of the ease with which they can be identified and catalogued. (p. 180)

Jones (1973) studied the experiences of vocational administrators in all fifty states and in a few territories of the United States. He found that thirty-nine states and territories required some work experience for vocational administrators to be certified. However, there appeared to be little consistency in amount or type of experience that was cited by the majority of the school systems responding to his questionnaire.

Both Dethy (1974) regarding the certification of administrators and Andreyha and Blank (1976) concerning assessment of criteria for

administrators and supervisors of vocational education indicated that the perception of the role of a vocational leader could or should not be mandated by a college degree. Blank (1976) mentioned that the lack of academic credentials by some vocational administrators had not lowered the image of occupational education.

Since certification requirements and occupational experiences focused very little on the quality of leadership found for the years 1965 to 1979, it became obvious that the focus of this study should be on evaluation and not verification of tasks needed to be performed by ATVSS superintendents. Therefore, the review of literature became a retrospective search for awareness in the area of competencies identified as helpful to local vocational administrators in a wide number of school sites.

Identifying Competencies

Many studies and readings of widely varying quality that were in some way concerned with the competency of the local director, leader, or administrator of vocational education were found for the last fifteen years prior to this research. Most of these studies were conducted in the 1970's, most were statewide in nature, and several were concerned directly with the identification and verification of competencies for local vocational education administrators; however, a carefully scrutinized study conducted by Norton and others in 1976 reflected upon the fact that a major problem could be found in any study that tried to assess the role of a person, like an administrator, in a job. Norton viewed the role of a school administrators as a

larger, more arbitrarily established, segment of the person in the job. Norton viewed a competency as a segment of the person's skill or ability to work or do his job tasks. Using Norton's view it could be seen that a task assessment, in the form of task statements, best served the objective of this study.

Identifying Tasks

For the most part, task statements found in the various studies had little uniformity in meaning. For example, some studies referred to herein used duties and functions, while others used critical behaviors, and still others used understandings and ability statements. The number of competency or task statements also identified in the studies ranged from less than fifty to more than 250 in the individual cases. When it is understood that most of the studies were doctoral dissertations, not connected in any way, and not basically self-contained, then one can view them and find some of the material helpful.

Norton and others (1977) administered an instrument containing 199 tasks grouped in nine categories. Inventory results of their study refined the 199 tasks to 166 tasks. With 92.3 percent of the tasks verified, Norton was able to inventory the importance of tasks and the degree of training needed to perform the tasks. In his study 130 administrators in vocational education agreed on the final list of tasks to determine competencies needed.

Stanger (1967) developed an instrument containing seventy-three duties and functions for the purpose of determining the responsibilities of directors in California vocational education centers. All five

groups surveyed in his study strongly agreed on the duties and functions. Stanger reduced his list of duties and functions to sixty-five observable tasks.

Meyer (1970) sent to 450 vocational education administrators in thirty-three states a 116-statement questionnaire. The statements were understandings and abilities he had found to be needed by vocational education administrators. Meyer refined his list of common competencies and tasks to ninety-eight written tasks needed by administrators. Most of these tasks were needed by supervisory personnel also.

Ward (1970) developed a questionnaire containing fifty statements and a Likert-type scoring scale to 134 vocational educators in Oregon. His investigation identified forty of the fifty statements as competencies essential for the effective performance of vocational duties by school administrators.

Briggs (1971) indicated that there was general agreement among vocational administrators in public junior colleges, area vocational schools, and city school systems on forty competency items sent to selected school personnel from state educational directories. The classified management directories were not identified, but the common and basic competencies that he found were listed and compared.

Baltimore (1972), working in four western states, developed a ninety-eight competency questionnaire and sent it to 147 schools. The public school vocational directors and department heads rated on a scale of one to ten the needed competencies for their jobs. The findings were that within states and across states most directors and department heads agreed on all items.

Martin (1972) conducted a study to identify the common and essential educational tasks for the adequate operation of a postsecondary college. The findings indicated that ninety-four individual competencies plus four somewhat inadequately defined tasks were used in the curriculum materials laboratory after the study. Martin was able to cluster the individual competencies into five divisions for class work at Oregon State University.

Anderson and Ramp (1972) conducted a very large study at Southern Illinois University and Illinois State University to identify the competencies essential to vocational education leaders in Illinois. Together they developed a survey instrument containing 305 potential competency statements. They found that 158 of the competency statements were rated important as a basis for the development of competency-based administrator education programs. They proved the listed competencies could be broken down into eight major areas for future programs.

A questionnaire developed to analyze factors of clustering seventy or more competency items into groups was mailed to seven administrative groups by Sundstrom (1972). Six of the groups were found to agree on the clustering of forty-nine of the seventy items. Sundstrom concluded that there were some fifty or more tasks performed by all administrators of vocational education.

A survey of twenty-eight local directors of vocational education in attendance at a West Virginia meeting produced a list of 149 competencies considered essential to the performance of vocational education in that state. Coster and others (1973) refined the list a year later

and found that 190 items could be reduced to 135 tasks if defined correctly.

Holt (1973) developed a list of sixty-five functions useful to vocational leadership from the literature and a panel of specialists validated the list before it was sent to 264 superintendents, directors, and acting directors of local vocational education in the public schools in Tennessee. The study revealed that a great difference existed between the reference groups relative to the sixty-five functions in the actual role than in the ideal role.

A pilot-tested questionnaire containing eighty-four task statements based on a survey of the literature was the design to question all full-time local vocational directors and supervisors in Ohio. Williams (1973) found that the school-community relation tasks were needed by all 259 leadership personnel, curriculum and instruction tasks were useful to the supervisors and not to the directors, and administrative tasks were more useful to the directors than the supervisors.

A survey of forty-seven deans/directors and 140 department chairpersons of vocational-technical programs at thirty-eight community colleges in Kentucky, Tennessee, North Carolina, and Virginia for the purpose of identifying competencies was developed by McKenzie (1977). A five-point scale was used to indicate the method needed to best prepare an individual to perform the activity or task. Ninety-eight professional competencies were found to be needed by vocational education administrators.

A two-year study was conducted by Pope (1974) to identify common and unique competencies of secondary and postsecondary administrators

and supervisors in Texas. The first survey instrument contained 228 competency elements which were rated on a five-part scale grouped under six headings. Refining the study, Pope (1975) conducted a second study using the findings of his previous work. He used the same 228 competency elements, but he differentiated the competencies into tasks and subtasks. Under the six headings previously used Pope grouped fifty-six major tasks and 172 subtasks.

In validation of competencies for vocational education teachers, middle managers, and administrators, Reanick and Carnody (1974) showed that a part of the 194 elements in their survey was needed by all persons in the study. Only eighty-seven of the elements were needed directly by top administrators who were considered successful in performing their jobs. Reanick and Carnody refined the 194 elements into (1) duties, (2) responsibilities, and (3) roles for each of the three levels of personnel.

Lipham and Noch (1974) stated that leadership style could only be concerned with the opinions and feelings of group members when everyone was informed what was expected of them. To illustrate, Lipham and Noch obtained self-descriptions of considerate and structuring behaviors from forty leaders in vocational education. Later Noch obtained statements from subordinate staff members (average group size five for each leader). The correlation between leader and subordinate scores and between a set (leader and subordinate) and a control set (leader and subordinate) scores was given as .23 and .18, neither being significant. Lipham indicated that studies showed that educational

leaders were not even aware of the way members saw their behaviors and it seemed highly unlikely therefore, that these leaders could choose leadership behaviors in a specific way. Tasks were best used in studies to assess opinions about the operation of a group.

A study that produced a list of over 250 behaviors regarded as critical for effective vocational administrator performance was conducted at Ohio State University by Kasper (1975). Kasper surveyed 268 local vocational administrators within the Office of Education, Region Five, using a critical incident technique developed by J. C. Flanagan in 1954. Kasper defined a specific job assignment which an administrator was asked to execute either (1) very effectively, (2) very ineffectively, or (3) somewhere in between, as rated by a trained observer. Obviously, this technique was laborious and time consuming. However, the major advantage was that the resulting ratings were based on specific tasks assigned to the administrator and observed by someone else trained to make independent observations.

A list of ninety-nine multiple action-verb type competency statements was developed by Pyle (1975) from the University of Pittsburgh to rate perceptions of vocational administrators in Pennsylvania relative to the performance and importance of tasks. The findings of the study produced seven groups of competency items that covered ninety-five task statements. Of the seven groups of competencies, three groups were shown to be judged as agreeing on all statements in performance and importance and two groups were shown to be judged as disagreeing on all statements in performance and importance. Two groups were not reported

by Pyle who refined the verbs and found that most administrators judged the seven groups of competencies as before. He said that the way an administrator read and understood a task or the way the action-verb tasks were grouped caused the difference if any in the ratings and not the judged performance of the tasks.

An accountability assessment study by Romando and Featherstone (1977) used personnel incentives and compensation statements in evaluating superintendents of public and private schools by their peer groups, teachers, and students. Tasks were grouped by administrator's responsibilities and the limits on their authority. A list of thirty-two statements were approved.

Bell (1975) used a list of 159 tasks compiled from a review of related literature and a jury of specialists to revise, classify, and evaluate the duties and responsibilities of vocational administrators. A pilot test committee reduced the tasks to fifty-nine for the final survey form. The importance of the actual and the importance of the ideal were scored by forty-two secondary area vocational center directors, forty state vocational staff members, ninety-four high school principals, and fifty-seven district superintendents in South Carolina. Tasks were ranked in order by mean values by section in ideal-importance versus actual-importance. Substantial significant differences in the groups were reported.

Research Summary

An analysis of the studies reviewed permits a person to conclude that numerous task lists or statements can be specified in terms of

the competencies administrators of vocational education must be able to perform or possess. The research reviewed did result in the compilation of numerous methodologies and ways tasks can be verified. Most researchers, however, used a mailed questionnaire and some type of scale, like the Likert scale, to obtain respondent ratings of the importance of, need for, or use of competencies related to vocational education administrators. Only one study made use of visiting the respondents. Only one study was found that made use of a workshop type meeting which was used early in the research phase to identify but not to rate competencies or describe results.

Certain questions needed to be considered after the review of the literature. All but four of the studies were doctoral dissertations with limited objectives, most within one state, and coupled with heavy reliance on the review of literature as the only basis for the development of competency statements. In all the studies reviewed, there was little consistency in the way the competencies or task statements were arranged. Perhaps more time should be spent in grouping tasks than writing competency statements that could be measured but were not meaningful as to the institution or place being surveyed.

Norton-Ohio State List of Tasks

The Norton-Ohio State list of tasks used in this study came from a much larger project entitled "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators."

The purpose of obtaining the list of tasks from Norton and The Center for Vocational Education at The Ohio State University was to assess the existing competencies of superintendents in Tennessee. As Norton suggested in his letter to the researcher (Appendix A) the number of task statements was reduced and the instrument modified to increase the possibility of a better response rate. Norton's procedures contributed significantly to obtaining the comprehensive and up-to-date list of task statements used in this study.

Norton first conducted a comprehensive literature search to identify all relevant administrator competency studies and available competency-based instructional materials. Several additional competencies were identified in a curriculum development workshop called DACUM (Developing a Curriculum). All competency statements were then analyzed, refined, and merged into a single Administrator Task Inventory instrument, which was submitted to a carefully selected and stratified nationally representative sample of 130 practicing administrators of postsecondary vocational education programs. All task statements were considered to be verified as important since they received a median score of 3.0 or higher.

CHAPTER III

METHODOLOGY OF THE STUDY

Introduction

The ultimate goal of this study was a better understanding of the job of the Area Vocational-Technical School System superintendents. To accomplish this goal an evaluation of the tasks that needed to be performed and the tasks that were being performed by administrators would be required. Since the performance of needed functions of group leadership and leadership behavior will vary among group members according to the demands of the situation, it was necessary to use work activities (tasks) for this evaluation from which statements were made to aid the interchange between tasks and competencies. These task statements, taken from the 1977 Norton et al. study, by permission, were used to collect the opinions of the various groups within the schools. Discussing the agreements and disagreements of the opinions of the various groups added a high probability to the final conclusions of the study. Thus the following methodology and procedures supported the ultimate goal and should contribute to solving the problem of inadequate data available describing the tasks that needed to be performed by AVTSS superintendents and the tasks that actually were performed.

The Population

The population from which participants were drawn for the study consisted of 9,093 superintendents, assistant superintendents, teachers, and full-time day students of the AVTSS. The central office personnel were excluded because they did not identify with a local school setting. There were twenty-nine superintendents, thirty-seven assistant superintendents, 827 teachers, and 8,200 students in the population at the time this study was made. Over 10,800 students full-time day, evening or part-time were reported by computer printouts and various other sources, but many of these sources contained duplicate information which served to prove that many students were in both day classes and evening classes. In the final analysis, the researcher counted school by school the full-time day students to be nearly 8,200 and used this figure as the total student population.

Selection of the Sample

To prevent biases and to ensure a more representative sample, it was decided to stratify the sampling procedure into subgroups. Since "subgroups of the population are considered with respect to any variable that is suspected of correlating appreciably with the variable being studied" (Guilford and Fruchter, 1973, p. 124), the sample obtained for this investigation was made proportional and representative by using the variable being studied (the superintendent) as the restriction.

The sample selected from the total population for the study was composed of 348 persons which were classified into four subgroups, and then into school units of twelve persons from each school: (1) all superintendents (one at each school, a total of twenty-nine), (2) one assistant superintendent for each school (one per superintendent, a total of twenty-nine), (3) five teachers for each school (a total of 145), and (4) one student for each teacher (five per school, a total of 145).

The names of the superintendents, assistant superintendents, and teachers chosen to comprise the sample for the study were chosen from the Vocational Technical Education Directory of Personnel—1979. If there were more than one assistant superintendent, the daytime assistant superintendent was asked to be in the study. If there were no assistant superintendent, the head counselor was asked to be in the study as acting assistant superintendent. The names of ten teachers selected from each school were drawn randomly from the names in the Directory.

The names of fifteen students were selected randomly from teacher files. The first five that met with the researcher were asked to participate in the study.

Table 1 details the population available for the study, the sample selected, and the number actually used. The sample sizes were determined by the proportional-representation principle used by Guilford and Fruchter (1973). For the 9,093 persons in the total population there were twenty-nine superintendents or a ratio (superintendents to total population) of 1:313. For the teachers there was a ratio (teachers to

total population) of 1:63. The proportional-representation of superintendents to teachers was 63:313 or a ratio of 1:5. Thus, there needed to be five times as many teachers in the study as superintendents. The correlation between superintendents and their assistants was the same as between teachers and their students or a ratio of 1:1.

TABLE 1
POPULATION AVAILABLE FOR SELECTION OF SAMPLE

Subgroup	Population Available	Sample Selected for Study	Number Used in Study
Superintendents	29	29	26
Assistant Superintendents	37	29	27
Teachers	827	145	134
Students	<u>8,200</u>	<u>145</u>	<u>135</u>
Totals	9,093	348	322

The number of persons actually used in the study was 322. Of the twenty-nine schools in the system, two did not participate. The Nashville AVTS was being reviewed by the State and withdrew from the study (Appendix A). The Camp Clements AVTS was not a school as defined in the study and could not respond as a school unit with teachers and students on a full-time basis. It was believed that a reliable survey could be made without the two schools.

The Survey Instrument

After a careful review of the studies found in the literature, it was determined that a reliable survey instrument could be constructed using the Norton-Ohio State list of task statements and a four-point Likert-type scale. Two questions were formulated concerning these tasks: (1) is the task needed in the job of the local superintendent?, and (2) is the task performed by the superintendent in the local school? The tasks were rated in relation to these two questions:

Tasks Needed in the Job

Never Needed = 1
 Sometimes Needed = 2
 Needed = 3
 Often Needed = 4

Tasks Performed

Never Performed = 1
 Sometimes Performed = 2
 Performed = 3
 Often Performed = 4

The participant could express his opinion by choosing 1, 2, 3, or 4.

A trial instrument was administered in two school units. Factors under consideration in this trial were clarity of tasks, length of the instrument, task similarities, and time required to complete the survey form. After completing the trial instrument the researcher met with the school personnel for recommendations. Only two task statements were identified as useless.

After incorporating the recommendations of the pilot test, the instrument was printed in final form. An answer sheet was printed on yellow paper in an attempt to keep it simple, attractive, and separate from the task statements sheets.

Data Gathering Techniques

After the survey instrument was printed in final form, an Administration Task Inventory Package was assembled (see Appendix C). This Package contained an instruction sheet, a profile data sheet, information on "informed consent," a survey instrument containing the Norton-Ohio State verified list of task statements, a consent form, and a profile and tasks scoring answer sheet.

