

AN ASSESSMENT OF THE TRAINING NEEDS OF  
LOCAL DISTRICT SCHOOL BOARD MEMBERS  
IN SELECTED STATES

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A Dissertation  
Presented to  
the Faculty of the Graduate School  
West Virginia University

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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by  
William C. Fox, M.A.  
Morgantown  
West Virginia

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## CHAPTER I

## INTRODUCTION

Public education in the United States has been described as the largest, most influential industry in existence today. Approximately 63,000,000 students, representing nearly twenty-five percent of America's population, were enrolled in public schools across the country in 1975. Over 2,250,000 professional staff members attempted to meet the needs of these young people who were enrolled in grades kindergarten through twelve (Williams and Warf, 1976, p. XVI). Boards of education, operating in some 16,000 school systems, have the legal responsibility for guiding this complex structure.

In recent years, school board members have found themselves "on the firing line" in much the same way that school administrators have been for some time. Donald Piper, Executive Secretary of the Genesee Valley (N. Y.) School Boards Institute, contends that citizens are holding board members accountable as never before. He states further that board members are finding themselves deeply involved in issues such as student rights, teacher militancy, etc. which did not even enter their thinking a few years ago (Piper, 1972, p. 20). Historically school board members and professional educators have been faced with relatively few restrictions regarding the administration

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Citations in this study follow the style and format of the Journal of Educational Psychology.

of a school system. Citizens in the community rarely questioned the board or the staff concerning how their money was being spent or how their children were being taught. This is no longer the case. The literature refers to this period in history as the "age of accountability" and school board members as well as teachers and administrators are feeling the thrust of this movement (Calloway, 1975, p. 2).

The diverse problems confronting school board members along with the public's demand for accountability require responses based on knowledge of the various issues as well as skill in utilizing the decision-making processes. Most school board members, however, are elected or appointed to their positions with practically no training for the difficult tasks which will confront them. Philip Jones (1973), writing in The American School Board Journal, draws an analogy between the military and the school board. He contends that if a military recruit were sent into action with the equivalent degree of training given a school board member the number of casualties would soar (p. 22).

The increasing complexity of the position of school board member requires an in-depth study and analysis in the area of training needs of board members. If individuals are to assume positions on school boards and if they are to function effectively in those positions, special attention must be given to providing them with the knowledge and skills necessary to fill this role.

## THE PROBLEM

### Statement of the Problem

The problem addressed in this study was threefold. The perceptions of the superintendent, one of the most experienced school board members,

and one of the least experienced school board members from each district included in the study were surveyed to: (1) ascertain the current status of in-service training for school board members at the local district level; (2) determine the areas of training needed by local school district board members; and (3) assess the reasons for the lack of adequate in-service training programs for school board members at the local district level.

The three respondent groups were selected for inclusion in the study because of the unique position which each holds in relation to the school board. As executive officer of the school district, the superintendent occupies a position of considerable influence with the board. Assessing his perception regarding the training of board members seems particularly relevant to a study of this nature. The school board member with the most experience provides a longitudinal aspect to the study by expressing his opinion regarding the kinds of training which would have been most beneficial to him throughout his tenure on the board. The least experienced board member is in a position to state his ideas regarding his immediate needs and the training which he feels would assist him most in meeting these needs. The responses of the three individuals should be representative of the district which they serve.

The research questions answered by this study were:

1. What topics are presently being included in the in-service training programs for school board members at the local district level?
2. What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the effectiveness of in-service training programs to meet the needs of board members?

3. What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the need for in-service training of school board members?
4. Based upon the perceptions of superintendents, the most experienced school board members, and the least experienced school board members, what areas of training should be included in an in-service training program for school board members at the local district level?
5. What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the reasons for the lack of adequate in-service training programs for local district school board members?

#### Importance of the Study

The increasing complexity of problems confronting school boards during the late 60's and 70's, the mounting pressures on education in general, and the public's demand for accountability places requirements on board members which are unparalleled in the history of American education. Piper (1972) states that most board members do not have the background, knowledge, or skills needed to accept and carry out this responsibility. Although most board members want to do a good job and function in the most effective manner possible, too often they are unequipped for the tasks confronting them. Many school board members know practically nothing about their local school system, its organization, or its method of operation. They are even less knowledgeable about the financial structure, legal responsibilities, and the state and federal governments' role in education. In general, they are expected to operate in the dark with very little opportunity to gain the necessary insights and skills except in the school of hard knocks (Piper, 1972, p. 20).

The need for education and training of school board members has been widely recognized in recent literature. In a study conducted by Charles Calloway in 1975, 95.7 percent of the board members and professional educators surveyed agreed that there was a need for pre-service and in-service training of board members (p. 242). Similar findings were reported by Snyder (1973), Hurwitz (1971), White (1959), McGehehey (1953), and Francois (1970).

The American Association of School Administrators reported in 1963 that:

The board of education bears a heavy responsibility. Much depends on what it does, and for this reason, if for no others, the board should engage in an in-service program designed to orient and bring clearer vision and better understanding to bear on shaping policy and to give direction to the total educational program (AASA, 1963, p. 112).

Mark Hurwitz, Executive Director of the New Jersey School Boards Association summarized the situation by stating:

I firmly believe that if lay control of public education is to exist in the future it will depend to a large extent upon what is done during the next few years to train school board members so that they may exercise responsible and effective lay control (Hurwitz, 1972, p. 21).

It has been established that school board members need additional training if they are to function effectively. Therefore this is not a problem. Instead, the problem facing board members and school administrators relates to the fact that very little research effort has gone into determining the areas of training which should be incorporated into an on-going training program for all school board members. Likewise, very few attempts have been made to ascertain just what the current status of in-service training for school board members is or to assess the reasons for the lack of adequate programs. Considerable research has concentrated



on orientation for new school board members and a number of programs have been developed for this purpose. The National School Boards Association and many of the State School Boards Associations offer a variety of training programs for school board members. However, these programs are geared to very broad general topics concerning boardsmanship. The inadequacy of these programs to meet the needs of local school board members is reflected in the following comment made by a recent participant in one of these training programs. This person stated, "I had hoped to learn more of what I would actually do as a board member...expectations by teachers, principals, administrators, etc." (NSBA, 1977). Board members need and want training which will help them deal with the issues confronting them in their local communities.

Sally Higgins, past president of the Delaware School Boards Association and a member of a local school board for eleven years stated that issues in public education have become so complex that not only do school board members need training initially on being effective board members but they also need on-going study and training on current issues in education. She goes on to say that if high quality local control of education is to be maintained, then there must be increased efforts to assure more effective school board participation. Only informed board members can truly be effective (Sally Higgins, personal communication, December 13, 1977).

While statements similar to this one have been made repeatedly, very little research has been done to determine the areas of training which would provide school board members, inexperienced or experienced, with the knowledge and skills needed to function effectively in the day to day, month to month, year to year management of the local school

system. In addition, only a minimal amount of research effort has been aimed at assessing the reasons for the lack of adequate training programs.

Surveying the current status of in-service training for school board members, identifying those areas of training which should be included in a local district in-service training program, and attempting to determine the reasons for the lack of adequate training programs should make a significant contribution to an area of education which has been neglected far too long. Providing information of this nature to school boards and administrators should enable them to develop training programs for board members which will increase their proficiency in the over-all performance of their duties. This increased proficiency will mean a great deal not only to the individual board members, but also to their school districts and to the public. Perhaps, most important will be the benefits which students will derive as a result of having school board members who are better informed and more skilled in the process of school district management.

#### Basic Assumptions

The following basic assumptions regarding training for school board members were considered pertinent to this study:

1. That in-service training activities for school board members are presently being conducted in some school districts
2. That a need exists for additional on-going in-service training programs for all school board members
3. That training of school board members is an important and necessary process as viewed by school superintendents,

experienced school board members, and inexperienced school board members

4. That the areas of training needed by school board members can be identified through a survey of the relevant literature and through the responses of school superintendents, the most experienced school board members, and the least experienced school board members included in the study
5. That the reasons for the lack of adequate training programs for board members can be assessed by analyzing the responses of school superintendents, the most experienced school board members, and the least experienced school board members included in the study and
6. That school superintendents and board members would respond to the questions completely and factually and without bias.

#### Limitations of the Study

The following limitations were placed upon this study:

1. This study was limited to respondents selected in a stratified random sample of school districts from Region Three which is an administrative arrangement used by the Department of Health, Education, and Welfare to divide the states into regional groupings. This region encompasses Washington, D. C. and the states of Delaware, Maryland, Virginia, Pennsylvania, and West Virginia.

2. The participants in the study were limited to the school superintendent, one of the most experienced school board members, and one of the least experienced school board members in each selected district.
3. Selection of school board members to be included in the study was left to the discretion of the superintendent of schools in each of the districts.
4. Data for this study were collected by mailed questionnaires and therefore, only voluntary information has been included.
5. This study was also limited by the extent to which the respondents answered the questionnaire with complete and factual information.
6. This study used a random sample of school districts and 203 participants in five states. There was no attempt to include superintendents or board members from other states. Therefore it is not intended that the findings of the study be generalized beyond the area from which the participants were selected.

#### DEFINITION OF TERMS

School Board - The school district agency created by the state, but generally popularly elected, on which the statutes of the state or commonwealth place the responsibility for conducting the local public education system (Good, 1973, p. 512).

School Board Member - A citizen elected or appointed in a manner prescribed by law to serve for a specified number of years on the policy-making board of the school district (Good, 1973, p. 513).

School Board President - In this study the term refers to the person serving as chairman of the policy-making board of the school district.

Orientation - In this study, the term will represent instruction provided for a new school board member throughout the first year of board service.

In-service Training - Special training or instruction for employed persons, including those in the professions, with a view to increasing the worker's competence (Good, 1973, p. 402). In this study, the term will represent special instruction or training provided at the local district level for all school board members throughout their tenure on the board.

Areas of Training - In this study the term refers to those subjects, topics, and activities which are included in the content of an instructional program to enable the participants to acquire information, knowledge, and skills.

Average Daily Membership (ADM) - The aggregate of the daily student membership for the school year divided by the actual number of days school was in session (Good, 1973, p. 360).

Most Experienced School Board Member (MEBM) - The term refers to an individual chosen to participate in this study because his length of service as a member of the school board in the selected district is greater than that of the other members.

Least Experienced School Board Member (LEEM) - The term refers to an individual chosen to participate in this study because his length of service as a member of the school board in the selected district is less than that of the other members.

Perception - Any insight, knowledge or intuitive judgment arrived at by or through the senses or the mind (World Book Encyclopedia Dictionary, 1963, p. 1440).

Superintendent of Schools (SUPT) - Executive officer of the board of education with responsibility for administering the established policies of the board.

Pre-service Training - The preparation a person has undergone before assuming a position on the board.