This Package and a personal letter explaining the study were mailed to the Director of Administrative Services of Area Vocational-Technical Schools for review and to request his help in the system schools (Appendix A). With the help of the research committee, major advisor and the Director of Administrative Services, a letter from the Chief of AVTSS was mailed to all school superintendents requesting their cooperation in the study (Appendix A). A copy of this letter, a personal letter from the researcher explaining the need for an appointment, and an addressed, stamped postcard (Appendix A) requesting that one of two dates be set for the appointment were mailed to each superintendent. The AVTSS calendar of events was used to set appointment times so that the dates and times did not take a priority status over the daily routine or any administrative matter. Once an appointment was made and verified by a telephone call to the individual school, the following steps were completed for that school.

An addressed, stamped envelope was coded and placed with an Administration Task Inventory Package for the superintendent and filed

by the appointment date. A second addressed, stamped envelope was coded and placed with another Administration Task Inventory Package for the assistant superintendent and filed with the first Package for that same appointment date. Ten teachers were chosen from the list of teachers for that school. The names of these teachers were selected by using a random table and numbering each name as it appeared in the Vocational-Technical Education Directory of Personnel—1979. A letter was written to the school requesting that the first five teachers on the list be available on the appointment date and that each teacher have one of their students available to meet with the researcher. Ten Administration Task Inventory Packages were assembled, five for teachers and five for students.

Starting in late June 1979 and ending in mid-August 1979, the researcher traveled to each school for a full day of talking with the superintendent, his assistant, the teachers, and meeting with the students. At the individual schools the following steps were completed. The researcher met separately with the superintendent and assistant superintendent, discussed the details of the study, gave them the addressed, stamped envelopes and the coded copy of the Administration Task Inventory Package, and asked them to mail only the Profile and Tasks Scoring Answer Sheet back in the envelope. They were instructed to keep the Package for the summary information that would be received later. It was desired that the superintendent and assistant superintendent work independently on the survey. The researcher met with the individual teachers and their students in their classrooms,

shops, at lunch, or any place possible. Most teachers agreed to come to the workshop meeting with their students. The researcher asked the school office personnel to verify that each teacher could be at the meeting and that the students, named by the teachers, were full-time day students who had been at the school for over six months. No two students could come from the same teacher, class, or shop.

Where possible the five teachers and the five students at the individual schools met in one room and the Administration Task Inventory Package was completed by all ten persons in about two hours. Ideally the following steps were completed at the workshop meeting. The first four pages of the Package were read to all participants and any questions about the methods were answered. No inquiries as to meanings were discussed. The consent forms were detached and signed. The participants were asked not to talk during the workshop meeting and to work independently. As each participant completed the Package, the researcher checked for completion of all questions. All materials were turned in and no one was permitted to leave with the Package.

After meeting with the teachers and students, the researcher returned at the end of the day to the school office and encouraged the superintendent and assistant superintendent to complete their Package in the next five work days. Most assistant superintendents had completed their survey instruments when the researcher returned.

Two weeks or ten working days after the appointment date the file for that individual school was checked for completeness. If

the file proved to be incomplete, a telephone call to that school was made to follow-up on the cause of delay. A follow-up letter was used in only three cases.

Method of Data Analysis

Data gathered for the study were grouped and analyzed through the use of the one-way analysis of variance (ANOVA) procedure of the special computer program entitled Statistical Package for the Social Sciences (SPSS) at The University of Tennessee Computer Center, Knoxville. Since the variable being studied was the superintendent's job at the Area Vocational-Technical Schools in Tennessee, it was decided that an initial process, using SPSS, be performed to test for significant differences between groups.

The first groups tested for significant differences were the superintendents and the assistant superintendents. No significant difference in the opinions of the two groups was found. Consequently, after the ANOVA was performed using the superintendents' and assistant superintendents' opinions, the data were presented in tabular and narrative form for the two groups. Then a new grouping was made to expand the Breakdown procedure of the ANOVA using the SPSS program. It was possible to program all variables such as education, experience, age, years as teacher, years as administrator, and the like into a subprogram of the one-way ANOVA. The programming for all groups was then possible in a modified two-way analysis of variance, using

the Least-Significant Difference and the Modified-Least Squared tests to produce the F statistic for significant differences at the .05 level.

An attempt was made to keep the discussion clear, concise, and the explanations to the point. The summary in Chapter V contains a review of the findings, conclusions, and recommendations which were based on empirical data and implications of the investigation.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The population of the study consisted of 9,093 postsecondary administrators, teachers, and students in the full-time day classes of the AVTSS. Three hundred and forty-eight persons, twelve from each of twenty-nine schools, were selected to be in the study. Three hundred and twenty-three persons completed and returned the survey instrument answer sheets given to them. Of the 323 answer sheets returned, only one was invalid. Thus 322, or 93 percent of the selected sample was valid and included in the study (refer to Table 1, page 30).

As expected, administrators (superintendents and their assistants) returned the Profile and Tasks Scoring Answer Sheets by mail. All other sheets were collected by the researcher at the workshop conducted with teachers and students. These two procedures of gathering data were necessary to avoid taking priority over the daily routine of the administrators. The two procedures also made a suitable grouping between the administrative personnel (superintendents and assistant superintendents), teachers, and students.

Profile Data

The first six questions contained in the Profile Data of the Administration Task Inventory Package (Appendix C) served to provide demographic data about the respondents. The answers were to be given on the Profile and Tasks Scoring Answer Sheet at the end of the Package.

Each variable or task statement was broken down by the respondent's position, education, age, and experience. Thus demographic data about the sampled population were used in the explanations, conclusions, and recommendations in narrative form.

Administrators (Subgroups 1 and 2)

The profile of the average administrator used in the study was that of a college trained person, one who had been in the administrative job for five years or more. However, half of the administrators were under forty-five years of age with less than five years on the job and no teaching experience. Yet, in the study no significant difference was found between the two subgroups—superintendents and assistant superintendents.

More specifically, all fifty-three administrators were college graduates. Twenty-six were under forty-five years of age. Seventeen of these had less than five years of experience as an administrator; eight had teaching experience and nine did not. Nine had over five years of experience as administrators and all had teaching experience. Twenty-seven were over forty-five years of age. Seven of these had less than five years of experience as administrators but all had teaching experience. Twenty had more than five years of experience as administrators; twelve had teaching experience and eight did not.

Teachers (Subgroup 3)

The profile of the average teacher used in the study was that of a less-than-college-graduate person and one who had been teaching

for more than five years. However, over half of the teachers had some college or were college graduates with most of their experience in one school. Yet, there was significant difference of opinions given by the forty-nine high-school graduate teachers and the forty-seven teachers with some college. For example, in Category D, Personnel Management, and Category G, School/Employer/Community Relations, there were eighteen times that teachers disagreed with the administrators. In all eighteen cases the forty-nine high-school graduate teachers rated the task statements on performance lower than the forty-seven some-college teachers. Age did not seem to make any difference in the teachers' opinions.

More specifically, all 134 teachers in the study were full-time day personnel. Forty-nine were high school graduates. Thirty-one of these were under forty-five years of age. Of these, seventeen had less than five years of experience as a teacher. Fourteen had five or more years of teaching experience, ten in their present school only and four in other schools in the system. Eighteen were over forty-five years of age. Of these, nine had less than five years of teaching experience and nine had five or more, eight had worked in their present school only and one had been a teacher and an administrator in another school in the system.

Forty-seven teachers had some college education. Twenty-nine of these were under forty-five years of age. Of these, twelve had less than five years of experience. Seventeen had five or more years of experience, twelve in their present schools only and five as teachers in other schools. Eighteen of these teachers were over forty-five

years of age. Five had less than five years of experience. Thirteen had five or more years of experience; six had taught in their present school only and seven had also taught in other schools.

Thirty-eight teachers were college graduates. Twenty-six were under forty-five years of age. Of these, seventeen had less than five years of experience. Nine had five or more years of experience; six had taught in their present school only and three had also taught in other schools. Twelve teachers were over forty-five years of age. Of these, four had less than five years of experience. Eight had more than five years of experience; seven had taught in their present school only and one had also taught in another school.

Students (Subgroup 4)

The profile of the average student used in the study was that of a high school graduate who was between twenty and forty-five years of age. The 102 high-school-graduate students disagreed with the administrators in their rating of the need in Category G, School/Employer/Community Relations, tasks fourteen times. Yet, the fifteen less-than-high-school-graduate students and the seventeen some-college-educated students agreed with the administrators in all fourteen cases. However, in nine cases where the other students disagreed in their rating of the need for Category B, Instructional Management, tasks with that of the administrators, these 102 high-school-graduate students agreed with the administrators.

More specifically, all 135 students in the study were day students in school full time. Fifteen students had not graduated from high school.

Of these, one was under nineteen years of age, three were between nineteen and twenty-four years of age, eight were between twenty-four and forty-five, and three were over forty-five. One hundred two students had graduated from high school. Thirteen of these were under nineteen years of age, twenty-five were between nineteen and twenty-four, fifty-six were between twenty-four and forty-five, and eight were over forty-five. Seventeen students had some college education. Six of these were between nineteen and twenty-four years of age and eleven were between twenty-four and forty-five years of age. One student, between twenty-four and forty-five years of age, was a college graduate.

Results of One-Way Analysis of Variance Based on
Task Statement Mean Scores of Superintendents
and Assistant Superintendents

The date on the Profile and Tasks Scoring Answer Sheet served to provide a check on the code used to divide the data by school units. If this date matched the number coded on the Profile and Tasks Scoring Answer Sheet, then it was determined that the respondent had used the sheet given to him/her. The sheets were also coded for the respondent's subgroup.

The survey instrument contained in the Administration Task Inventory Package was divided into nine units or categories to aid the respondent in understanding the task statements that he/she was asked to rate. Data presented in tabular form in this section reflect opinions of the respondents as significant or nonsignificant based on the 322 valid answer sheets.

The preferred procedure of gathering data from the superintendents and the assistant superintendents would have been to meet with them at the schools during the workshop meeting. This was not practicable, however, as it was necessary to avoid interfering with the daily routine of the administrators, who were instructed to return their answer sheets by mail; 90 percent of the superintendents and 93 percent of the assistant superintendents responded.

To determine if there was a significant difference among the mean scores of the superintendents' and assistant superintendents' responses, a one-way analysis of variance test was applied to each task statement per each response. Table 2 contains the F value for the two parts of each task statement. The test for significance was set at the .05 level by The University of Tennessee Computer Center (Knoxville) programmers for the Social Sciences. This level means that there are five chances in a hundred of being wrong. Accordingly this level is conventionally adopted by most statisticians as a single standard of significance before a study is started (Guilford and Fruchter, 1973, p. 177).

Since the researcher felt that there would be a significant difference in responses among the superintendents and the assistant superintendents, the logical opposite or null hypothesis was tested. As shown in Table 2, the null hypothesis that there was no significant difference was rejected seventeen times of the 328 total chances. This is less than a 5 percent rejection. Therefore, the opinions of the superintendents and assistant superintendents were the same 95 percent of the time and the null hypothesis that there was no significant difference failed to be rejected at the .05 level.

TABLE 2

RESULTS OF ONE-WAY ANALYSIS OF VARIANCE BASED ON ITEM MEANS
FOR SUPERINTENDENTS' AND ASSISTANT
SUPERINTENDENTS' RESPONSES

Task Statement ^a	F value		Significantly Different at .05 Level
	Needed Tasks	Performed Tasks	
A-1	0.9372	0.9517	
A-2	0.8916	0.1791	
A-3	0.1224	0.4612	
A-4	0.1152	0.6782	
A-5	0.9825	0.2857	
A-6	0.9778	0.7621	
A-7	0.5147	0.4390	
A-8	0.0813	0.0556	
A-9	0.2472	0.1414	
A-10	0.6692	0.5457	
A-11	0.5330	0.8634	
A-12	0.8362	0.2945	
A-13	0.5079	0.8279	
A-14	0.1640	0.1529	
A-15	0.0396	0.4400	X = needed ^b
A-16	0.6461	0.3978	
A-17	1.0000	0.5009	
A-18	0.9685	0.4734	
A-19	0.4694	0.2527	
A-20	0.6770	0.2133	
A-21	0.5310	0.9163	
A-22	0.4025	0.9526	
A-23	0.6488	0.7314	
A-24	0.6488	0.2209	
A-25	0.6529	0.1788	
A-26	0.8919	0.6983	
A-27	0.0391	0.0006	X = needed and performed
A-28	0.8020	0.1380	
A-29	0.7284	0.4782	
A-30	0.6540	0.9745	
A-31	0.6779	0.6124	
A-32	0.9633	0.0408	X = performed
B-1	0.1126	0.0906	
B-2	0.5291	0.7973	
B-3	0.0877	0.1360	
B-4	0.2478	0.2898	

TABLE 2 (continued)

Task Statement ^a	F value		Significantly Different at .05 Level
	Needed Tasks	Performed Tasks	
B-5	0.0606	0.0001	X = performed
B-6	0.3855	0.5692	
B-7	0.0490	0.0053	X = needed and performed
B-8	0.5576	0.2205	
B-9	0.6513	0.3336	
B-10	0.3005	0.4721	
B-11	0.9716	0.3355	
B-12	0.5359	0.1507	
B-13	0.5759	0.8685	
B-14	0.2083	0.0057	X = performed
B-15	0.3023	0.0720	
B-16	0.1668	0.3753	
B-17	0.0507	0.0685	
C-1	0.4163	0.0290	X = performed
C-2	0.2258	0.0896	
C-3	0.0315	0.0166	X = needed and performed
C-4	0.2212	0.0280	X = performed
C-5	0.8081	0.2964	
C-6	0.7401	0.0820	
C-7	0.1060	0.3032	
D-1	0.7855	0.8776	
D-2	0.1858	0.1975	
D-3	0.1240	0.1350	
D-4	0.7205	0.1865	
D-5	0.7617	0.0570	
D-6	0.0604	0.0883	
D-7	0.0554	0.0006	X = performed
D-8	0.1769	0.2210	
D-9	0.8270	0.3677	
D-10	0.6422	0.3509	
D-11	0.5828	0.1366	
D-12	0.2682	0.0529	
D-13	0.0593	0.0504	
D-14	0.1059	0.1216	
D-15	0.1584	0.5200	
D-16	0.1437	0.1158	
D-17	0.1135	0.1103	
D-18	0.2650	0.0579	
D-19	0.0727	0.0539	
D-20	0.1106	0.1059	
D-21	0.8096	0.5587	

TABLE 2 (continued)

Task Statement ^a	F value		Significantly Different at .05 Level
	Needed Tasks	Performed Tasks	
D-22	0.9550	0.8615	
D-23	0.5962	0.4484	
D-24	0.2713	0.1331	
E-1	0.0987	0.0551	
E-2	0.2622	0.6851	
E-3	0.3023	0.0834	
E-4	0.6670	0.2296	
E-5	0.0767	0.2606	
E-6	0.2515	0.5334	
E-7	0.8640	0.6182	
E-8	0.8346	0.1127	
E-9	0.9537	0.7857	
E-10	0.2752	0.9700	
F-1	0.4688	0.1119	
F-2	0.1044	0.0541	
F-3	0.1180	0.0525	
F-4	0.3371	0.1327	
F-5	0.1202	0.4588	
F-6	0.1480	0.3769	
F-7	0.2442	0.0009	X = performed
F-8	0.8804	0.5318	
F-9	0.7780	0.6909	
F-10	0.1457	0.1327	
F-11	0.3080	0.2264	
F-12	0.8994	0.0924	
F-13	0.0587	0.1703	
F-14	0.1294	0.0567	
F-15	0.2252	0.9742	
F-16	0.7093	0.0606	
G-1	0.2195	0.0631	
G-2	0.2894	0.0964	
G-3	0.6290	0.3023	
G-4	0.4446	0.0598	
G-5	0.1403	0.0614	
G-6	0.3810	0.0573	
G-7	0.0966	0.1250	
G-8	0.0548	0.0626	
G-9	0.0596	0.1294	
G-10	0.3797	0.1411	
G-11	0.3366	0.1292	
G-12	0.6635	0.3581	
G-13	0.1443	0.0012	X = performed

TABLE 2 (continued)

Task Statement ^a	F value		Significantly Different at .05 Level
	Needed Tasks	Performed Tasks	
G-14	0.2003	0.0537	
G-15	0.9313	0.1345	
G-16	0.1219	0.0578	
G-17	0.3970	0.5600	
G-18	0.8883	0.6833	
G-19	0.2680	0.1517	
G-20	0.7561	0.2586	
G-21	0.4516	0.8658	
G-22	0.7929	0.4439	
G-23	1.0000	0.9378	
H-1	0.0568	0.0635	
H-2	0.8472	0.5271	
H-3	0.9366	0.8661	
H-4	0.2049	0.0929	
H-5	0.8456	0.3479	
H-6	0.3029	0.1585	
H-7	0.1272	0.2055	
H-8	0.0906	0.0848	
H-9	0.0711	0.0070	X = performed
H-10	0.9093	0.7677	
H-11	0.7332	0.6382	
H-12	0.0529	0.1295	
H-13	0.1127	0.1213	
H-14	0.0589	0.0775	
H-15	0.1093	0.3127	
H-16	0.0826	0.0502	
H-17	0.0682	0.1804	
H-18	0.3277	0.0789	
H-19	0.2394	0.1151	
H-20	0.8786	0.5209	
I-1	0.2922	0.9297	
I-2	0.4924	0.7584	
I-3	0.1414	0.4091	
I-4	0.0885	0.0419	X = performed
I-5	0.0603	0.0710	
I-6	0.3800	0.6431	
I-7	0.9587	0.6783	
I-8	0.2515	0.8847	
I-9	0.0564	0.0789	
I-10	0.3340	0.3095	
I-11	0.4175	0.1098	

TABLE 2 (continued)

Task Statement ^a	F value		Significantly Different at .05 Level
	Needed Tasks	Performed Tasks	
I-12	0.0530	0.0610	
I-13	0.0542	0.0624	
I-14	0.0503	0.0528	
I-15	0.0654	0.0564	

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

^bX refers to a significant difference at the .05 level when two groups were compared.