#### ORGANIZATION OF THE STUDY

Chapter 1 serves as an introduction to the study and has been developed to explain the nature and purpose of the total research effort. A review of the literature is presented in Chapter 2 under the sub-headings of Historical Background and Organizational Structure, Qualities of Effective Board Members, Duties and Responsibilities, and School Board Training. The research methodology is explained in Chapter 3. In Chapter 4 the data and the results of the statistical analysis are presented. Chapter 5 contains a summary, conclusions drawn from analysis of the data, and recommendations for further research.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### INTRODUCTION

The dilemma facing school boards today is reflected in an article by Dykes which appeared in The American School Board Journal in 1972. He stated:

Today in America, lay boards of education are at a cross-roads. There are many who feel that they have no place in modern day education. They point to archaic practices of many boards, their seeming inability to cope with change and the new problems which follow, and their tendency to degrade their important functions of goal setting and policy making into involvement in trivia. Serious controversies and difficulties in many communities between the school boards and the school superintendents and the subsequent disruption of the educational program are cited. The contention that local school boards, because of traditionalism and provincialism, prevent the attainment of quality education is increasingly articulated (Dykes, 1972, p. 213).

Much of the literature pertaining to education and training of school board members reflects the state of affairs as summarized by Dykes. Four distinct topics appearing in the literature relate either directly or indirectly to the idea of school board training. They are: (1) Historical Background and Organizational Structure of School Boards, (2) Qualities of Effective Board Members, (3) Duties and Responsibilities of Board Members, and (4) School Board Training. The following paragraphs review the related literature and research categorized under one of the preceding subheadings. Each successive part of this chapter serves to narrow the focus of the literature review to the study at hand.

### Historical Background and Organizational Structure of School Boards

The history of school committees, directors or boards, who have been responsible for the direction of public schools originated in the early settlements of this country. From this early beginning considerable concern has been expressed about the knowledge and skills possessed by those individuals comprising local boards. Many of the changes which have occurred in the structure and philosophy of school boards have been due to this concern. In order to retain local control and to eliminate regimentation of the church and state which had been so prevalent in England, lay management of public schools was established. By the end of the colonial period about the only educational responsibility left to churchmen was serving as school visitors along with the school committee but without authority over the teacher (Grieder, Pierce, and Rosenstengal, 1961, p. 106).

The changes in the functions and operations of boards of education through the nineteenth century were even more profound. For decades the boards actually served as the executive officers of school districts conducting the day to day administration of the schools. The first significant change occurred in the 1840's in Boston. This was the creation of the office of superintendent of schools, and the school boards' beginning to turn over some of their functions to him (Callahan, 1975, pp. 20-21). Despite this event school boards continued to retain a number of administrative functions leaving only partial educational supervision and the preparation of academic reports to superintendents.

The second period of significant change was in the 1890's. The basic issue, which reached its climax in 1895, was whether the historic



pattern of having public schools controlled by locally elected officials should be abandoned and the real power turned over to the "professional experts." The changes resulting from this issue were based primarily on the recommendations made by the Draper committee. Schools were largely removed from partisan politics. School boards were reduced in size and superintendents were gradually given the power to hire teachers, select textbooks, and control the educational program. Two of the basic recommendations were not put into effect, however. One was the idea of separating the business and instructional aspects of the superintendency. The other major recommendation not achieved was that of making the superintendent independent. The major outcome of the confrontations of 1895 was that the American tradition of having its public schools controlled by elected officials was maintained and, in a sense, strengthened (Callahan, 1975, p. 34). However concern over competencies of individual board members to exercise this control over the public schools continued to exist.

"Since 1895, leaders in school administration have spent their energy not in attacks on the system, but rather on working within the given framework and spending much time trying to educate and persuade school board members as to what their proper role should be" (Callahan, 1975, p. 34). Educating and/or training school boards has been a major concern and this concern is evidenced in almost every book published on school administration in the twentieth century.

Callahan (1975) stated that the year 1960 marked the beginnings of a new era in the history of boards of education in this country. The key event in this development was the strike of the teachers in New York City of 1960 and their victory the next year, in gaining the right to

bargain collectively with the board of education. Since that time the power of teachers' unions or associations has been growing, and more and more boards of education have had to relinquish some of their power. Also, during the late sixties, community groups began to challenge the power of boards of education and began to demand that boards be held accountable for their actions (p. 21). All of these situations have combined to emphasize the need for a well-informed, skilled school board trained to meet the demands and challenges being placed before them.

Despite these developments school boards still have great power. It is true that since 1895 they have delegated much of their power to superintendents and other professionals, but they have held the ultimate power (Callahan, 1975, p. 20). This power is delegated to boards by the various legislatures in each of the states. Since public education is not mentioned in the Constitution, it therefore is a state responsibility. School districts exist by the decision of state legislatures.

Although the board is a state agency, most school board members are elected by popular vote. More than 95 percent of all local school boards are elected in this manner. In only six states are all board members appointed, while in thirty-five states all are elected. In nine states most are elected but a few are appointed. The trend for many years has been in the direction of election by popular vote (Grieder, et. al., 1961, p. 108). Very few qualifications must be met by the person aspiring to become a school board member and consequently the need for education and training becomes even more apparent.

The term of office for most board members is in the range of two to six years. In almost all districts elections are held either annually

or biannually. The median length of service as a school board member is approximately seven years. At any given time, about one fifth have served less than two years, while about one third have served ten years or more. Terms of office are staggered to allow for continuity of board membership to make for stability, but at the same time provision is made for a steady infiltration of new members (Grieder, et. al., 1961, pp. 105-109). The necessity of an on-going in-service training program becomes more obvious when the turnover rate among board members is examined.

The typical number of regular school board meetings is twelve per year. However, in addition to the regular meetings, many boards call special meetings periodically. The increasing complexity in educational affairs is leading a growing number of boards to schedule more regular as well as special meetings each year. Some boards use a portion of each meeting to inform members about current issues affecting the school district.

The formal organization of the board is a matter of law in each state. The preferred method and the one most widely used is board election of its own officers (Grieder, et. al., 1961, p. 117). Thus it is quite possible for any individual elected or appointed to a school board to become an officer in the organization. Acquiring the knowledge and skill to function in this capacity cannot be left to chance.

In summary, the history of boards of education in this country indicates that from the beginning concern has been expressed regarding the competencies of the individuals serving on boards. Despite significant changes in the organization and operation of boards, acquiring the knowledge and skills necessary to function effectively remains a concern

not only for board members themselves but for educational personnel as well as citizens in the community.

### Qualities of Effective Board Members

To understand the kinds of education and training needed by school board members one must first understand the qualities which effective board members should possess. Ideas concerning these qualities have changed considerably during the past fifty years. In 1929, Cubberly wrote that the most desirable school board members were men who were in the habit of handling large business undertakings or professional men with large practices. In addition, successful college graduates were also considered good potential board members (p. 211). In contrast, Crieder, Pierce, and Rosenstengel (1961) stated that board members should not be chosen as representatives of this or that social, economic, religious, political, or geographic group. They concluded that board members should be selected on the basis of the following:

1. Interest in good schools and in public education
2. Ability to work constructively with a group
3. Willingness to serve the public
4. Freedom from personal ax-grinding
5. Ability and willingness to be in regular attendance at board meetings (p. 111).

In a similar fashion, the leadership qualities which school board members must possess were described by Tuttle (1958). These included:

1. Integrity - that quality which attracts the confidence of others
2. Perseverance - that quality which persists in the face of difficulties, which never acknowledges defeat, which keeps an eye on the goal and tries again and yet again to attain it
3. Faith - an unfaltering belief that something better lies ahead
4. Ability to plan - knowledge of the facts

5. Vision - breadth of view - ability to see ahead and to plan not just for today, but for tomorrow and for another generation
6. Initiative - ability to move ahead without waiting to be shoved - a self-starting force
7. Courage - inner strength to face whatever lies ahead, to march "breast forward," never turning back (pp. 26-28).

Along the same lines, Ashby (1968) concluded from his study of school boards that board members must be able to see the total picture of the meaning of education for all individuals and for a democratic society. In addition, his motivations should be those of the individual with no axe to grind for selfish interests and with no ambition except the one of dedication to an improved program for the youngsters of the locale he serves (pp. 43-47).

In a handbook outlining the nature and scope of school directors' functions, duties, and responsibilities, Walter (1969) listed the following personal characteristics which men and women who become school directors should have:

1. A primary loyalty to public schools
2. A determination to aid every child to attain his potential
3. A willingness to be responsible for a large and important public trust, and to be diligent in its fulfillment
4. A deep belief in our American democratic way of life, and a determination to preserve our freedoms
5. A willingness to accept and abide by decisions of the majority, while reserving the right to attempt to persuade them to a different point of view on occasion
6. An ability to suspend judgment until all facts are known, and then to be decisive
7. An acceptance of the fact that a board of directors is a legislative body, and that professional administrators should and will execute policy and administer the schools
8. A determination to preserve the right and obligation of teachers to teach controversial issues fairly and without bias
9. A commitment to provide students with the best possible teachers, physical facilities, books, and materials of instruction

10. A position advocating generous financial support of public education characterized by equitable distribution of tax load and grounded in seeking a dollar's worth of education for every dollar spent
11. Possession of the trust and confidence of the community
12. Freedom from self-interest, business, or political motivation in seeking election or in making decisions
13. Courage to make decisions based on principle in the face of pressures and influence (pp. 4-5).

Confirming Walter's ideas, Wiles and Conley (1974) discussed three major characteristics which board members functioning as policy makers in the 70's and 80's must possess. They include:

1. Adaptability - a personal ability for "style changing" in a negotiation setting.
2. Tolerance for Ambiguities - recognition of the fluid, dynamic nature of the policy arena which often makes decision making irrational and short run types of agreements.
3. Political Saving - must recognize the nuisances of compromise, confrontation, and conflict. (pp. 11-12).

Emphasizing the qualities needed by school board members, Ruys (1973) contends that today's board member only slightly resembles his predecessor. She states that people today expect much more of their school board than in previous years. Today's board member is expected to educate himself so that he will be qualified to judge what is right or wrong with local education as well as the professional educator. Ruys agrees that this is asking a lot, but it is her belief that this is part of a national move to devise a no-nonsense effort for upgrading schools in a time when public money and confidence are dwindling alarmingly fast (p. 38).

Verifying the beliefs of Ruys regarding well-trained board members, Reeder (1954) stated that an effective school board member must instill in himself the spirit of the learner. He must be willing and able to think seriously on school aims, procedures, and problems. He must know

how to vote intelligently in board meetings. He must have a strong desire to increase his knowledge of present, new, and better school practices. If he does not have these attributes, he cannot give the best possible service to the schools and to the community. If he has these qualities the board member cannot fail to improve his services (pp. 5-9).

In summary, ideas regarding the qualities which effective school board members should possess have changed significantly during the past fifty years. Whereas the emphasis at one time was on choosing board members who were well versed in the area of business management, in more recent years it has shifted toward selecting members who are sensitive to the total needs of a school system. Securing board members who are willing to spend time and energy acquiring the knowledge and skills necessary to function effectively on a board of education appears to be a number one priority today.