The task statements found to have a significant difference between the two groups were:

- A-15 — Implement local board and administrative policies.
- A-27 — Analyze the school and community's feelings toward educational change.
- A-32 — Develop supplemental/remedial instructional programs to meet student needs.
- B-5 — Maintain a learning resources center for students.
- B-7 — Guide staff in selecting and using effective instructional strategies.
- B-14 — Provide for adult/continuing education programs.
- C-1 — Oversee student recruitment activities.
- C-3 — Interpret and apply student rights, laws, and regulations.
- C-4 — Arrange for work study programs.
- D-7 — Recommend potential staff to the administration and board.
- F-7 — Promote professional image through personal appearance and conduct.
- G-13 — Conduct informational programs for the public.
- H-9 — Develop long-range facility and equipment plans.
- I-4 — Prepare and regulate operational budgets.

In regard to the needed tasks where the two groups responded significantly different, there were only four cases which are A-15, A-27, B-7, and C-3. In regard to the performed tasks where the two groups responded significantly different, there were ten additional cases which are A-32, B-5, B-14, C-1, C-4, D-7, F-7, G-13, H-9, and I-4.

In regard to the needed and performed tasks where the two groups responded significantly different, there were three cases which are A-27, B-7, and C-3.

Table 3 presents the mean scores for the seventeen cases where the two groups differed significantly. All task statements were considered verified as important if they received a median score of 3.0 or higher.

TABLE 3
MEAN SCORES FOR CASES OF SIGNIFICANT DIFFERENCE

Task Statement ^a	Tasks Needed		Tasks Performed	
	Superintendent	Assistant Superintendent	Superintendent	Assistant Superintendent
A-15	3.00	2.67		
A-27	2.83	3.12	2.42	2.89
A-32			2.69	2.92
B-5			2.51	3.10
B-7	3.07	3.24	3.06	3.12
B-14			2.38	2.81
C-1			2.95	3.11
C-3	3.06	3.28	2.99	3.42
C-4			1.92	2.31
D-7			3.28	2.95
F-7			2.94	3.27
G-13			3.15	2.93
H-9			3.12	2.79
I-4			3.18	2.41

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

The mean score for A-15 (Implement local board and administrative policies) was the only task rated higher in need by superintendents. Similarly, the mean scores for A-27, B-7, and C-3 were the tasks rated

higher in need by the assistant superintendents. All other significant differences were in the rating of performance. In nine of the thirteen cases where there were performance differences, the assistant superintendents rated the tasks higher. A comparison of these cases indicated that there was high probability that the two samples were from a population having the same opinions but one group differed from the other in a slightly distinct viewpoint. Therefore, it seemed apparent that any analysis between the superintendents and their assistants would be unproductive. Since the number of superintendents used in the study (twenty-six) was less than needed for large samples used in most statistical techniques, it was decided to incorporate all superintendents and assistant superintendents into one group, identified as administrators.

Results of Modified Two-Way Analysis of Variance Based on
Task Statement Mean Scores of All Subgroups

Whereas the one-way ANOVA used earlier answered just one research question, the modified two-way ANOVA in this part answered three questions.

1. Where do administrators and teachers agree or disagree in their opinions about the task statement?
2. Where do administrators and students agree or disagree in their opinions about the task statement?
3. Where do teachers and students agree or disagree in their opinions about the task statement?

To determine the results of the modified two-way ANOVA the opinions for each group were given and discussed by the following categories derived from the Norton-Ohio State list of task statements (Appendix C):

Category A: Program Planning, Development and Evaluation, which has thirty-two task statements.

Category B: Instructional Management, which has seventeen task statements.

Category C: Student Services, which has seven task statements.

Category D: Personnel Management, which has twenty-four task statements.

Category E: Staff Development, which has ten task statements.

Category F: Professional Relations and Self-Development, which has sixteen task statements.

Category G: School/Employer/Community Relations, which has twenty-three task statements.

Category H: Facilities and Equipment Management, which has twenty task statements.

Category I: Business and Financial Management, which has fifteen task statements.

Category A: Program Planning, Development, and Evaluation

Tables 4 and 5 contain results of the modified two-way ANOVA based on responses of administrators, teachers, and students relative to Category A task statements. Table 4 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 5 analyzes responses pertinent to tasks performed by AVTSS superintendents.

TABLE 4

CATEGORY A: PLANNING, DEVELOPMENT, AND EVALUATION—
TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.63	2.96	2.67	X		X	6.41
2	3.12	3.06	2.76		X	X	7.58
3	2.88	3.02	2.78			X	3.08
4	3.17	3.22	3.02				2.94
5	3.26	3.15	2.61		X	X	22.93
6	2.86	3.10	3.04				1.99
7	3.12	3.09	2.92				2.22
8	3.07	3.01	2.74		X	X	5.65
9	3.14	3.00	2.81		X		4.67
10	3.21	3.10	3.06				0.91
11	2.48	2.73	2.44			X	3.75
12	3.00	2.98	2.91				0.36
13	2.89	3.12	2.93				2.43
14	3.04	2.91	2.67		X	X	5.26
15	2.83	2.81	2.57				2.69
16	3.00	2.95	2.77				2.14
17	2.94	2.91	2.84				0.35
18	3.21	3.01	2.98				2.46
19	2.14	2.74	2.78	X	X		12.06
20	2.84	2.77	2.61				1.87
21	3.00	2.74	2.73				2.51
22	3.28	3.07	2.87		X		6.71
23	3.23	3.19	2.91		X	X	6.42
24	3.22	3.12	2.86		X	X	7.07
25	3.01	2.90	2.66		X	X	5.13
26	2.89	2.77	2.82				0.58
27	2.98	2.76	2.64		X		3.71
28	2.93	2.91	2.85				0.29
29	2.56	2.63	2.38				2.66
30	2.35	2.27	2.34				0.20
31	2.70	2.40	2.54				2.76
32	3.16	3.14	2.85		X	X	5.93

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 5

CATEGORY A: PLANNING, DEVELOPMENT, AND EVALUATION—
TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.38	2.52	2.21			X	4.64
2	2.80	2.55	2.21		X	X	11.05
3	2.46	2.65	2.23			X	6.93
4	2.91	2.81	2.59				3.33
5	3.07	2.76	2.15		X	X	27.55
6	2.62	2.59	2.55				0.15
7	2.89	2.86	2.63				3.04
8	3.01	2.64	2.50	X	X		6.98
9	2.98	2.56	2.42	X	X		8.46
10	2.89	2.79	2.70				1.13
11	1.94	2.22	2.11				1.67
12	2.84	2.78	2.79				0.11
13	2.75	2.89	2.92				0.81
14	2.69	2.53	2.34				2.98
15	2.75	2.60	2.33		X		2.14
16	2.95	2.82	2.54		X	X	5.29
17	2.98	2.88	2.73				1.98
18	3.02	2.77	2.44		X	X	9.05
19	1.89	2.44	2.24	X	X		7.15
20	2.61	2.43	2.07		X	X	8.51
21	2.61	2.29	2.20		X		4.13
22	3.07	2.74	2.43		X	X	11.13
23	3.02	2.89	2.45	X		X	12.03
24	2.91	2.68	2.35	X		X	8.34
25	2.68	2.49	2.04		X	X	13.10
26	2.52	2.57	2.64				0.44
27	2.66	2.31	1.87	X	X	X	17.10
28	2.74	2.50	2.10		X	X	10.61
29	2.16	2.37	1.80		X	X	12.40
30	1.80	1.75	1.77				0.09
31	2.17	2.02	1.99				0.88
32	2.81	2.65	2.29		X	X	8.92

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

Responses relative to tasks needed. Administrators rated twenty-four of the thirty-two tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

A-22 — Evaluate the effectiveness of the instructional program.

Teachers agreed and students disagreed.

A-5 — Involve community representatives in program planning and development. Teachers and students disagreed.

A-23 — Initiate student and employer follow-up studies. Teachers agreed and students disagreed.

A-24 — Analyze student and employer follow-up studies. Teachers agreed and students disagreed.

A-10 — Develop overall vocational program goals. Teachers and students agreed.

A-18 — Develop plans for evaluating instructional program. Teachers and students agreed.

A-32 — Develop supplemental/remedial instructional programs to meet student needs. Teachers agreed and students disagreed.

A-9 — Prepare and update long-range program plans. Teachers agreed and students disagreed.

A-2 — Collect and analyze manpower needs assessment data. Teachers agreed and students disagreed.

A-7 — Cooperate with district, county, regional, and state agencies in developing and operating vocational programs. Teachers and students agreed.

- A-8 — Prepare annual program plans. Teachers agreed and students disagreed.
- A-14 — Recommend program policies to the administration and board. Teachers agreed and students disagreed.
- A-25 — Recommend curriculum revisions based on evaluation data. Teachers agreed and students disagreed.
- A-12 — Approve courses of study. Teachers and students agreed.
- A-16 — Interpret and apply state and/or federal vocational education legislation. Teachers and students agreed.
- A-21 — Design and select instruments for evaluating the instructional program. Teachers and students agreed.
- A-27 — Analyze the school and community's feelings toward educational change. Teachers agreed and students disagreed.
- A-17 — Interpret and apply other relevant state and federal legislation (such as CETA). Teachers and students agreed.
- A-28 — Write proposals for the funding of new programs and the improvement of existing programs. Teachers and students agreed.
- A-26 — Assess student testing and grading procedures. Teachers and students agreed.
- A-20 — Involve external evaluation personnel in assessing program effectiveness. Teachers and students agreed.
- A-15 — Implement local board and administrative policies. Teachers and students agreed.

A-31 — Interpret and use research results for program development.

Teachers and students agreed.

A-30 — Design and oversee local research studies. Teachers and students agreed.

Teachers rated seven of the thirty-two tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

A-4 — Direct the identification of entry-level requirements for jobs. Administrators and students agreed.

A-13 — Establish school admission and graduation requirements. Administrators and students agreed.

A-6 — Obtain state and federal services and resources for program development. Administrators and students agreed.

A-3 — Direct occupational task analysis for use in curriculum development. Administrators agreed and students disagreed.

A-1 — Survey student and parent interests. Administrators and students disagreed.

A-11 — Coordinate district curriculum development efforts. Administrators and students agreed.

A-29 — Coordinate local demonstration, pilot, and exemplary programs. Administrators and students agreed.

Students rated one of the thirty-two tasks in this category higher in need than did administrators or teachers. The agreement or disagreement with students is stated.

A-19 — Direct self-evaluation of the district vocational programs. Teachers agreed and administrators disagreed.

Responses relative to tasks performed. Administrators rated twenty-five of the thirty-two tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

A-5 — Involve community representatives in program planning and development. Teachers agreed and students disagreed.

A-22 — Evaluate the effectiveness of the instructional program. Teachers agreed and students disagreed.

A-18 — Develop plans for evaluating instructional program. Teachers agreed and students disagreed.

A-23 — Initiate student and employer follow-up studies. Students agreed and teachers disagreed.

A-8 — Prepare annual program plans. Teachers and students disagreed.

A-9 — Prepare and update long-range program plans. Teachers and students disagreed.

A-17 — Interpret and apply other relevant state and federal legislation (such as CETA). Teachers and students agreed.

A-16 — Interpret and apply state and/or federal vocational education legislation. Teachers agreed and students disagreed.

A-4 — Direct the identification of entry-level requirements for jobs. Teachers and students agreed.

A-24 — Analyze student and employer follow-up studies. Students agreed and teachers disagreed.

- A-7 — Cooperate with district, county, regional, and state agencies in developing and operating vocational programs. Teachers and students agreed.
- A-10 — Develop overall vocational program goals. Teachers and students agreed.
- A-12 — Approve courses of study. Teachers and students agreed.
- A-32 — Develop supplemental/remedial instructional programs to meet student needs. Teachers agreed and students disagreed.
- A-2 — Collect and analyze manpower needs assessment data. Teachers agreed and students disagreed.
- A-15 — Implement local board and administrative policies. Teachers agreed and students disagreed.
- A-28 — Write proposals for the funding of new programs and the improvement of existing programs. Teachers agreed and students disagreed.
- A-14 — Recommend program policies to the administration and board. Teachers and students agreed.
- A-25 — Recommend curriculum revisions based on evaluation data. Teachers agreed and students disagreed.
- A-27 — Analyze the school and community's feelings toward educational change. Teachers and students disagreed.
- A-6 — Obtain state and federal services and resources for program development. Teachers and students agreed.
- A-20 — Involve external evaluation personnel in assessing program effectiveness. Teachers agreed and students disagreed.

A-21 — Design and select instruments for evaluating the instructional program. Teachers agreed and students disagreed.

A-31 — Interpret and use research results for program development and improvement. Teachers and students agreed.

A-30 — Design and oversee local research studies. Teachers and students agreed.

Teachers rated five of the thirty-two tasks in this category higher in performance than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

A-3 — Direct occupational task analysis for use in curriculum development. Administrators agreed and students disagreed.

A-1 — Survey student and parent interests. Administrators agreed and students disagreed.

A-19 — Direct self-evaluation of the district vocational programs. Students agreed and administrators disagreed.

A-29 — Coordinate local demonstration, pilot, and exemplary programs. Administrators agreed and students disagreed.

A-11 — Coordinate district curriculum development efforts. Administrators and students agreed.

Students rated two of the thirty-two tasks in this category higher in performance than did administrators or teachers. These tasks are listed in ranked order and the agreement or disagreement with students is stated.

A-13 — Establish school admission and graduation requirements.

Administrators and teachers agreed.

A-26 — Assess student testing and grading procedures.

Category B: Instructional Management

Tables 6 and 7 contain results of the modified Two-Way ANOVA based on responses of administrators, teachers, and students relative to Category B task statements. Table 6 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 7 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated eleven of the seventeen tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

B-3 — Enforce student rules and policies. Teachers agreed and students disagreed.

B-7 — Guide staff in selecting and using effective instructional strategies (such as individualized instruction). Teachers and students disagreed.

B-5 — Maintain a learning resources center for students.
Teachers agreed and students disagreed.

B-4 — Design and oversee student progress reporting procedures.
Teachers and students agreed.

B-17 — Approve selection of instructional equipment. Teachers and students disagreed.

TABLE 6

CATEGORY B: INSTRUCTIONAL MANAGEMENT—TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.86	3.06	2.96				1.54
2	3.14	3.29	3.13				1.72
3	3.40	3.32	3.11		X	X	6.18
4	3.23	3.19	3.01				2.94
5	3.25	3.19	2.87		X	X	8.23
6	3.11	3.19	3.03				1.83
7	3.28	2.92	2.81	X	X		7.38
8	3.16	3.05	2.79		X	X	7.86
9	2.96	2.79	2.60		X		4.17
10	2.35	2.52	2.60				1.43
11	2.44	2.76	2.87	X	X		5.53
12	3.12	3.05	2.63		X	X	12.14
13	2.74	2.73	2.82				0.45
14	2.98	2.95	2.93				0.11
15	3.05	2.81	2.94				2.02
16	2.86	2.75	2.42		X	X	7.47
17	3.23	2.89	2.90	X	X		4.12

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 7

CATEGORY B: INSTRUCTIONAL MANAGEMENT—TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.63	2.80	2.83				1.32
2	3.14	3.17	3.32				2.38
3	3.45	3.00	3.20	X			8.63
4	3.28	3.07	3.00				2.88
5	2.81	2.60	2.43				2.87
6	3.05	3.11	2.91				2.32
7	3.00	2.71	2.43		X	X	8.36
8	3.09	2.79	2.47		X	X	12.74
9	2.77	2.48	2.33		X		4.61
10	2.04	2.19	2.21				0.69
11	2.09	2.14	2.32				1.83
12	2.81	2.72	2.19		X	X	15.50
13	2.23	2.28	2.19				0.32
14	2.60	2.71	2.70				0.32
15	2.89	2.75	2.65				1.57
16	2.40	2.48	2.14			X	5.15
17	3.30	2.95	2.68	X	X	X	12.01

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

- B-8 -- Establish and implement a curriculum design that will achieve the school's instructional goals. Teachers agreed and students disagreed.
- B-12 -- Provide for supplemental/remedial instructional programs. Teachers agreed and students disagreed.
- B-15 -- Approve selection of instructional materials. Teachers and students disagreed.
- B-14 -- Provide for adult/continuing education programs. Teachers and students agreed.
- B-9 -- Guide staff in integrating and articulating the vocational program with the total educational program. Teachers agreed and students disagreed.
- B-16 -- Guide the articulation of secondary and postsecondary vocational program objectives. Teachers agreed and students disagreed.