#### Duties and Responsibilities of Board Members

The knowledge, skills, and attitudes which school board members should possess must be related to the duties and responsibilities associated with the role. Discussing the duties and responsibilities, Grieder, Pierce, and Rosenstengel (1961) stated that there are three major functions which are essential. They are:

1. Planning and Policy-Making - One major function is to make plans and policies harmonizing state and local requirements
2. Legislation - Means by which policies and regulations may be executed must be approved by the board
3. Appraisal or Evaluation - This means getting the answers to such questions as whether or not the community is receiving the kind of educational service it should be receiving, whether or not the school money is being used wisely and honestly, and what changes, if any, should be made (pp. 111-113).

In addition to the three major functions these authors listed three other functions of boards which are important, although exercised less frequently. They include: (1) the judicial function, (2) interpreting the work of the school system to the people, and (3) cooperating with other agencies (Ibid., p. 114).

Along similar lines Beckner (1967) grouped the functions of board members into four major categories:

1. The ministerial function is performed when the school board fulfills the requirements of law.
2. The quasi-judicial function is performed when the school board establishes policy not covered by legislation.
3. The quasi-legislative function is performed when the school board sets policies which bear the weight of the law in the local school district.
4. The public relations function is performed when the school board interprets the work of the school system to the people (p. 24).

Stressing the skills needed by board members Parkman and Springer (1974) listed seven duties and responsibilities of a board. They are:

1. A board should include a diversity of talent.
2. The most important single function of a board is to develop basic policy.
3. The board should have a simple and functional committee structure to assist it in its policy considerations.
4. There should be a specific organizational responsibility for policy development and planning, and regular staff assistance should be furnished to the board.
5. There should be provision for regular reporting to the board so that it may evaluate the various phases of the school's activities.
6. The board should carry on a continuous evaluation of the school.
7. Trustees are responsible to the various constituencies and should render reports to them in appropriate ways and at appropriate times (pp. 32-35).

Walter (1969) stated that a board of education is a legislative body whose function is not to operate the schools, but to see that they are run effectively. Effective boards concentrate their time and energy



upon determining what it is the schools should accomplish and developing policies to carry out these goals. The board's responsibilities are categorized into four groupings: (1) Planning, (2) Legislating, (3) Appraising and (4) Interpreting (p. 9).

Emphasizing the fact that unlimited responsibilities are being placed upon board members, Goble (1977) reported a study in which the board president in an average size city kept a close record of his school board duties in 1975. He attended 231 meetings, answered 900 phone calls and gave more than 643 hours of his time to school affairs. This latter figure is equal to one extra work week each month.

Harold Webb, a leader in school board association work during the sixties and seventies summarized the situation regarding school board responsibilities and the skills needed to meet these responsibilities as follows:

The slow, orderly processes of evolution are no longer possible. Changes come today at a rapid pace. Never before have lay leaders of public education faced such a multitude of pressures and demands at all levels of our society.

The increased militancy of teachers and other school employees, keen competition with other governmental agencies for tax dollars, mounting pressures for curriculum reform, the emerging commitment of the schools to effect social changes--these are but a few of the problems which weigh heavily on school boards everywhere.

In this climate of change, what is the appropriate role of the American school board?

What should it be tomorrow? (National School Boards Association, 1969, p. IV).

In a similar vein Usdan (1975) reaffirmed the important role which school boards play and offered a word of caution concerning the responsiveness of board members to a rapidly changing society. He stated:

I would maintain that the local school board will survive in some manner, shape, or form although its basic responsibilities and capabilities must be assessed more realistically. Somewhat analogous to the United Nations, we would have to create something like local boards of education if they did not already exist. Citizen or lay participation of one form or another in local school affairs is simply too important a part of the "warp and woof" of America's political and educational traditions to disappear.

School boards, however, if they are to play a more influential leadership role must be more responsive as institutions to the rapid tempo of a society and world in which change is the only constant (p. 271).

In summary, because of the rapid changes occurring in society today the duties and responsibilities of school board members are changing at a rapid pace also. Never before have boards of education been faced with the mounting problems, pressures, and demands put before them today. If board members are to respond to these situations in an effective manner they must be provided with the knowledge, skills, and attitudes which will prepare them for the tasks at hand.

#### School Board Training

The need for education and training of school board members has been well established in the literature. However, very little research effort has gone into ascertaining the current status of training programs for board members or assessing the effectiveness of these existing programs. While several studies have attempted to identify the areas of training needed by school board members considerable disparity exists concerning what the specific areas are and which ones are most important for inclusion in a training program. In addition, practically no research can be found which focuses directly on the reasons for the lack of adequate training programs for board members. The literature reviewed in this

section is categorized under the following headings: Need for Training, Existing Programs, Areas of Training Needed, and Additional Research Required.

### Need for Training

A number of studies have expressed the necessity of having well-informed board members and some of these have described various techniques for accomplishing this task. In a study conducted by Davies and Prestwood in 1946 school boards across the nation were polled to determine the practices used to acquaint school board members with their duties and responsibilities. Those practices mentioned most often were: Board members have dinner with faculty, board members attend demonstrations by staff members, board members meet informally with teachers, and board members are presented tickets of admission to extra-curricular activities and special events (pp. 20-26).

Emphasizing the need for trained board members, Trotter (1951) presented twelve techniques which might be used by board members to become more knowledgeable. They include:

1. School visits
2. Attendance at school faculty meetings
3. Attendance at teacher organization meetings
4. Frequent conferences with the school district executive
5. Conferences with administrative and supervisory personnel
6. Attendance at local, state and regional trustee workshops
7. Study and discussion of pamphlets, handbooks, and magazine articles
8. Discussion of responsibilities, relations, and duties of school board members as assigned by law
9. Review of board minutes
10. Use of experienced consultants
11. Devoting a few minutes at board meetings for discussion of questions raised by new board members
12. Provide a manual designed to serve as a guide on established policies (p. 36).