Teachers rated three of the seventeen tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

- B-2 -- Establish student rules and policies (such as attendance and discipline). Administrators and students agreed.
- B-6 -- Prepare a master schedule of course offerings. Administrators and students agreed.
- B-1 -- Establish instructional program entry and completion requirements. Administrators and students agreed.

Students rated three of the seventeen tasks in this category higher in need than did administrators or teachers. These tasks are listed in ranked order and the agreement or disagreement with students is stated.

B-11 — Provide for cooperative education programs. Teachers agreed and administrators disagreed.

B-13 — Provide for special needs programs. Administrators and teachers agreed.

B-10 — Promote the integration of vocational student organizational activities into the instructional program. Administrators and teachers agreed.

Responses relative to tasks performed. Administrators rated nine of the seventeen tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

B-3 — Enforce student rules and policies. Students agreed and teachers disagreed.

B-17 — Approve selection of instructional equipment. Teachers and students disagreed.

B-4 — Design and oversee student progress reporting procedures. Teachers and students agreed.

B-8 — Establish and implement a curriculum design that will achieve the school's instructional goals. Teachers agreed and students disagreed.

- B-7 — Guide staff in selecting and using effective instructional strategies (such as individualized instruction). Teachers agreed and students disagreed.
- B-15 — Approve selection of instructional materials. Teachers and students agreed.
- B-5 — Maintain a learning resources center for students. Teachers and students agreed.
- B-12 — Provide for supplemental/remedial instructional programs. Teachers agreed and students disagreed.
- B-9 — Guide staff in integrating and articulating the vocational program with the total educational program. Teachers agreed and students disagreed.

Teachers rated four of the seventeen tasks in this category higher in performance than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

- B-6 — Prepare a master schedule of course offerings. Administrators and students agreed.
- B-14 — Provide for adult/continuing education programs. Administrators and students agreed.
- B-16 — Guide the articulation of secondary and postsecondary vocational program objectives. Administrators agreed and students disagreed.
- B-13 — Provide for special needs programs. Administrators and students agreed.

Students rated four of the seventeen tasks in this category higher in performance than did administrators or teachers. These tasks are listed in ranked order and the agreement or disagreement with students is stated.

B-2 — Establish student rules and policies (such as attendance and discipline). Administrators and teachers agreed.

B-1 — Establish instructional programs entry and completion requirements. Administrators and teachers agreed.

B-11 — Provide for cooperative education programs. Administrators and teachers agreed.

B-10 — Promote the integration of vocational student organizational activities into the instructional program. Administrators and teachers agreed.

Category C: Student Services

Tables 8 and 9 contain results of the modified Two-Way ANOVA based on responses of administrators, teachers, and students relative to Category C task statements. Table 8 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 9 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated five of the seven tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

TABLE 8
CATEGORY C: STUDENT SERVICES—TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.16	3.11	2.73		X	X	10.04
2	3.11	3.07	2.88				2.64
3	3.17	3.18	2.87		X	X	6.50
4	2.42	2.72	2.93		X		7.81
5	3.07	2.95	2.83				2.05
6	3.16	3.14	3.07				0.43
7	3.23	3.22	3.03				2.62

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 9
CATEGORY C: STUDENT SERVICES—TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.03	2.87	2.51		X	X	8.51
2	3.07	2.80	2.82				2.14
3	3.21	3.01	2.84		X		4.19
4	2.12	2.24	2.51		X		4.17
5	2.96	2.75	2.77				1.43
6	2.95	2.74	2.61				2.61
7	3.30	3.16	3.03				2.55

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

C-7 — Provide for a student record-keeping system. Teachers and students agreed.

C-1 — Oversee student recruitment activities. Teachers agreed and students disagreed.

C-6 — Oversee student job placement and follow-up services. Teachers and students agreed.

C-2 — Oversee school admission services. Teachers and students agreed.

C-5 — Oversee student guidance and testing services. Teachers and students agreed.

Teachers rated one of the seven tasks in this category higher in need than did administrators or students. The agreement or disagreement with teachers is stated.

C-3 — Interpret and apply student rights, laws, and regulations. Administrators agreed and students disagreed.

Students rated one of the seven tasks in this category higher in need than did administrators or teachers. The agreement or disagreement with students is stated.

C-4 — Arrange for work study programs. Teachers agreed and administrators disagreed.

Responses relative to tasks performed. Administrators rated six of the seven tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

C-7 — Provide for a student record-keeping system. Teachers and students agreed.

C-3 — Interpret and apply student rights, laws, and regulations.

Teachers agreed and students disagreed.

C-2 — Oversee school admission services. Teachers and students agreed.

C-1 — Oversee student recruitment activities. Teachers agreed and students disagreed.

C-5 — Oversee student guidance and testing services. Teachers and students agreed.

C-6 — Oversee student job placement and follow-up services. Teachers and students agreed.

Teachers rated none of the seven tasks in this category higher in performance than did administrators or students.

Students rated one of the seven tasks in this category higher in performance than did administrators or teachers. The agreement or disagreement with students is stated.

C-4 — Arrange for work study programs. Teachers agreed and administrators disagreed.

Category D: Personnel Management

Tables 10 and 11 contain results of the modified Two-Way ANOVA based on responses of administrators, teachers, and students relative to Category D task statements. Table 10 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 11 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated sixteen of the twenty-four tasks in this category higher in need than did

TABLE 10

CATEGORY D: PERSONNEL MANAGEMENT--TASKS NEEDED

Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.89	3.05	2.69			X	7.37
2	3.00	2.95	2.51		X	X	7.08
3	3.19	3.00	2.63		X	X	13.68
4	3.01	2.98	2.95				0.21
5	3.11	3.00	2.60		X	X	11.33
6	3.30	3.04	2.68		X	X	13.71
7	3.14	3.01	2.53		X	X	15.19
8	2.61	2.83	2.55			X	3.26
9	2.55	2.81	2.64				2.22
10	2.91	2.94	2.70				2.89
11	3.00	3.01	2.56		X	X	12.31
12	3.02	2.88	2.61		X	X	6.90
13	3.14	2.82	2.61		X		8.25
14	3.12	2.81	2.72		X		4.67
15	3.36	3.01	2.69	X	X	X	17.44
16	3.04	3.02	2.79			X	3.58
17	3.21	3.13	2.83		X	X	8.35
18	3.12	3.14	2.90			X	4.62
19	3.18	3.10	2.72		X	X	12.28
20	3.07	2.92	2.65		X	X	6.91
21	2.86	2.80	2.54		X	X	4.74
22	2.58	2.66	2.52				0.85
23	2.54	2.56	2.51				0.12
24	2.95	2.54	2.40	X	X		7.45

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 11

CATEGORY D: PERSONNEL MANAGEMENT—TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.67	2.77	2.51				2.73
2	2.72	2.63	2.49				1.30
3	3.00	2.75	2.37		X	X	12.66
4	2.75	2.64	2.61				0.50
5	2.93	2.74	2.41		X	X	8.50
6	3.23	2.95	2.45		X	X	22.03
7	3.11	2.91	2.24		X	X	26.95
8	2.18	2.30	2.21				0.43
9	2.23	2.15	2.00				1.48
10	2.70	2.32	2.19	X	X		5.85
11	2.82	2.45	2.20	X	X		10.42
12	2.91	2.50	2.31	X	X		9.36
13	3.11	2.55	2.45	X	X		10.39
14	3.00	2.84	2.70				2.38
15	3.32	2.80	2.51	X	X	X	18.09
16	3.00	2.90	2.69				3.25
17	3.23	2.98	2.75		X		7.02
18	3.00	2.71	2.79				2.47
19	3.21	2.85	2.52	X	X	X	13.34
20	3.00	2.70	2.15		X	X	23.58
21	2.65	2.34	2.16		X		6.54
22	2.49	2.41	2.29				1.01
23	2.35	2.19	2.28				0.72
24	3.07	2.34	2.29	X	X		14.87

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

D-15 — Oversee the work of teachers and other school personnel.

Teachers and students disagreed.

D-6 — Recruit and interview potential staff. Teachers agreed and students disagreed.

D-17 — Plan and conduct staff meetings. Teachers agreed and students disagreed.

D-3 — Assess program staffing requirements. Teachers agreed and students disagreed.

D-19 — Observe and evaluate staff performance. Teachers agreed and students disagreed.

D-7 — Recommend potential staff to the administration and board. Teachers agreed and students disagreed.

D-13 — Schedule staff work loads. Teachers agreed and students disagreed.

D-14 — Schedule staff leaves, vacations, and sabbaticals.

Teachers agreed and students disagreed.

D-5 — Establish staff selection and recruitment procedures.

Teachers agreed and students disagreed.

D-20 — Recommend staff promotions and dismissals. Teachers agreed and students disagreed.

D-16 — Provide for a staff record-keeping system. Teachers agreed and students disagreed.

D-12 — Counsel and advise staff on professional matters. Teachers agreed and students disagreed.

- D-4 — Prepare job descriptions. Teachers and students agreed.
- D-2 — Prepare and maintain a personnel handbook. Teachers agreed and students disagreed.
- D-24 — Interpret and apply affirmative action laws and regulations. Teachers and students disagreed.
- D-21 — Provide guidance to the staff on legal matters affecting the school program. Teachers agreed and students disagreed.

Teachers rated eight of the twenty-four tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

- D-18 — Prepare bulletins and other communications designed to keep staff informed. Administrators agreed and students disagreed.
- D-1 — Prepare and recommend personnel policies. Administrators agreed and students disagreed.
- D-11 — Interpret the staff benefits program. Administrators agreed and students disagreed.
- D-10 — Resolve staff grievances and complaints. Administrators and students agreed.
- D-9 — Establish staff grievance procedures. Administrators and students agreed.
- D-8 — Participate in negotiating staff working agreements. Administrators agreed and students disagreed.

D-22 — Interpret and apply licensing and certification regulations.

Administrators and students agreed.

D-23 — Interpret and apply labor laws and regulations.

Administrators and students agreed.

Students rated none of the twenty-four tasks in this category higher in need than did administrators or teachers.

Responses relative to tasks performed. Administrators rated twenty-two of the twenty-four tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

D-15 — Oversee the work of teachers and other school personnel.

Teachers and students disagreed.

D-6 — Recruit and interview potential staff. Teachers agreed and students disagreed.

D-17 — Plan and conduct staff meetings. Teachers agreed and students disagreed.

D-19 — Observe and evaluate staff performance. Teachers and students disagreed.

D-7 — Recommend potential staff to the administration and board. Teachers agreed and students disagreed.

D-13 — Schedule staff work loads. Teachers and students disagreed.

D-24 — Interpret and apply affirmative action laws and regulations. Teachers and students disagreed.

- D-3 — Assess program staffing requirements. Teachers agreed and students disagreed.
- D-14 — Schedule staff leaves, vacations, and sabbaticals. Teachers and students agreed.
- D-16 — Provide for a staff record-keeping system. Teachers and students agreed.
- D-18 — Prepare bulletins and other communications designed to keep staff informed. Teachers and students agreed.
- D-20 — Recommend staff promotions and dismissals. Teachers agreed and students disagreed.
- D-5 — Establish staff selection and recruitment procedures. Teachers agreed and students disagreed.
- D-12 — Counsel and advise staff on professional matters. Teachers and students disagreed.
- D-11 — Interpret the staff benefits program. Teachers and students disagreed.
- D-4 — Prepare job descriptions. Teachers and students agreed.
- D-2 — Prepare and maintain a personnel handbook. Teachers and students agreed.
- D-10 — Resolve staff grievances and complaints. Teachers and students disagreed.
- D-21 — Provide guidance to the staff on legal matters affecting the school program. Teachers agreed and students disagreed.
- D-22 — Interpret and apply licensing and certification regulations. Teachers and students agreed.

D-23 — Interpret and apply labor laws and regulations. Teachers and students agreed.

D-9 — Establish staff grievance procedures. Teachers and students agreed.

Teachers rated two of the twenty-four tasks in this category higher in performance than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

D-1 — Prepare and recommend personnel policies. Administrators and students agreed.

D-8 — Participate in negotiating staff working agreements. Administrators and students agreed.

Students rated none of the twenty-four tasks in this category higher in performance than did administrators or teachers.

Category E: Staff Development

Tables 12 and 13 contain results of the modified two-way ANOVA based on responses of administrators, teachers, and students relative to Category E task statements. Table 12 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 13 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated all of the ten tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

TABLE 12
CATEGORY E: STAFF DEVELOPMENT—TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.07	2.85	2.69		X		6.02
2	2.77	2.66	2.38		X	X	6.26
3	3.05	2.81	2.70		X		4.84
4	2.79	2.76	2.60				1.44
5	2.93	2.84	2.67				2.37
6	3.03	2.90	2.64		X	X	6.56
7	2.75	2.70	2.45				3.98
8	3.05	2.79	2.41		X	X	13.80
9	2.84	2.71	2.42		X	X	5.51
10	2.98	2.76	2.63		X		4.45

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 13

CATEGORY E: STAFF DEVELOPMENT—TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.86	2.84	2.69	X	X		8.73
2	2.45	2.29	2.12				2.73
3	2.77	2.34	2.23	X	X		7.62
4	2.11	1.77	1.88				2.75
5	2.63	2.59	2.36				2.71
6	2.84	2.62	2.27		X	X	9.74
7	2.29	2.20	2.02				2.28
8	2.58	2.36	1.93		X	X	12.48
9	2.21	1.95	1.75		X		4.90
10	2.44	2.36	2.07		X	X	5.08

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

- E-1 - Assess staff development needs. Teachers agreed and students disagreed.
- E-3 - Counsel with staff regarding personnel development needs and activities. Teachers agreed and students disagreed.
- E-8 - Provide for preservice programs for professional personnel. Teachers agreed and students disagreed.
- E-6 - Arrange for workshops and other in-service programs for professional personnel. Teachers agreed and students disagreed.
- E-10 - Evaluate staff development programs. Teachers agreed and students disagreed.
- E-5 - Conduct workshops and other in-service programs for professional personnel. Teachers and students agreed.
- E-9 - Arrange for staff exchanges with business and industry. Teachers agreed and students disagreed.
- E-4 - Establish and maintain a staff learning resources center. Teachers and students agreed.
- E-2 - Assist in the preparation of individual staff profiles. Teachers agreed and students disagreed.
- E-7 - Provide for in-service programs for supportive personnel. Teachers and students agreed.

Teachers and students rated none of the ten tasks in this category higher in need than did administrators.

Responses relative to tasks performed. Administrators rated all of the ten tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

- E-1 - Assess staff development needs. Teachers and students disagreed.
- E-6 - Arrange for workshops and other in-service programs for professional personnel. Teachers agreed and students disagreed.
- E-3 - Counsel with staff regarding personnel development needs and activities. Teachers and students disagreed.
- E-5 - Conduct workshops and other in-service programs for professional personnel. Teachers and students agreed.
- E-8 - Provide for preservice programs for professional personnel. Teachers agreed and students disagreed.
- E-2 - Assist in the preparation of individual staff profiles. Teachers and students agreed.
- E-10 - Evaluate staff development programs. Teachers agreed and students disagreed.
- E-7 - Provide for in-service programs for supportive personnel. Teachers and students agreed.
- E-9 - Arrange for staff exchanges with business and industry. Teachers agreed and students disagreed.
- E-4 - Establish and maintain a staff learning resources center. Teachers and students agreed.

Teachers and students rated none of the ten tasks in this category higher in performance than did administrators.

Category F: Professional Relations and Self-Development

Tables 14 and 15 contain results of the modified two-way ANOVA based on responses of administrators, teachers, and students relative to Category F task statements. Table 14 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 15 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated twelve of the sixteen tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

- F-2 — Develop and maintain professional relationships with other administrators. Teachers agreed and students disagreed.
- F-3 — Develop and maintain professional relationships with state department of education personnel. Teachers agreed and students disagreed.
- F-7 — Promote professional image through personal appearance and conduct. Teachers agreed and students disagreed.
- F-1 — Maintain ethical standards expected of a professional educator. Teachers agreed and students disagreed.
- F-13 — Assess personal performance as an administrator. Teachers agreed and students disagreed.
- F-4 — Develop and maintain relationships with personnel in professional organizations. Teachers agreed and students disagreed.