Agreeing with Trotter, Davies and Hosler (1951) stressed the fact that board members must be kept up-to-date on the developments within the school system. They must remain sensitive at all times to the needs, wishes, and aspirations of the community for its schools. Extending their ideas beyond those of Trotter these authors contend that more importantly board members must acquaint themselves with national educational developments and trends, since so many of the decisions they are called upon to make depend on an awareness of such matters (pp. 10-13).

The importance of having a well-informed board was verified by Dickinson in 1969. He wrote:

The short life cycle of the average board member just does not offer enough time to educate him properly while he is on the job. As soon as he gets experience and starts making a major contribution, he is apt to quit--because of the pressures, perhaps, or because the job is too time consuming. The leadership identification and training process has to begin much earlier, and the school boards on-the-job training has to be more than an occasional regional workshop or supper meeting (p. 27).

Confirming Dickinson's ideas Naylor (1973) stated that the vast majority of board members are deeply sincere in their desire to learn and to become an effective part of the team; but they need the help which an effective in-service program can provide. Workshops, seminars, conferences, and televised programs can serve school board members exceedingly well (p. 19). Along the same line, Andrews (1971) points out that the degree to which each individual board member is informed or uninformed will be reflected in the decisions which the board of education makes. Because of this, adequate information and proper training for board membership is essential (p. 3).

Various aspects of school boards in Tennessee were studied by Coleman in 1971. Ninety percent of the respondents stated that board

members should participate in in-service training sessions following their election or appointment to the board (Coleman, 1973, pp. 5-7).

Stressing the need for training of board members Foster (1975) stated that despite their responsibility for decisions involving school personnel, students, and millions of tax dollars, little or no attention has been given to ensuring that members of the school boards have even minimal preparation for undertaking their tasks. He contends that this situation must change if boards are to maintain the responsibility for directing the school systems (p. 53).

Verifying this need for continuous training Parkman and Springer (1974) declared that a new board member might spend half of his first term getting oriented and perhaps making mistakes that could be avoided. They strongly suggest that rather than having each year a group of new members who can contribute little, a concerted effort must be made to help them become useful members right away (p. 7).

#### Existing Programs

Francois (1970) conducted a study to gain information about existing orientation programs for new school board members. He found that the average orientation program consists of receiving some reading material, having a discussion with the superintendent, and taking a tour of some of the local schools (p. 21).

Along the same lines, Beckner (1967) stated that the printed word has traditionally been almost the only form of information available to most school board members. This continues to exist, despite the fact that studies have shown little inclination on the part of board members to read such materials (p. 23).

Reinforcing Beckner's ideas, Betchkal (1974) contends that printed matter should be only one facet of a board member's training program. Reading cannot compare with a good discussion, where the novice can judge the value of what is said by the sincerity of the individual presentation. There's a world of difference between facing a printed page and facing a person (p. 33). In a similar vein, Jones (1973) wrote that in order for a training program to be good, it must include reading, writing, listening and talking (p. 29).

Discussing appropriate kinds of training programs, Foster (1975) stated that school board members need to be skilled in dealing with both people and facts. They require, above all, a process for assimilating new information and translating it into viable new directions for their school systems (p. 57).

The inadequacy of school board training programs was verified in a study conducted by Sales in 1970. He found that for the most part board members received less than half of the specific information which they would have liked to receive. The major portion of information received was related to finance and business management while the least amount of information presented to board members was in the area of curriculum and instruction (pp. 163-169).

Some effort has been directed toward providing training programs for board members. Between 1957 and 1962 the state of New York established twelve school board institutes, each serving board members within a given geographical area. The primary purpose of the institutes was to provide in-service training for school board members. Each institute tried to arrange from four to six major programs each year. In addition, some

groups provided special workshops for new board members as well as seminars and mini-courses on topics of interest for all members (Piper, 1972, pp. 20-21).

If training programs such as the one in New York are to be developed in other parts of the country then serious effort must be directed toward that goal. Marie S. Ruys, President of the Board of Education in Kimberly, Wisconsin contends that training programs are nonexistent in most places because of time, money, and the unavailability of programs (Ruys, 1973, p. 38).

In contrast, Calloway (1974) points out that adequate time and finances can usually be found if the need for training is felt strongly enough. He declares that there is no excuse for not having training programs for school board members (pp. 3-4).

#### Areas of Training Needed

The lack of agreement concerning the areas of training which should be included in an in-service training program for school board members is evidenced in the writings and research of several authors. F. E. Phillips, speaking at the Annual Meeting of the American Association of School Administrators, pointed out the type of training needed by school board members and who should do the training. He stated:

We all know it to be a practical reality that up to this point in the history of school boards the burden of training has fallen to the superintendents. And, as a practical reality, this will not diminish...because let's face it, most of the things that a board member must know only the superintendent can provide. It is the role of the superintendent and the staff to provide boards with information about the curriculum, enrollment, staffing, conditions of buildings, student achievements, and a myriad of other facts. And, the superintendent will continue to have the responsibility of familiarizing board

members with budgets, state funding, personnel negotiations, purchasing procedures, evaluations of educational programs and the other administrative details that are involved in the day-to-day operation of the school system (Phillips, 1973).

Weitman (1960) conducted a study of the educational needs of the chairmen of boards of education in Georgia and found that the two areas in which the greatest need was felt were "The School Board and the Educational Program" and "The Board and Broad Issues." These areas emphasized evaluation of school programs and broad issues such as mass, compulsory education and changing federal policies toward education (pp. 143-144).

In contrast, Kammer (1968) concluded that improved and expanded in-service education procedures were needed to improve Colorado school board members' competencies in the following areas: (1) understanding and accepting the purpose and objectives of a modern schools, (2) suspending judgment on controversial issues until all of the facts are presented, (3) willingness to devote time to promoting the welfare of the schools within the community other than time spent in board meetings, (4) willingness to devote time away from the community in promoting the welfare of public schools, (5) feeling of responsibility for improving education on a state level, (6) generally displaying both tact and firmness, (7) vigorously seeking adequate financial support for the schools, and (8) effectively interpreting the school program to the community (pp. 91-93).

Further disagreement was noted in a study by Riley (1956) which concluded that efforts to inform school board members about the program of classroom instruction should have top priority in any trustee in-service training program (pp. 186-187).



Similar disparity concerning appropriate topics for training programs was found in a study which Snyder directed in thirty southern California school districts in 1973. He identified five major areas of training needed by new school board members. They were: (1) working relations with the superintendent; (2) establishment of educational program goals; (3) community relations; (4) interpretation of the budget; and (5) evaluation of educational programs. Snyder concluded that effective membership on a board cannot be left to chance. He recommended that an organized and formal training program appeared to be the most viable alternative to ensure more adequate performance (pp. 125-130).

Disagreement can also be seen in Andrews' study which had as its purpose identifying the kind of information and experience which should be utilized in orienting new school board members. From this study the following experiences were recommended to help newly elected school board members gain the information they need: (1) superintendent-board member conference, (2) attendance at board meetings before taking office, (3) attendance at regional and state meetings of the school boards associations, and (4) a tour of local educational facilities. Andrews concluded that little commonality existed in school board orientation among the states and that extensive research and related material was not available in the area of new school board member orientation (Andrews, 1971, pp. 82-90).

Doyle conducted research in Pennsylvania and West Virginia in 1975 to "determine orientation topics that should be incorporated in a program for newly elected board members" (p. 34). The three respondent groups considered the following items to be most important in the development of an orientation program.

- A. School board policy guide
- B. Visit with the superintendent
- C. Minutes of recent board meetings
- D. Handbook of state school laws
- E. An explanation of school board organization  
(officers, standing and special committees, etc.)
- F. Legal responsibilities (Ibid., p. 173).

In contrast, the training program proposed by Jones (1973) would focus on the following topics: (1) the board member as a state official; (2) the board, budget, and school finance; (3) the board and the school curriculum; (4) the board and its staff; (5) the board and controversial issues; (6) the board's communications role; and (7) the board's responsibility to set goals and to evaluate the school program (p. 29).

Another idea concerning the kind of training needed by school board members recently surfaced in research conducted by Cistone (1978) in Ontario. His study indicated that persons usually come to service on their boards of education with a fairly predictable set of notions that change little over their terms of service. According to this study these notions are formed by factors common to their backgrounds--upper social and economic status, occupational pursuits and active involvement in community pursuits. Based on these conclusions Cistone believes that board members may have much less to learn that often has been presumed (pp. 32-33).

In contrast to this position Nicoloff (1977) directed a study in Illinois to determine the major areas of study needed by school board members. He concluded that the need for further in-service growth of board members centered around the following areas listed in their order of importance: (1) Increasing the power and influence of local boards of education, (2) Improving the financial operations and financial conditions

of schools, (3) Dealing more effectively with teacher personnel, (4) Providing quality education, and (5) Building better boards of education.

Stressing the need for a variety of types of training Goble (1977) stated that a wide range of local, state and national orientation programs and continuous in-service training are imperative if school systems are going to attract and keep good, well informed board members. Effective boardmanship is a continuous, on-going learning experience. Orientation is just the beginning of that process (pp. 5-6). The following guidelines for improving training opportunities for board members were suggested:

1. Pre-service time periods and the first few years of board service are the most important in developing board leadership.
2. State level resources should complement and support local district activities and educational programs.
3. Local boards should set aside adequate funds in the budget to support local, state, and national training programs for board members.
4. Successful school board training and orientation programs need the same careful attention, planning, and committment as other school district concerns (Ibid., p. 6).

Similar recommendations were made by Coverdale (1971) as a result of a study conducted to identify and analyze the school board training needs of Alaska native lay advisory school board members. Eleven major areas which should be included in a training program were revealed in the study. These areas ranged from board membership requirements to legal responsibilities and included topics such as board organization and operation, the board and community relations, and the board and the educational program. Coverdale recommended that the results of his study should be utilized as soon as possible to formulate a school board training curriculum designed specifically for the rural Alaskan Native (pp. 70-82).

### Additional Research Required

Recommendations for additional research and study in the area of school board training have been made by several writers. In a study conducted in 1974, Calloway found that there was very little formal, organized training for school board members in the state of Tennessee or the eight surrounding states. Based upon the results of this study, the writer concluded that a pre-service and/or in-service training program could help board members to become better versed and more learned in those areas and competencies needed to become an effective board member. Calloway strongly recommended that additional research be done in the area of school board training to further define the competencies needed for effective school boardmanship and to uncover the ways and methods of instilling such competencies in school boards (pp. 242-248).

Along similar lines, White (1959) directed research at the University of Virginia to study selected school board problems. One of his findings was that a large body of research dealing with effective methods and materials for use in locally organized in-service training programs for board members was non-existent. White concluded that basic research in this area had not been done (pp. 264-272).