TABLE 14
CATEGORY F: PROFESSIONAL RELATIONS AND
SELF-DEVELOPMENT—TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.27	3.11	2.81		X	X	9.91
2	3.30	3.12	2.81		X	X	12.81
3	3.28	3.02	2.76		X	X	11.42
4	3.14	2.98	2.78		X		5.10
5	3.00	2.84	2.45		X	X	13.23
6	3.14	2.96	2.75		X		6.31
7	3.28	3.10	2.91		X		5.76
8	2.81	2.94	2.81				1.03
9	2.82	2.90	2.66				2.94
10	2.74	2.75	2.50			X	3.40
11	2.96	2.97	2.82				1.35
12	3.07	2.87	2.78		X		2.94
13	3.27	3.03	2.79		X	X	9.47
14	3.14	2.92	2.73		X		6.30
15	2.86	2.49	2.46	X	X		4.22
16	3.07	2.88	2.82				2.20

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 15
CATEGORY F: PROFESSIONAL RELATIONS AND
SELF-DEVELOPMENT-TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.18	2.90	2.66		X		8.50
2	3.18	2.91	2.62		X	X	10.02
3	3.26	2.89	2.54	X	X	X	14.76
4	2.86	2.74	2.50		X		4.42
5	2.79	2.67	2.13		X	X	16.75
6	2.91	2.63	2.27		X	X	14.19
7	3.11	2.86	2.85				2.24
8	2.42	2.52	2.47				0.24
9	2.42	2.47	2.20				2.75
10	2.32	2.28	2.16				0.82
11	2.61	2.35	2.16		X		5.53
12	2.73	2.41	2.42				3.22
13	2.87	2.61	2.29		X	X	9.91
14	2-98	2.70	2.44		X	X	8.43
15	2.39	2.20	2.16				1.37
16	2.68	2.40	2.43				1.96

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

F-6 - Participate in professional meetings for self-improvement.

Teachers agreed and students disagreed.

F-14 - Read and use information from professional journals, reports, and related materials for self-improvement.

Teachers agreed and students disagreed.

F-12 - Develop effective interpersonal skills. Teachers agreed and students disagreed.

F-16 - Develop cooperative problem-solving and decision making skills. Teachers and students agreed.

F-5 - Participate in professional organizations. Teachers agreed and students disagreed.

F-15 - Apply management by objectives (MBO) techniques to personal work assignments. Teachers and students disagreed.

Teachers rated four of the sixteen tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

F-11 - Represent teacher interests and concerns to other administrators and the board. Administrators and students agreed.

F-8 - Assist with the development of state and/or federal plans for vocational education. Administrators and students agreed.

F-9 - Participate in the development of vocational education legislation. Administrators and students agreed.

F-10 — Prepare policy and commendation statements. Administrators agreed and students disagreed.

Students rated none of the sixteen tasks in this category higher in need than did administrators or teachers.

Responses relative to tasks performed. Administrators rated fourteen of the sixteen tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

F-3 — Develop and maintain professional relationships with state department of education personnel. Teachers and students disagreed.

F-1 — Maintain ethical standards expected of a professional educator. Teachers agreed and students disagreed.

F-2 — Develop and maintain professional relationships with other administrators. Teachers agreed and students disagreed.

F-7 — Promote professional image through personal appearance and conduct. Teachers and students agreed.

F-14 — Read and use information from professional journals, reports, and related materials for self-improvement. Teachers agreed and students disagreed.

F-6 — Participate in professional meetings for self-improvement. Teachers agreed and students disagreed.

F-13 — Assess personal performance as an administrator. Teachers agreed and students disagreed.

- F-4 — Develop and maintain relationships with personnel in professional organizations. Teachers agreed and students disagreed.
- F-5 — Participate in professional organizations. Teachers agreed and students disagreed.
- F-12 — Develop effective interpersonal skills. Teachers and students agreed.
- F-16 — Develop cooperative problem-solving and decision making skills. Teachers and students agreed.
- F-11 — Represent teacher interests and concerns to other administrators and the board. Teachers agreed and students disagreed.
- F-15 — Apply management by objectives (MBO) techniques to personal work assignments. Teachers and students agreed.
- F-10 — Prepare policy and commendation statements. Teachers and students agreed.

Teachers rated two of the sixteen tasks in this category higher in performance than did the administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

- F-8 — Assist with the development of state and/or federal plans for vocational education. Administrators and students agreed.
- F-9 — Participate in the development of vocational education legislation. Administrators and students agreed.

Students rated none of the sixteen tasks in this category higher in performance than did administrators or teachers.

Category G: School/Employer/Community Relations

Tables 16 and 17 contain results of the modified two-way ANOVA based on responses of administrators, teachers, and students relative to Category G task statements. Table 16 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 17 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated twenty of the twenty-three tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

G-5 — Develop working relationships with employers and agencies.

Teachers agreed and students disagreed.

G-1 — Develop a plan for promoting good public relations.

Teachers agreed and students disagreed.

G-9 — Participate in community organizations. Teachers and students disagreed.

G-2 — Prepare and recommend public relations and communications policies. Teachers agreed and students disagreed.

G-10 — Promote good relationships between vocational and general education staff. Teachers agreed and students disagreed.

G-4 — Organize and work with a general vocational advisory council. Teachers agreed and students disagreed.

TABLE 16
CATEGORY G: SCHOOL/EMPLOYER/COMMUNITY RELATIONS—
TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.26	3.16	2.96		X	X	5.35
2	3.20	3.05	2.82		X	X	6.69
3	3.11	3.02	2.52		X	X	17.49
4	3.18	2.95	2.54		X	X	16.11
5	3.33	3.17	3.01		X		4.75
6	2.86	2.76	2.52		X		4.28
7	3.05	2.79	2.40		X	X	13.29
8	2.82	2.67	2.68				0.75
9	3.21	2.88	2.48	X	X	X	19.07
10	3.19	2.96	2.90		X		2.99
11	3.00	2.73	2.38		X	X	12.26
12	2.18	2.32	2.30				0.49
13	3.04	2.88	2.69		X		4.07
14	3.12	2.94	2.65		X	X	9.20
15	3.11	2.86	2.63		X	X	9.02
16	3.17	2.84	2.67	X	X		7.59
17	2.18	2.21	2.38				1.42
18	2.47	2.57	2.56				0.26
19	3.11	3.00	2.81		X		3.87
20	2.77	2.76	2.59				1.77
21	2.82	2.69	2.61				1.57
22	2.96	2.87	2.89				0.37
23	3.04	2.93	2.57		X	X	9.55

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 17
CATEGORY G: SCHOOL/EMPLOYER/COMMUNITY RELATIONS—
TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.05	2.64	2.59	X	X		6.14
2	2.91	2.48	2.33	X	X		9.28
3	3.03	2.81	2.09		X	X	34.96
4	3.07	2.76	2.13		X	X	31.75
5	3.05	2.75	2.42		X	X	11.90
6	2.72	2.29	2.07	X	X		10.85
7	2.77	2.36	1.95	X	X	X	18.18
8	2.75	2.28	2.25	X	X		7.14
9	3.12	2.53	2.18	X	X	X	22.04
10	2.95	2.50	2.57	X	X		5.17
11	2.68	2.30	2.01	X	X	X	11.84
12	1.86	1.85	1.81				0.09
13	2.84	2.50	2.22		X	X	10.10
14	2.98	2.49	2.17	X	X	X	19.06
15	2.79	2.32	2.16	X	X		10.59
16	3.02	2.46	2.10	X	X	X	20.82
17	1.70	1.63	1.92			X	3.65
18	2.18	2.30	2.10				1.62
19	3.04	2.71	2.64		X		3.95
20	2.37	2.11	2.05				2.37
21	2.54	2.24	2.10		X		5.12
22	2.60	2.35	2.33				2.11
23	2.88	2.53	2.00		X	X	22.22

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

- G-16 — Make public presentations on school programs and activities. Teachers and students disagreed.
- G-14 — Obtain and analyze informal feedback about the school. Teachers agreed and students disagreed.
- G-3 — Coordinate use of occupational (craft) advisory committees. Teachers agreed and students disagreed.
- G-15 — Evaluate the public relations program. Teachers agreed and students disagreed.
- G-19 — Conduct orientation programs for students and staff. Teachers agreed and students disagreed.
- G-7 — Involve community leaders (political and nonpolitical) in school programs and activities. Teachers agreed and students disagreed.
- G-23 — Write news releases for school and area media. Teachers agreed and students disagreed.
- G-13 — Conduct informational programs for the public (such as open house and career awareness programs). Teachers agreed and students disagreed.
- G-11 — Encourage staff participation in community civic, service, and social organizations. Teachers agreed and students disagreed.
- G-22 — Develop materials to promote the vocational programs. Teachers and students agreed.
- G-6 — Prepare and recommend cooperative agreements with other agencies. Teachers agreed and students disagreed.

G-8 — Participate in school organizations. Teachers and students agreed.

G-21 — Plan for exhibits and displays. Teachers and students agreed.

G-20 — Conduct recognition programs for students, staff, and community supporters. Teachers and students agreed.

Teachers rated two of the twenty-three tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

G-12 — Promote cooperative efforts of parent and teacher groups. Administrators and students agreed.

G-18 — Interpret and apply public "right-to-know" laws and regulations. Administrators and students agreed.

Students rated one of the twenty-three tasks in this category higher in need than did administrators or teachers. The agreement or disagreement with students is stated.

G-17 — Conduct public hearings and meetings on school issues. Administrators and teachers agreed.

Responses relative to tasks performed. Administrators rated twenty-one of the twenty-three tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

G-9 — Participate in community organizations. Teachers and students disagreed.

- G-4 - Organize and work with a general vocational advisory council. Teachers agreed and students disagreed.
- G-1 - Develop a plan for promoting good public relations. Teachers and students disagreed.
- G-5 - Develop working relationships with employers and agencies. Teachers agreed and students disagreed.
- G-19 - Conduct orientation programs for students and staff. Teachers agreed and students disagreed.
- G-3 - Coordinate use of occupational (craft) advisory committees. Teachers agreed and students disagreed.
- G-16 - Make public presentations on school programs and activities. Teachers and students disagreed.
- G-14 - Obtain and analyze informal feedback about the school. Teachers and students disagreed.
- G-10 - Promote good relationships between vocational and general education staff. Teachers and students disagreed.
- G-2 - Prepare and recommend public relations and communications policies. Teachers and students disagreed.
- G-23 - Write news releases for school and area media. Teachers agreed and students disagreed.
- G-13 - Conduct informational programs for public (such as open house and career awareness programs). Teachers agreed and students disagreed.
- G-15 - Evaluate the public relations program. Teachers and students disagreed.

- G-7 — Involve community leaders (political and nonpolitical) in school programs and activities. Teachers and students disagreed.
- G-8 — Participate in school organizations. Teachers and students disagreed.
- G-6 — Prepare and recommend cooperative agreements with other agencies. Teachers and students disagreed.
- G-11 — Encourage staff participation in community civic, service, and social organizations. Teachers and students disagreed.
- G-22 — Develop materials to promote the vocational programs. Teachers and students agreed.
- G-21 — Plan for exhibits and displays. Teachers agreed and students disagreed.
- G-20 — Conduct recognition programs for students, staff, and community supporters. Teachers and students agreed.
- G-12 — Promote cooperative efforts of parent and teacher groups.

Teachers rated one of the twenty-three tasks in this category higher in performance than did administrators or students. The agreement or disagreement with teachers is stated.

- G-18 — Interpret and apply public "right-to-know" laws and regulations. Administrators and students agreed.

Students rated one of the twenty-three tasks in this category higher in performance than did administrators or teachers. The agreement or disagreement with students is stated.

- G-17 — Conduct public hearings and meetings on school issues. Administrators agreed and teachers disagreed.

Category H: Facilities and Equipment Management

Tables 18 and 19 contain results of the modified two-way ANOVA based on responses of administrators, teachers, and students relative to Category H task statements. Table 18 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 19 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated eighteen of the twenty tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

H-18 — Develop and implement safety programs. Teachers and students agreed.

H-1 — Assess the need for physical facilities. Teachers agreed and students disagreed.

H-16 — Establish preventative maintenance program for equipment and facilities. Teachers agreed and students disagreed.

H-17 — Interpret and apply health and safety laws and regulations. Teachers and students agreed.

H-19 — Establish emergency plans (such as fire and disaster). Teachers and students agreed.

H-15 — Develop and implement an equipment and supply inventory system. Teachers agreed and students disagreed.

H-9 — Develop long-range facility and equipment plans. Teachers agreed and students disagreed.

TABLE 18
CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT--
TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Students	Teachers				
1	3.23	2.96	2.68		X	X	10.79
2	2.75	2.48	2.27		X		5.86
3	2.60	2.42	2.22		X		3.79
4	2.05	2.11	1.96				0.82
5	2.33	2.49	2.17			X	3.66
6	2.93	2.57	2.39	X	X		7.99
7	2.93	2.82	2.59		X		4.73
8	2.86	2.66	2.28		X	X	11.10
9	3.09	2.81	2.57		X		8.52
10	2.51	2.41	2.28				1.19
11	2.70	2.58	2.37		X		3.55
12	3.02	2.95	2.80				2.08
13	3.04	2.86	2.73				2.93
14	3.05	2.88	2.67		X		5.05
15	3.11	3.09	2.81		X	X	6.06
16	3.23	3.05	2.89		X		4.96
17	3.18	3.08	2.94				2.72
18	3.25	3.12	3.00				2.86
19	3.14	3.02	2.99				1.05
20	3.07	3.05	2.83				3.37

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 19
CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT—
TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	3.23	2.69	2.28	X	X	X	23.77
2	2.36	2.20	1.91		X	X	5.95
3	2.28	2.18	1.86		X	X	5.79
4	1.46	1.71	1.79		X		3.03
5	1.72	1.99	1.88				1.68
6	2.82	2.39	2.07	X	X	X	14.19
7	2.93	2.57	2.28	X	X	X	10.59
8	2.56	2.45	1.98		X	X	11.97
9	2.95	2.49	2.04	X	X	X	24.19
10	2.00	2.19	1.90			X	3.11
11	2.56	2.36	1.96		X	X	11.42
12	3.00	2.76	2.46		X	X	8.34
13	2.89	2.43	2.26	X	X		10.40
14	2.88	2.51	2.34	X	X		6.68
15	3.00	2.93	2.41		X	X	18.16
16	2.95	2.67	2.47		X		5.82
17	3.04	2.89	2.84				1.27
18	3.14	2.91	2.83		X		3.09
19	2.95	2.77	2.66				2.25
20	3.05	2.88	2.49		X	X	10.14

^aTaken from Norton-Ohio State verified list of task statements (see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

- H-20 — Establish and oversee a security program. Teachers and students agreed.
- H-14 — Assign space according to priority needs. Teachers agreed and students disagreed.
- H-13 — Plan space requirements for programs. Teachers and students agreed.
- H-12 — Procure equipment and furnishings. Teachers and students agreed.
- H-6 — Schedule and oversee community's use of facilities. Teachers and students disagreed.
- H-7 — Submit facility and equipment specifications. Teachers agreed and students disagreed.
- H-8 — Analyze building and equipment contract bids. Teachers agreed and students disagreed.
- H-2 — Conduct land and facility feasibility studies. Teachers agreed and students disagreed.
- H-11 — Prepare and submit renovation and alteration plans. Teachers agreed and students disagreed.
- H-3 — Recommend building sites. Teachers agreed and students disagreed.
- H-10 — Recommend acceptance of new building. Teachers and students agreed.

Teachers rated two of the twenty tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

H-5 — Oversee architectural planning. Administrators agreed and students disagreed.

H-4 — Recommend the selection of an architect. Administrators and students agreed.

Students rated none of the twenty tasks in this category higher in need than did administrators.

Responses relative to tasks performed. Administrators rated seventeen of the twenty tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

H-1 — Assess the need for physical facilities. Teachers and students disagreed.

H-18 — Develop and implement safety programs. Teachers agreed and students disagreed.

H-20 — Establish and oversee a security program. Teachers agreed and students disagreed.

H-17 — Interpret and apply health and safety laws and regulations. Teachers and students agreed.

H-12 — Procure equipment and furnishings. Teachers agreed and students disagreed.

H-15 — Develop and implement an equipment and supply inventory system. Teachers agreed and students disagreed.

H-9 — Develop long-range facility and equipment plans. Teachers and students disagreed.

- H-16 — Establish preventative maintenance program for equipment and facilities. Teachers agreed and students disagreed.
- H-19 — Establish emergency plans (such as fire and disaster). Teachers and students agreed.
- H-7 — Submit facility and equipment specifications. Teachers and students disagreed.
- H-13 — Plan space requirements for programs. Teachers and students disagreed.
- H-14 — Assign space according to priority needs. Teachers and students disagreed.
- H-6 — Schedule and oversee community's use of facilities. Teachers and students disagreed.
- H-8 — Analyze building and equipment contract bids. Teachers agreed and students disagreed.
- H-11 — Prepare and submit renovation and alteration plans. Teachers agreed and students disagreed.
- H-2 — Conduct land and facility feasibility studies. Teachers agreed and students disagreed.
- H-3 — Recommend building sites. Teachers agreed and students disagreed.

Teachers rated two of the twenty tasks in this category higher in performance than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

H-10 — Recommend acceptance of new building. Administrators agreed and students disagreed.

H-5 — Oversee architectural planning. Administrators and students agreed.

Students rated one of the twenty tasks in this category higher in performance than did administrators or teachers. The agreement or disagreement with students is stated.

H-4 — Recommend the selection of an architect. Teachers agreed and administrators disagreed.

Category I: Business and Financial Management

Tables 20 and 21 contain results of the modified two-way ANOVA based on responses of administrators, teachers, and students relative to Category I task statements. Table 20 analyzes responses pertinent to tasks needed by AVTSS superintendents and Table 21 analyzes responses pertinent to tasks performed by AVTSS superintendents.

Responses relative to tasks needed. Administrators rated eight of the fifteen tasks in this category higher in need than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

I-14 — Respond to business correspondence. Teachers agreed and students disagreed.

I-13 — Approve requisitions and work orders. Teachers agreed and students disagreed.

I-15 — Prepare local, state, and federal reports. Teachers agreed and students disagreed.

TABLE 20
CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT—
TASKS NEEDED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.74	2.85	2.72				0.93
2	2.77	2.96	2.68			X	4.06
3	2.98	2.95	2.65		X	X	6.49
4	3.00	3.02	2.79			X	3.36
5	3.07	3.02	2.82				3.57
6	2.70	2.79	2.58				1.96
7	2.82	2.88	2.74				0.97
8	3.03	2.95	2.67		X	X	6.10
9	3.21	3.00	2.84		X		5.19
10	2.44	2.82	2.77	X	X		4.06
11	2.11	2.71	2.77	X	X		11.24
12	3.23	3.12	2.74		X	X	11.56
13	3.30	3.10	2.77		X	X	11.88
14	3.35	3.11	2.86		X	X	10.03
15	3.25	2.96	2.87		X		4.47

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

TABLE 21
CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT—
TASKS PERFORMED

Task Statement ^a	Means			A/T	A/S	T/S	F ratio
	Administrators	Teachers	Students				
1	2.37	2.60	2.31			X	3.43
2	2.40	2.81	2.36	X		X	8.43
3	2.63	2.79	2.38			X	6.72
4	2.79	2.95	2.38		X	X	13.45
5	2.89	2.88	2.47		X	X	8.73
6	2.18	2.44	2.15			X	3.73
7	2.39	2.58	2.23			X	5.16
8	2.75	2.79	2.25		X	X	13.24
9	3.20	2.88	2.36		X	X	24.21
10	2.00	2.38	2.09	X		X	4.66
11	1.60	2.23	2.44	X	X		16.36
12	3.00	3.01	2.46		X	X	14.65
13	3.21	3.10	2.57		X	X	18.35
14	3.37	3.06	2.59	X	X	X	22.84
15	3.32	2.95	2.57	X	X	X	15.64

^aTaken from Norton-Ohio State verified list of task statements
(see Appendix C).

A/T = Administrators and teachers compared.

A/S = Administrators and students compared.

T/S = Teachers and students compared.

X refers to a significant difference at the .05 level when two groups are compared.

I-12 — Approve all major expenditures. Teachers agreed and students disagreed.

I-9 — Analyze the cost of operating various instructional programs. Teachers agreed and students disagreed.

I-5 — Prepare and regulate program budgets. Teachers and students agreed.

I-8 — Adopt an appropriate financial accounting system. Teachers agreed and students disagreed.

I-3 — Establish receiving and shipping procedures. Teachers agreed and students disagreed.

Teachers rated six of the fifteen tasks in this category higher in need than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

I-4 — Prepare and regulate operational budgets. Administrators agreed and students disagreed.

I-2 — Establish purchasing and payment procedures. Administrators agreed and students disagreed.

I-7 — Prepare long-range budgets based on total program requirements. Administrators and students agreed.

I-1 — Prepare and recommend financial policies. Administrators and students agreed.

I-10 — Locate sources of funds for program development and operation. Administrators and students disagreed.

I-6 — Prepare and regulate capital improvement budgets. Administrators and students agreed.

Students rated one of the fifteen tasks in this category higher in need than did administrators or teachers. The agreement or disagreement with students is stated.

I-11 — Determine insurance coverage needs. Teachers agreed and administrators disagreed.

Responses relative to tasks performed. Administrators rated five of the fifteen tasks in this category higher in performance than did teachers or students. These tasks are listed in ranked order and the agreement or disagreement with administrators is stated.

I-14 — Respond to business correspondence. Teachers and students disagreed.

I-15 — Prepare local, state, and federal reports. Teachers and students disagreed.

I-13 — Approve requisitions and work orders. Teachers agreed and students disagreed.

I-9 — Analyze the cost of operating various instructional programs. Teachers agreed and students disagreed.

I-5 — Prepare and regulate program budgets. Teachers agreed and students disagreed.

Teachers rated nine of the fifteen tasks in this category higher in performance than did administrators or students. These tasks are listed in ranked order and the agreement or disagreement with teachers is stated.

I-12 — Approve all major expenditures. Administrators agreed and students disagreed.

- I-4 — Prepare and regulate operational budgets. Administrators agreed and students disagreed.
- I-2 — Establish purchasing and payment procedures. Administrators and students disagreed.
- I-3 — Establish receiving and shipping procedures. Administrators agreed and students disagreed.
- I-8 — Adopt an appropriate financial accounting system. Administrators agreed and students disagreed.
- I-1 — Prepare and recommend financial policies. Administrators agreed and students disagreed.
- I-7 — Prepare long-range budgets based on total program requirements. Administrators agreed and students disagreed.
- I-6 — Prepare and regulate capital improvement budgets. Administrators agreed and students disagreed.
- I-10 — Locate sources of funds for program development and operation. Administrators and students disagreed.

Students rated one of the fifteen tasks in this category higher in performance than did administrators or students. The agreement or disagreement with students is stated.

- I-11 — Determine insurance coverage needs. Teachers agreed and administrators disagreed.

CHAPTER V

SUMMARY

The purpose of the study was to evaluate the tasks that needed to be performed and the tasks that actually were performed by Tennessee Area Vocational-Technical School System (AVTSS) superintendents using a nationally verified list of task statements, and to consider the rating of such tasks in the formulation of a list of needed competencies for AVTSS superintendents in Tennessee.

Findings

The analysis of the data resulted in the following findings:

1. The opinions of the superintendents and assistant superintendents were the same 95 percent of the time. (This means that there was a high probability that the two subgroups were from a population having the same opinions.) Statistically it was best to incorporate the two subgroups into one group, identified as administrators.

2. Ninety-eight tasks (60 percent) of the 164 tasks contained in the survey instrument were rated as very important and fourteen tasks (9 percent) were rated as most important by the administrators. (This means that 110 tasks received a median score of 3.0 or higher in need by the fifty-three administrators who participated in the study). Of these tasks forty-nine were rated by administrators as being performed at the 3.0 or higher level.

3. Sixty-one tasks (37 percent) of the 164 tasks contained in the survey instrument were rated as very important by teachers. (This means the sixty-one tasks received a median score of 3.0 or higher in need by the 134 teachers who participated in the study.) Of these tasks nine were rated by the teachers as being performed at the 3.0 or higher level.

4. Eleven tasks (11 percent) of the 164 tasks contained in the survey instrument were rated as very important by students. (This means the eleven tasks received a median score of 3.0 or higher in need by the 135 students who participated in the study.) Of these tasks four were rated by the students as being performed at the 3.0 or higher level.

5. Thirty-nine tasks were rated by all groups in the study as being needed at the same level. Of these tasks thirty-six (92 percent) were rated as being performed below the needed level.

6. Twenty-four tasks (14 percent) were rated by all groups in the study at the same level in need as being performed.

7. Fifty-three times (16 percent) teachers rated the tasks in the study significantly different than did the administrators.

8. One hundred eighty-nine times (58 percent) students rated the tasks in the study significantly different than did the administrators.

9. One hundred thirty-nine times (42 percent) students rated the tasks in the study significantly different than did the teachers.

10. Ten tasks (less than 10 percent) of the 164 tasks contained in the survey instrument were rated below the 2.5 median score. (This means that 154 tasks were rated as needed by all subgroups.)

When both teachers and students agreed with the administrators and rated a task statement 3.0 or higher, the task was considered "most

important." If the teachers or the students agreed with the administrators and rated a task statement 3.0 or higher, the task was considered "very important." The following task statements were considered to be most important or very important. The first fourteen received a rating of 3.0 or higher by all groups, and were therefore considered "most important."

Category A: Program Planning, Development, and Evaluation

Needed Tasks

Task 4 — "Direct the identification of entry-level requirements for jobs."

Task 10 — "Develop overall vocational program goals."

Category B: Instructional Management

Needed Tasks

Task 2 — "Establish student rules and policies (such as attendance and discipline."

Task 3 — "Enforce student rules and policies."

Task 4 — "Design and oversee student progress reporting procedures."

Task 6 — "Prepare a master schedule of course offerings."

Performed Tasks

Task 2 — "Establish student rules and policies (such as attendance and discipline."

Task 3 — "Enforce student rules and policies."

Task 4 — "Design and oversee student progress reporting procedures."

Category C: Student ServicesNeeded Tasks

Task 6 — "Oversee student job placement and follow-up services."

Task 7 — "Provide for a student record-keeping system."

Performed Tasks

Task 7 — "Provide for a student record-keeping system."

Category G: School/Employer/Community RelationsNeeded Tasks

Task 5 — "Develop working relationships with employers and agencies."

Category H: Facilities and Equipment ManagementNeeded Tasks

Task 18 — "Develop and implement safety programs."

The following task statements received a rating of 3.0 or higher by both administrators and teachers and were therefore considered "very important."

Category A: Program Planning, Development, and EvaluationNeeded Tasks

Task 2 — "Collect and analyze manpower needs assessment data."

Task 5 — "Involve community representatives in program planning and evaluation."

Task 7 — "Cooperate with district, county, regional, and state agencies in developing and operating vocational programs."

Task 8 — "Prepare annual program plans."

Task 9 - "Prepare and update long-range program plans."

Task 10 - "Develop overall vocational program goals."

Task 22 - "Evaluate the effectiveness of the instructional program."

Task 23 - "Initiate student and employer follow-up studies."

Task 24 - "Analyze student and employer follow-up studies."

Task 32 - "Develop supplemental/remedial instructional programs to meet student needs."

Category B: Instructional Management

Needed Tasks

Task 5 - "Maintain a learning resources center for students."

Task 8 - "Establish and implement a curriculum design that will achieve the school's instructional goals."

Task 12 - "Provide for supplemental/remedial instructional programs."

Performed Tasks

Task 6 - "Prepare a master schedule of course offerings."

Category C: Student Services

Needed Tasks

Task 1 - "Oversee student recruitment activities."

Task 2 - "Oversee school admission services."

Task 3 - "Interpret and apply student rights, laws, and regulations."

Performed Tasks

Task 3 - "Interpret and apply student rights, laws, and regulations."

Category D: Personnel ManagementNeeded Tasks

- Task 3 – "Assess program staffing requirements."
- Task 5 – "Establish staff selection and recruitment procedures."
- Task 6 – "Recruit and interview potential staff."
- Task 7 – "Recommend potential staff to the administration and board."
- Task 11 – "Interpret the staff benefits program."
- Task 15 – "Oversee the work of teachers and other school personnel."
- Task 16 – "Provide for a staff record-keeping system."
- Task 17 – "Plan and conduct staff meetings."
- Task 18 – "Prepare bulletins and other communications designed to keep staff informed."
- Task 19 – "Observe and evaluate staff performance."

Category F: Professional Relations and Self-DevelopmentNeeded Tasks

- Task 1 – "Maintain ethical standards expected of a professional educator."
- Task 2 – "Develop and maintain professional relationships with other administrators."
- Task 3 – "Develop and maintain professional relationships with state department of education personnel."
- Task 7 – "Promote professional image through personal appearance and conduct."

Task 13 — "Assess personal performance as an administrator."

Category G: School/Employer/Community Relations

Needed Tasks

Task 1 — "Develop a plan for promoting good public relations."

Task 2 — "Prepare and recommend public relations and communications policies."

Task 3 — "Coordinate use of occupational (craft) advisory committees."

Task 19 — "Conduct orientation programs for students and staff."

Category H: Facilities and Equipment Management

Needed Tasks

Task 15 — "Develop and implement an equipment and supply inventory system."

Task 16 — "Establish preventative maintenance program for equipment and facilities."

Task 17 — "Interpret and apply health and safety laws and regulations."

Task 19 — "Establish emergency plans (such as fire and disaster)."

Task 20 — "Establish and oversee a security program."

Category I: Business and Financial Management

Needed Tasks

Task 4 — "Prepare and regulate operational budgets."

Task 5 — "Prepare and regulate program budgets."

Task 9 - "Analyze the cost of operating various instructional programs."

Task 12 - "Approve all major expenditures."

Task 13 - "Approve requisitions and work orders."

Task 14 - "Respond to business correspondence."

Performed Tasks

Task 12 - "Approve all major expenditures."

Task 13 - "Approve requisitions and work orders."

Task 14 - "Respond to business correspondence."

List of Needed Competencies

The data gathered in this investigation indicated that in the job of an administrator there are several roles. Since administrators have tasks only they perform, tasks they perform with teachers or with teachers' help, and tasks they perform for students or with students' input, their job is better understood if it is considered in three phases: (1) administrative role, (2) teacher support role, and (3) student support role. Therefore, the categories used in this study made it possible to consider the opinions of the three groups as to the phase of the superintendent's job.

Administrative Role Needed Competencies

If in the opinions of the 322 persons in the study the superintendents had the experience and ability needed to perform a task and that task received a 3.0 or higher rating, then it was assumed that the

superintendents had the needed competencies to complete that task at will. However, some tasks were performed in the office or in private and not seen by teachers or students. The competencies needed to perform these tasks were considered to be administrative role competencies.

These competencies are listed below in ranked order. All AVTSS superintendents should possess these competencies and perform them to a high degree. The superintendents should be able to:

1. Prepare a master schedule of course offerings.
2. Develop overall vocational program goals.
3. Develop and implement safety programs.
4. Develop a plan for promoting good public relations.
5. Respond to business correspondence.
6. Promote professional image through personal appearance and conduct.
7. Develop and maintain professional relationships with other administrators.
8. Cooperate with local, state, and regional agencies in developing and operating vocational programs.
9. Establish emergency plans for fires and disaster.
10. Establish preventative maintenance program for equipment and facilities.
11. Maintain ethical standards expected of a professional educator.
12. Approve requisitions and work orders, daily.
13. Approve all major expenditures, weekly.

14. Prepare and recommend public relations and communications policies.
15. Prepare local, state, and federal reports.
16. Analyze the cost of operating various instructional programs.
17. Develop and implement an equipment and supply inventory system.
18. Assess personal performance as an administrator and school leader.
19. Develop and maintain professional relationships with state and local departments of education personnel.
20. Establish and oversee a security program for the local school.
21. Prepare and regulate program budgets.
22. Provide for adult/continuing education programs.
23. Prepare and update long-range program plans.
24. Recruit and interview potential staff.
25. Conduct orientation programs for students and staff.
26. Develop and maintain relationships with personnel in professional organizations.
27. Prepare and regulate operational budgets.
28. Participate in professional meetings for self-improvement.
29. Develop cooperative problem-solving and decision-making skills.
30. Interpret and apply relevant state and federal legislation.
31. Assess the need for physical facilities.
32. Use information from professional journals, reports, and related materials for self-improvement.

33. Assess program staffing requirements.
34. Prepare and recommend personnel policies.
35. Develop effective interpersonal skills.
36. Adopt an appropriate financial accounting system.
37. Establish receiving and shipping procedures.
38. Establish purchasing and payment procedures.
39. Prepare long-range budgets based on total program requirements.
40. Write news releases for school and local media.
41. Participate in the development of vocational education legislation.
42. Prepare and recommend financial policies.
43. Develop long-range facility and equipment plans.
44. Analyze the school and community's feelings toward educational change.

There are many other competencies that the superintendents should be able to perform, but in the opinions of the administrators, teachers, and students of the AVTSS other tasks were rated below the level of importance. For example, Category H, Task 4, "Recommend the selection of an architect," was rated lowest, and in the opinions of all groups this task might not be a function of the superintendent's job.

Teacher Support Role Needed Competencies

If the 134 teachers in the study held the opinion that the superintendents had the experience and ability needed to perform a task and that task received a 3.0 or higher rating, then it was assumed that the superintendents had the needed competencies to complete that

task to support the instructional program. Teachers should be knowledgeable of these competencies of the superintendents, but students might not be knowledgeable to a high degree. The competencies needed to perform these tasks were considered to be teacher support role competencies.

These competencies are listed below in ranked order. All AVTSS superintendents should possess these competencies and perform them to a high degree. With teachers' help, the superintendents should be able to:

1. Direct the identification of entry-level requirements for jobs.
2. Design and oversee student progress reporting procedures.
3. Prepare bulletins and other communications designed to keep staff informed.
4. Obtain state and federal services and resources for program development.
5. Develop plans for evaluating instructional program.
6. Plan and conduct staff meetings.
7. Evaluate the effectiveness of the instructional program.
8. Establish instructional program entry and completion requirements.
9. Prepare job descriptions for instructional program.
10. Promote good relationships between vocational and general education staff.
11. Observe and evaluate staff performance.
12. Establish and implement a curriculum design that will achieve the school's instructional goals.

13. Approve selection of instructional equipment.
14. Approve courses of study.
15. Guide staff in selecting and using effective instructional strategies.
16. Involve community representatives in program planning and development.
17. Provide for a staff record-keeping system.
18. Oversee the work of teachers and other school personnel.
19. Approve selection of instructional materials.
20. Prepare annual program plans.
21. Represent teacher interests and concerns to other administrators and the board.
22. Direct occupational task analysis for use in curriculum development.
23. Procure equipment and classroom furnishings.
24. Write proposals for the funding of new programs and the improvement of existing programs.
25. Develop materials to promote the vocational programs.
26. Interpret and apply state and/or federal vocational education legislation.
27. Assist with the development of state and/or federal plans for vocational education.
28. Plan space requirements for programs.
29. Resolve staff grievances and complaints.
30. Schedule staff leaves, vacations, and sabbaticals.

31. Recommend potential staff to the administration and board.
32. Coordinate use of occupational (craft) advisory committees.
33. Recommend staff promotions and dismissals.
34. Assign space according to priority needs.
35. Recommend program policies to the administration and board.
36. Prepare and maintain a personnel handbook.
37. Organize and work with a general vocational advisory council.
38. Arrange for workshops and in-service programs for professional personnel.
39. Assess staff development needs.
40. Interpret the staff benefits program.
41. Recommend curriculum revisions based on evaluation data.
42. Counsel with staff regarding personnel development needs and activities.
43. Counsel and advise staff on professional matters.
44. Schedule staff work loads.
45. Conduct workshops and other in-service programs for professional personnel.
46. Guide staff in integrating and articulating the vocational program with the total educational program.
47. Evaluate staff development programs.
48. Submit facility and equipment specifications.

There are many other competencies that the superintendents should be able to perform in support of the teachers and the instructional program, but in the opinions of the administrators, teachers, and students of the

AVTSS other tasks were rated below the level of importance. For example, the task "Promote cooperative efforts of parent and teacher groups" was rated lowest, and in the opinions of all groups this task might not be a function of the superintendent's job.

Student Support Role Needed Competencies

If in the opinions of the 134 teachers and 135 students in the study the superintendents had the experience and ability needed to perform a task and that task received a 3.0 or higher rating, then it was assumed that the superintendents had the needed competencies to complete that task to support both the instructional program and the students. Teachers and students should be knowledgeable of these competencies of the superintendents, and students might have ranked these competencies higher than did the teachers. The competencies needed to perform these tasks were considered to be student support role competencies.

These competencies are listed below in ranked order. All AVTSS superintendents should possess these competencies and perform them to a high degree. With student input, the superintendent should be able to:

1. Enforce student rules and policies.
2. Establish student rules and policies.
3. Provide for a student record-keeping system.
4. Develop working relationships with employers and agencies.
5. Oversee student job placement and follow-up services.
6. Initiate student and employer follow-up studies.

7. Maintain a learning resources center for students.
8. Interpret and apply student rights, laws, and regulations.
9. Interpret and apply health and safety laws and regulations.
10. Analyze student and employer follow-up studies.
11. Develop supplemental and/or remedial instructional programs to meet student needs.
12. Establish school admission and graduation requirements.
13. Oversee school admission services.
14. Oversee student recruitment activities.
15. Collect and analyze manpower needs assessment data.
16. Oversee student guidance and testing services.
17. Provide for supplemental and/or remedial instructional programs.
18. Obtain and analyze informal feedback about the school.
19. Conduct informational programs for the public.
20. Make public presentations on school programs and activities.
21. Assess student testing and grading procedures.
22. Evaluate the public relations program.
23. Participate in community organizations.
24. Survey student and parent interests.
25. Design and select instruments for evaluating the instructional program.
26. Provide for special needs programs.
27. Arrange for work study programs.
28. Provide for cooperative education programs.

There are many other competencies that the superintendents should be able to perform in support of the students and the school's outside activities, but in the opinions of the superintendents, teachers, and students of the AVTSS other tasks were rated below the level of importance. For example, the task "Promote the integration of vocational student organizational activities into the instructional program" was rated lowest, and in the opinions of all groups this task might not be a function of the superintendent's job.

Conclusions

1. The AVTSS superintendents, assistant superintendents, and teachers who participated in the study had a fairly clear understanding of the tasks (120 tasks or 73 percent) considered to be important in the job of a local administrator of vocational and technical education. The AVTSS students had less than a clear understanding of the tasks (45 tasks or 27 percent) considered to be important in the job of a local administrator of vocational and technical education.

2. The superintendents, assistant superintendents, and teachers who participated in the study were in agreement (93 percent) in their evaluation of the tasks needed by the local school superintendent. The AVTSS students disagreed with both administrators (57 percent) and teachers (42 percent) in their evaluation of the tasks needed by the local school superintendent. This may have been because students did not fully understand the tasks of the superintendent.

3. The superintendents, assistant superintendents, and teachers who participated in the study were in less agreement (71 percent) in the evaluation of tasks performed by the local school superintendent. Students agreed less (43 percent) with the administrators than with the teachers (58 percent) in the evaluation of tasks performed.

4. One hundred twenty competencies were indicated by the AVTSS superintendents, assistant superintendents, teachers, and students as needed by the local school superintendent. Of these forty-four were evaluated as "administrative role needed competencies," forty-eight were evaluated as "teacher support role needed competencies," and twenty-eight were evaluated as "student support role needed competencies."

5. The superintendents devoted an inordinate amount of time performing tasks related to student support roles and requisitions. They did not devote enough time to performing tasks related to the development of vocational goals and student output needs. They did, however, seem to be devoting enough effort in performing tasks relative to resources for the school. They were apparently devoting sufficient time in performing tasks related to reports, correspondence and school admission services.

6. Teachers, especially the forty-seven teachers who were over forty-five years of age with some college education and having five years of teaching experience, indicated that superintendents were devoting too much effort performing tasks related to guidance and school procedures. They reported that superintendents were not devoting enough effort performing tasks related to planning.

Recommendations

1. AVTSS superintendents should assign tasks such as establishing and enforcing student rules and policies, providing for a student record-keeping system, designing and overseeing student progress reporting procedures, preparing a master schedule of course offerings, developing and implementing safety programs, interpreting and applying student rights, laws, and regulations, interpreting and applying health and safety laws and regulations, preparing bulletins and other communications designed to keep the staff informed, planning and conducting staff meetings, and approving requisitions and work orders to assistants and have only justified decisions or actions reported to them.

2. The superintendents should establish and enforce plans that would give tasks such as directing the identification of entry-level requirements for jobs, developing working relationships with employers and agencies, developing overall vocational program goals, overseeing student job placement and follow-up services, developing a plan for promoting good public relations, initiating student and employer follow-up studies, maintaining a learning resources center for students, developing plans for evaluating instructional program, analyzing student and employer follow-up studies, and developing supplemental/remedial instructional programs to meet student needs with higher priority in the future.

3. Superintendents should establish a balance between daily duties and long-range tasks such as obtaining state and federal services and

resources for program development, evaluating the effectiveness of the instructional program, establishing preventative maintenance program for equipment and facilities, preparing job descriptions, promoting good relationships between vocational and general education staff, preparing and recommending public relations and communications policies, and assessing personal performance as an administrator.

4. Superintendents should identify and provide their staffs with the rules and policies established by the State in such matters as approving selection of instructional equipment, overseeing student guidance and testing services, interpreting and applying state and federal legislation (such as CETA), and scheduling staff leaves, vacations, and sabbaticals.

5. Superintendents should arrange for their staffs to participate in community, civic, service, and social organizations.

6. Superintendents should establish methods to have teachers identify their course offerings based on job requirements. Teachers should have released time to visit employers and agencies. Superintendents should require teachers making visits to submit visitation reports and the persons visited should be invited to assist in program planning and development.

7. Further research would be helpful in identifying the community's feeling toward AVTSS superintendents, the integrating of the AVTSS into the total educational program of the community, and the effects of having a recognition program for students, staff, and community support of the local school.

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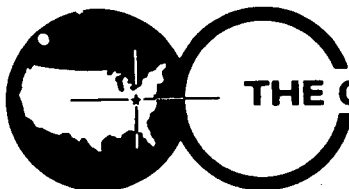
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APPENDIXES

APPENDIX A

CORRESPONDENCE



THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

Tel: (614) 486-3655

Cable: CTVOCEDOSU/Columbus, Ohio

Mr. Lyle E. Hawkins, Researcher
Department of Vocational-
Technical Education
Box 109
The University of Tennessee
Knoxville, Tennessee 37916

July 11, 1978

Dear Mr. Hawkins:

This letter is written in response to your letter of June 7, 1978 requesting information about our Administrator Task Inventory. Sorry for the delay in my response but I have been out of the office for two weeks.

I am very pleased that you are interested in our administrator research findings and in the use of our Administrator Task Inventory. Per your request I am enclosing a copy of our Research and Development Report #141 which contains a copy of the inventory instrument (Appendix E), the cover letters used, and the survey findings.

Please see Appendix K for a list of the 166 competencies that were verified as important (out of the 191 listed on our inventory). Depending on the specific purpose of your survey, I would suggest you consider modifying the instrument to include only the 166 competencies that were verified. If your purpose is to assess their current competence and/or their interest in obtaining further training, reducing the number of items they have to respond to will tend to increase your response rate.

We do not have additional copies of the inventory nor any plans to reprint it in the near future. With the changes suggested, you would need to retype it anyway.

Good luck in your research efforts. Please share your results with me and let me know if I can be of any further help.

Sincerely,

Robert E. Norton
Senior Research and Development

**The University of Tennessee**

COLLEGE OF EDUCATION

Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

March 15, 1979

Mr. Maurice Jackson, Director
Area Vocational-Technical Schools
Room 214 Cordell Hull Building
Nashville, Tennessee 37219

Dear Mr. Jackson,

I am conducting a statewide study which requires the evaluation of tasks needed and tasks performed by Area School administrators.

I would appreciate your assistance in the study by asking the Area School Superintendents and Directors to cooperate with me. The study will be simply scoring the opinions of the Superintendents, Directors, their assistants, five teachers and five students from each school. The 166 competency tasks, identified by The Ohio State Center for Vocational Education, used in the study causes it to appear to be time consuming; yet, it is so simple that respondents have completed the inventory in two hours.

You and other AVTS administrators are asked to help by requesting the individual Superintendents and Directors to contribute. The information requested in the study is needed to develop future training materials for all AVTS administrators.

All individual responses will be held in strict confidence, and only group responses will be reported. As a small expression of appreciation for helping in the study, you will receive a report of the findings.

Thanks for Your Assistance,

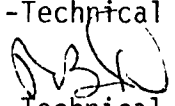
Lyle E. Hawkins
Lyle E. Hawkins, Researcher

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
205 CORDELL HULL BUILDING
NASHVILLE 37219

March 22, 1979

MEMORANDUM

TO: All Superintendents
State Area Vocational-Technical School System

FROM: R. B. Daniels, Chief 
State Area Vocational-Technical School System

SUBJECT: Task Performance in Area Vocational-Technical Schools

Your cooperation in assisting Mr. Lyle E. Hawkins to gather information for a study involving tasks needed and tasks performed in an Area Vocational-Technical School would be appreciated. This study will be done in a methodical way in order to involve superintendents, assistant superintendents, 5 teachers and 5 students from any given school.

Your involvement in cooperating with this study will not take a priority status over the daily routine administrative matters, but I feel that this can be done through the cooperating efforts of the researcher. A copy of the findings will be returned to the Central Office as agreed to by the researcher and this information will be available to be used where practical for planning and discussion in Quarterly Business Meetings.

You may expect to be contacted by Mr. Lyle Hawkins and he will work with you within the understanding of the priorities of your responsibilities. If questions arise or assistance is needed concerning this matter, please contact my office.

RRD:WM.1:hd

cc: Dr. Carrol B. Coakley
Lyle Hawkins ✓
State Staff

Typical letter from the AVTSS superintendents to teachers.

STATE OF TENNESSEE

DEPARTMENT OF EDUCATION

State Area Vocational-Technical School

P. O. Box 419, Room 1
JACKSBORO, TENNESSEE 37757

June 21, 1979

MEMORANDUM

TO: Denise Muncy
Turner Collins
Bernece Cox
Tilbert McCrary
Don Cline
Jim Lane

FROM: Clarence H. Breeding.

Mr. Lyle Hawkins, Researcher, has been authorized by Dr. Daniels to do a Task Performance Survey at this school. The superintendent, assistant superintendent, five teachers and five students will be involved in evaluating these tasks.

We have scheduled him to meet with the five students at 1:00 p.m. on June 26, and with the five teachers the same day at 2:30 p.m. The teachers involved will be those listed above. Hopefully, each of you can give a thoughtful constructive evaluation of his survey. The tabulation of the survey will be used hopefully to improve suggested tasks performed by ourselves and others.

I am asking each of you to select one student from your class to do this survey. It will also be good to have one alternate in case your selected student is absent that day. He will meet with the five students as a small group at 1:00 p.m. that day.

June 27, 1979

Mr. Thomas J. Smith, Superintendent
Livingston AVTS
P.O. Box 459
Livingston, TN 38570

Dear Mr. Smith:

You and your school have been chosen to score a list of administrative tasks. Dr. R. B. Daniels (see letter attached) recently wrote you outlining the method to be used in this project. I hope you will find time in your busy schedule to give me the type of information that only you and your staff can provide.

With your cooperation in assisting me I will be able to develop a list of competencies needed by all superintendents and directors in the Tennessee AVTS system. Later, instructional materials will be developed that will help present and future AVTS administrators achieve greater competence through effective planning and training.

Won't you please take the time now to set up an appointment with me by returning the enclosed card with an appointment date and time on it? If on the appointment date I could meet with the first five Teachers and first five Students (see list) for two hours, I could complete the project at your school except for your part.

You will receive a summary of the results for your school and a system summary will be sent to the Central Office as stated in Dr. Daniels' letter. Your professional assistance in this important endeavor will be very much appreciated and helpful to us all.

LIST:

James A. Bilbrey
Charles H. Cooper
Ralph B. Lewis
Floyd D. Reed
Bobby Graves
Betty G. Crabtree
Lee Chaffin
James R. Jacquess
Brenda Winton
Dan L. Hicks

Sincerely,

Lyle E. Hawkins
Lyle E. Hawkins
Researcher

P.S. One student from each teacher's class-on list-will be selected on the appointment date after I've met with each teacher.

Sample of card that was returned from superintendents marked.

I will be able to meet with you on the following day: (choose one)

Monday, July 9, 1979

_____ A.M.

_____ P.M.

Tuesday, July 10, 1979

X _____ A.M.

_____ P.M.

Neither of the above dates are suitable.

I will be able to meet with you on the following day: _____

Cards were purposefully typed on yellow paperboard.



LYLE HAWKINS
1611 Laurel Ave.
Apartment No. 1214
Knoxville, Tennessee 37916

S

Letter from Nashville AVTS withdrawing from the study.



State Area Vocational-Technical School

100 WHITE BRIDGE ROAD
NASHVILLE, TENNESSEE 37209

July 18, 1979

Mr. Lyle Hawkins
1611 Laurel Ave.
Apt. 1214
Knoxville, Tenn. 37916

Dear Lyle:

I was asked by Dr. Daniels to be the Superintendent of the Nashville Area Vocational-Technical School during the period of changes in the school administration. Under the circumstances and since I have already participated I feel that it would be best if the Nashville Area Vocational-Technical School did not participate in the study. Please feel free to call me concerning this.

I will be gone on vacation July 23-27 and will be back in the office on July 30th P.M. The phone number is 741-1241.

Sincerely,

Bob Barnett

RB/th

APPENDIX B

ADMINISTRATION TASK INVENTORY PACKAGE

SURVEY INSTRUMENT

ADMINISTRATION TASK INVENTORY PACKAGE

CONTENTS:

1. Instruction Sheet
2. Profile Data Sheet
3. Information on "Informed Consent" Sheet
4. Norton-Ohio State Verified List of Task Statements
5. Consent Form
6. Profile and Tasks Scoring Answer Sheet

What is the Administrator Task Inventory Package?

The Administrator Task Inventory Package consists of the items listed above and its purpose is to survey administrators, teachers, and students in the Tennessee Area Vocational-Technical School System (AVTSS) to identify the tasks that are being performed and/or needed in the system.

Why are you being asked to take the time to be a part of the project?

Because of your involvement in the AVTSS you are uniquely qualified to advise us regarding the competencies and the tasks of your Superintendent or Director.

How is the requested information useful?

The information is needed to develop future training materials for all AVTSS administrators.

Who is conducting the project?

The project is part of the research conducted by Lyle Hawkins, Department of Vocational-Technical, College of Education, The University of Tennessee, Knoxville.

INSTRUCTIONS

The study requires the careful identification of many tasks performed by the AVTS administrators. Once you have read each task, decide how you would classify it as to the degree it is NEEDED in your school. The next step is to decide how often the task is PERFORMED in your school. Please make your responses upon your knowledge and experience and not on what you think sounds good!

Your individual responses will be held in strict confidence, as only group responses will be reported.

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

On the following pages you will find a list of task statements clustered into eight major categories (categories A through I) which may relate to the AVTS administrator who heads up your local vocational-technical programs.

We need your personal reaction to TWO major questions about each task statement.

1. How often is the task in the statement NEEDED in your school?
 1. Never Needed
 2. Sometimes Needed
 3. Needed
 4. Often Needed
2. How often is the task in the statement PERFORMED in your school?
 1. Never Performed
 2. Sometimes Performed
 3. Performed
 4. Often Performed

You will be using a scale like this:

1 2 3 4 1 2 3 4 The first is the NEEDED rating and the second is the PERFORMED rating.

You will need to circle the choice that best fits your opinion.

EXAMPLE: My friends cooperate with me. 1 2 (3) 4 1 (2) 3 4

This would mean that your friends' cooperation is NEEDED but they only SOMETIME COOPERATE with you.

NOTE: DO NOT WRITE IN BOOKLET, USE ANSWER SHEET

PROFILE DATA

The following information is needed to give a profile of your ability to perceive the job of the Superintendent or Director of your school.

In answering the questions think of the MOST RECENT and basically general information about yourself or your Superintendent or Director of your school.

Your name or address is never needed in this profile. Give answers on answer sheet and not on this page.

1. Your POSITION with the school?
2. Your EDUCATION, circle highest grade completed.
3. Your approximate age, check one age group.
4. Students only, how is your education being financed?
5. Teachers only, how is your school day spent?
6. Your enrollment or tenure, how long have you been in this school and other schools like it in the Tennessee system?
7. The date the above information was given.

TO BE READ TO EACH PARTICIPANT

INFORMED CONSENT

In the study you are asked to respond to items that are needed to give your opinion regarding how you perceive the job of the Director of your school. Your name or the name of your school is NEVER needed. No personal identification of any sort will appear in written reports or summaries.

Any questions or inquiries you have concerning the project will be confidentially answered and no one will receive information not a matter of public record.

You are asked to sign a form like the following:

-----CONSENT-----

This certifies that the person who signs this form has participated in the research study of his/her own free will. He/she is free to withdraw consent to participate in the study at any time without prejudice or penalty.

Signed: _____

Date: _____

Example

THE NORTON-OHIO STATE VERIFIED LIST OF TASK STATEMENTS

CATEGORY A: PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	A
1. Survey student and parent interests. 2. Collect and analyze manpower needs assessment data. 3. Direct occupational task analysis for use in curriculum development. 4. Direct the identification of entry-level requirements for jobs. 5. Involve community representatives in program planning and development.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED OFTEN NEEDED
6. Obtain state and federal services and resources for program development. 7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs. 8. Prepare annual program plans. 9. Prepare and update long-range program plans. 10. Develop overall vocational program goals.	1 2 3 4 NEVER PERFORMED SOMETIMES PERFORMED OFTEN PERFORMED
11. Coordinate district curriculum development efforts. 12. Approve courses of study. 13. Establish school admission and graduation requirements. 14. Recommend program policies to the administration and board. 15. Implement local board and administrative policies.	
16. Interpret and apply state and/or federal vocational education legislation.	CONTINUED

CATEGORY A: Continued	A
17. Interpret and apply other relevant state and federal legislation (such as CETA). 18. Develop plans for evaluating instruction program. 19. Direct self-evaluation of the district vocational programs. 20. Involve external evaluation personnel in assessing program effectiveness. 21. Design and select instruments for evaluating the instructional program. 22. Evaluate the effectiveness of the instructional program. 23. Initiate student and employer follow-up studies. 24. Analyze student and employer follow-up studies. 25. Recommend curriculum revisions based on evaluation data.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED OFTEN NEEDED
26. Assess student testing and grading procedures. 27. Analyze the school and community's feelings toward educational change. 28. Write proposals for the funding of new programs and the improvement of existing programs. 29. Coordinate local demonstration, pilot, and exemplary programs. 30. Design and oversee local research studies.	1 2 3 4 NEVER PERFORMED SOMETIMES PERFORMED OFTEN PERFORMED
31. Interpret and use research results for program development and improvement. 32. Develop supplemental/remedial instructional programs to meet student needs.	
END OF CATEGORY A	

CATEGORY B: INSTRUCTIONAL MANAGEMENT	B			
1. Establish instructional program entry and completion requirements. 2. Establish student rules and policies (such as attendance and discipline). 3. Enforce student rules and policies. 4. Design and oversee student progress reporting procedures. 5. Maintain a learning resources center for students.	1 NEVER NEEDED	2 SOMETIMES NEEDED	3 NEEDED	4 OFTEN NEEDED
6. Prepare a master schedule of course offerings. 7. Guide staff in selecting and using effective instructional strategies (such as individualized instruction). 8. Establish and implement a curriculum design that will achieve the school's instructional goals. 9. Guide staff in integrating and articulating the vocational program with the total educational program. 10. Promote the integration of vocational student organizational activities into the instructional program.	1 NEVER PERFORMED	2 SOMETIMES PERFORMED	3 PERFORMED	4 OFTEN PERFORMED
11. Provide for cooperative education programs. 12. Provide for supplemental/remedial instructional programs. 13. Provide for special needs programs. 14. Provide for adult/continuing education programs. 15. Approve selection of instructional materials. 16. Guide the articulation of secondary and post postsecondary vocational program objectives.	CONTINUED			

CATEGORY B: Continued	B
17. Approve selection of instructional equipment.	
END OF CATEGORY B	END OF CATEGORY B
CATEGORY C: STUDENT SERVICES	C
1. Oversee student recruitment activities	1 NEVER NEEDED 2 SOMETIMES NEEDED 3 NEEDED 4 OFTEN NEEDED
2. Oversee school admission services.	
3. Interpret and apply student rights, laws, and regulations.	
4. Arrange for work study programs.	
5. Oversee student guidance and testing services.	
6. Oversee student job placement and follow-up services.	
7. Provide for a student record-keeping system.	
END OF CATEGORY C	END OF CATEGORY C
CATEGORY D: PERSONNEL MANAGEMENT	D
1. Prepare and recommend personnel policies.	1 NEVER PERFORMED 2 SOMETIMES PERFORMED 3 PERFORMED 4 OFTEN PERFORMED
2. Prepare and maintain a personnel handbook.	
3. Assess program staffing requirements.	
4. Prepare job descriptions.	
5. Establish staff selection and recruitment procedures.	
6. Recruit and interview potential staff.	CONTINUED

CATEGORY D: Continued	D
7. Recommend potential staff to the administration and board. 8. Participate in negotiating staff working agreements. 9. Establish staff grievance procedures. 10. Resolve staff grievances and complains.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED NEEDED OFTEN NEEDED
11. Interpret the staff benefits program. 12. Counsel and advise staff on professional matters. 13. Schedule staff work loads. 14. Schedule staff leaves, vacations, and sabbaticals. 15. Oversee the work of teachers and other school personnel.	1 2 3 4 NEVER PERFORMED SOMETIMES PERFORMED PERFORMED OFTEN PERFORMED
16. Provide for a staff record-keeping system. 17. Plan and conduct staff meetings. 18. Prepare bulletins and other communications designed to keep staff informed. 19. Observe and evaluate staff performance. 20. Recommend staff promotions and dismissals.	
21. Provide guidance to the staff on legal matters affecting the school program. 22. Interpret and apply licensing and certification regulations. 23. Interpret and apply labor laws and regulations. 24. Interpret and apply affirmative action laws and regulations.	CONTINUED
END OF CATEGORY D	END OF CATEGORY D

CATEGORY E: STAFF DEVELOPMENT	E
1. Assess staff development needs. 2. Assist in the preparation of individual staff profiles. 3. Counsel with staff regarding personnel development needs and activities. 4. Establish and maintain a staff learning resources center. 5. Conduct workshops and other in-service programs for professional personnel.	
6. Arrange for workshops and other in-service programs for professional personnel. 7. Provide for in-service programs for supportive personnel. 8. Provide for preservice programs for professional personnel. 9. Arrange for staff exchanges with business and industry. 10. Evaluate staff development programs.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED OFTEN NEEDED
END OF CATEGORY E	END OF CATEGORY E
CATEGORY F: PROFESSIONAL RELATIONS AND SELF-DEVELOPMENT	F
1. Maintain ethical standards expected of a professional educator. 2. Develop and maintain professional relationships with other administrators. 3. Develop and maintain professional relationships with state department of education personnel.	CONTINUED

CATEGORY F: Continued	F
4. Develop and maintain relationships with personnel in professional organizations. 5. Participate in professional organizations.	
6. Participate in professional meetings for self-improvement. 7. Promote professional image through personal appearance and conduct. 8. Assist with the development of state and/or federal plans for vocational education. 9. Participate in the development of vocational education legislation. 10. Prepare policy and commendation statements.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED NEEDED OFTEN NEEDED
11. Represent teacher interests and concerns to other administrators and the board. 12. Develop effective interpersonal skills. 13. Assess personal performance as an administrator. 14. Read and use information from professional journals, reports, and related materials for self-improvement. 15. Apply management by objectives (MBO) techniques to personal work assignments.	
16. Develop cooperative problem-solving and decision-making skills.	
END OF CATEGORY F	END OF CATEGORY F
CATEGORY G: SCHOOL/EMPLOYER/COMMUNITY RELATIONS	G
1. Develop a plan for promoting good public relations	CONTINUED

CATEGORY G: Continued	G
2. Prepare and recommend public relations and communications policies. 3. Coordinate use of occupational (craft) advisory committees. 4. Organize and work with a general vocational committees. 5. Develop working relationships with employers and agencies.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED OFTEN NEEDED
6. Prepare and recommend cooperative agreements with other agencies. 7. Involve community leaders (political and nonpolitical) in school programs and activities. 8. Participate in school organizations. 9. Participate in community organizations. 10. Promote good relationships between vocational and general education staff.	1 2 3 4 NEVER PERFORMED SOMETIMES PERFORMED OFTEN PERFORMED
11. Encourage staff participation in community civic, service, and social organizations. 12. Promote cooperative efforts of parent and teacher groups. 13. Conduct informational programs for the public (such as open house and career awareness programs). 14. Obtain and analyze informal feedback about the school. 15. Evaluate the public relations program.	
16. Make public presentations on school programs and activities.	CONTINUED

CATEGORY G: Continued	G
17. Conduct public hearings and meetings on school issues. 18. Interpret and apply public "right-to-know" laws and regulations. 19. Conduct orientation programs for students and staff. 20. Conduct recognition programs for students, staff, and community supporters.	1234 NEVERSOMETIMESNEEDEDOFTEN NEEDEDNEEDEDNEEDEDNEEDED
21. Plan for exhibits and displays. 22. Develop materials to promote the vocational programs. 23. Write news releases for school and area media.	
END OF CATEGORY G END OF CATEGORY G	
CATEGORY H: FACILITIES AND EQUIPMENT MANAGEMENT	H
1. Assess the need for physical facilities. 2. Conduct land and facility feasibility studies. 3. Recommend building sites. 4. Recommend the selection of an architect. 5. Oversee architectural planning.	1234 NEVERSOMETIMESNEEDEDOFTEN NEEDEDNEEDEDNEEDEDNEEDED
6. Schedule and oversee community's use of facilities. 7. Submit facility and equipment specifications. 8. Analyze building and equipment contract bids. 9. Develop long-range facility and equipment plans.	
CONTINUED	

CATEGORY H: Continued	H
10. Recommend acceptance of new building.	
11. Prepare and submit renovation and alteration plans.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED OFTEN NEEDED
12. Procure equipment and furnishings.	
13. Plan space requirements for programs.	
14. Assign space according to priority needs.	
15. Develop and implement an equipment and supply inventory system.	
16. Establish preventative maintenance program for equipment and facilities.	1 2 3 4 NEVER PERFORMED SOMETIMES PERFORMED OFTEN PERFORMED
17. Interpret and apply health and safety laws and regulations.	
18. Develop and implement safety programs.	
19. Establish emergency plans (such as fire and disaster).	
20. Establish and oversee a security program.	
END OF CATEGORY H	END OF CATEGORY H
CATEGORY I: BUSINESS AND FINANCIAL MANAGEMENT	I
1. Prepare and recommend financial policies.	
2. Establish purchasing and payment procedures.	
3. Establish receiving and shipping procedures.	
4. Prepare and regulate operational budgets.	
5. Prepare and regulate program budgets.	CONTINUED

CATEGORY I: Continued	I
6. Prepare and regulate capital improvement budgets. 7. Prepare long-range budgets based on total program requirements. 8. Adopt an appropriate financial accounting system. 9. Analyze the cost of operating various instructional programs. 10. Locate sources of funds for program development and operation.	1 2 3 4 NEVER NEEDED SOMETIMES NEEDED OFTEN NEEDED
11. Determine insurance coverage needs. 12. Approve all major expenditures. 13. Approve requisitions and work orders. 14. Respond to business correspondence. 15. Prepare local, state, and federal reports.	
END OF CATEGORY I	END OF CATEGORY I

THE END

PLEASE CHECK TO SEE THAT YOU RATED ALL STATEMENTS

 To be detached from the questionnaire and filed separately so that the identity of the participant will remain confidential.

INFORMED CONSENT FORM

This certifies that the person who signs this form has participated in the research study of his/her own free will. He/she is free to withdraw consent to participate in the study at any time without prejudice or penalty.

Signed: _____

Date: _____

TYPICAL PROFILE AND TASKS SCORING ANSWER SHEET

PROFILE DATA

7. DATE _____

1. ☐ Super./Dir. ☐ Asst.Super./Dir. ☐ Counselor/Act.Super./Dir. ☐ Counselor in office ☐ Counselor & Teacher ☐ Teacher: ☐ Full ☐ Part. ☐ Student: ☐ Full ☐ Part.
2. Elementary and Secondary College
1 2 3 4 5 6 7 8 9 10 11 12 GED 1 2 3 4 5 6
3. ☐ under 19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-45
4. Financing. ☐ By self (100%) ☐ By parents (over 50%) ☐ over 45 G.I. Bill
5. ☐ Classroom ☐ Class/Shop ☐ Class/Office
6. ☐ Years as Adm. ☐ Years as Teacher ☐ Years as Student

CATEGORY A

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CATEGORY D

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CATEGORY G

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CATEGORY H

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CATEGORY I

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VITA

Lyle Eugene Hawkins was born in Memphis, Tennessee, on February 11, 1932, the son of Mr. and Mrs. Charles A. Hawkins. He was graduated from Central High School, Memphis, in June 1951 and entered Vanderbilt University that same month.

In June 1956, after a two-year tour of duty with the United States Army, he entered DeVry Institute of Electronics, Chicago, Illinois. Upon completion of electronics training, he took a job with IBM as an electronics engineer. Later he worked for NCR as salesman in data processing.

Shortly after his wife's death, he returned to Memphis to teach at the Memphis Area Vocational-Technical School. He returned to college in 1968 and began work on a Bachelor of Science degree. In August 1971 he received his B.S. from The University of Tennessee, Knoxville. In August 1973, he received a Master of Science degree in Occupational Education at North Carolina State University, Raleigh. In the fall of 1974 he received an Education Professions Development Act Fellowship and returned to Graduate School at The University of Tennessee, Knoxville, for his Doctor of Education degree with a major in Vocational-Technical Education.

He was married to the former Elizabeth Ann Adams of Memphis, Tennessee. The couple have one daughter, Sharon Joyce Hawkins, also of Memphis, Tennessee.