Emphasizing the need for additional research and study into the training needs of local district board members Wiles and Conley (1974) used the following quote by Bendiner:

It must be plain from all that has gone before that in three major aspects (integration, teacher militancy, and finances) all vital to public education, the American school board has reached the point where what was mere inadequacy has come close to helplessness, where decline and fall are no longer easily distinguished (p. 4).

Continuing, these authors stated that board members must be trained in the latest techniques for handling and dealing with the soundness of programs-- each board member, although he is part of a team must think of himself as a sub system as well. The major question facing board members and school administrators is how to best accomplish this task (pp. 2-4).

In his book, Understanding School Boards, Peter J. Cistone (1975) discussed the need for research into the socialization of school board members. He defines socialization as "the processes by which individuals selectively acquire the values and attitudes, interests and dispositions, skills and knowledge current in the groups of which they are, or seek to become members (p. 56)." In relation to this idea, Cistone stated:

It will not be sufficient for us to discover how school board members come to learn their role; we must discover what they learn and why they learn it.

Past research efforts have produced only a very limited and marginally useful body of knowledge on school board member recruitment and socialization. Future research efforts should strive to contribute breadth, significance, and reliability to that knowledge (Ibid., p. 54).

Supporting the ideas of Cistone and other writers, Jongeward (1975) conducted a literature search to reveal to what extent the school board in rural communities had been used as a subject of research. His study showed that only a limited amount of research related to rural school boards had been done. Of particular interest was the fact that the survey failed to produce any substantive materials related to the training of school board members in rural areas. Jongeward suggested that research focused on this particular area might produce a considerable amount of new knowledge which could be quite useful (p. 184).

In summary, the literature points to the need for continuing in-service training programs for school board members. However, three problems are revealed in the literature: (1) A very minimal amount of effort has been directed toward development of training programs; (2) There is a lack of agreement on the areas of training which should be incorporated into a program; and (3) Additional research is needed in the total area of training for school board members.

#### SUMMARY

The literature and research reviewed in this chapter supports the problem identified in this study. The review consisted of pertinent literature relative to: (1) the historical background and organizational structure of school boards; (2) the qualities of effective board members; (3) the duties and responsibilities of board members; and (4) school board training.

The following conclusions were drawn from the literature reviewed:

1. Significant organizational changes have occurred in the historical development of boards of education. These changes have included the creation of the office of superintendent of schools, the reduction in the size of school boards, and the delegation of administrative responsibility to the superintendent.
2. Concern regarding the competencies which board members possess has been expressed throughout the history of school boards.
3. Ideas have changed during the past fifty years regarding the qualities which effective board members should possess. Whereas the emphasis in the early years of school board development was on securing board members who were proficient in business management, more recently it has shifted toward selecting members who can view the total educational program objectively.

4. The duties and responsibilities of school board members are changing at a rapid pace as a result of a rapidly changing society.
5. The need for continuing in-service training programs for board members is well-established.
6. Research regarding the current status of in-service training for board members is quite limited.
7. Considerable disagreement exists concerning the areas of training which should be incorporated into school board training programs.
8. There is a scarcity of research directed at assessing the reasons for the lack of adequate training programs.
9. Additional research is needed in the total area of training for school board members.

The research conducted by this writer will add to that which exists presently by providing answers to the following questions:

1. What is the current status of in-service training programs for school board members at the local district level?
2. What areas of training should be included in an on-going training program for all board members?
3. What are the reasons for the lack of adequate training programs for school board members?

## CHAPTER III

### METHODOLOGY OF THE STUDY

#### INTRODUCTION

The purpose of this study was threefold. The perceptions of school superintendents, the most experienced school board members, and the least experienced school board members were surveyed to: (1) ascertain the current status of in-service training for school board members at the local district level; (2) determine the areas of training needed by local school district board members; and (3) assess the reasons for the lack of adequate in-service training programs for school board members at the local district level. An introduction to the study and the statement of the problem were presented in Chapter one. The literature and research related to the study were reviewed in Chapter two. This review included research pertaining to the historical background and organization of school boards, qualities of effective board members, duties and responsibilities of board members, and school board training. The literature review served to narrow the field of research and to enable the researcher to focus directly on the area of concern. In addition the review of literature was included in order to provide a more comprehensive analysis of the problem being studied. In this chapter the methodology used by the researcher is described.



## PRELIMINARY PROCEDURES OF THE STUDY

Prior to beginning this research, several steps were required to insure that the study would have potential for the profession. Contacts were established with the National School Boards Association and with the State School Boards Association in each of the states included in the study. The purpose of these contacts was to request the cooperation and the assistance of the associations. Through letters and/or telephone conversations each of the associations endorsed the study and offered their assistance in completing it.

A comprehensive research proposal was prepared for the approval of the author's graduate committee. The research was defended before the committee and approved with no major changes. It was suggested that a fifty percent return of the questionnaires from the sample population would be adequate for defense of the study. The questionnaire used in the study was approved by the Committee On Protection of Human Subjects on January 6, 1978.

## LITERATURE REVIEW

Current indexes and guides to sources of literature were reviewed to ascertain titles related to the problem addressed in this study. In addition computer searches of ERIC and DATRIX were conducted to identify literature and research pertaining to the topic. Each State School Boards Association provided materials related to their particular training programs and materials housed in the National School Board Association office were also made available. Information obtained from each of these sources was used in developing the review of literature.

## POPULATION OF THE STUDY

The population for this study consisted of superintendents, the most experienced board members, and the least experienced board members in selected school districts in Region Three. Region Three, which is comprised of Washington, D. C. and the states of Pennsylvania, West Virginia, Maryland, Virginia, and Delaware, is an administrative arrangement used by the Department of Health, Education and Welfare and other governmental agencies to divide the states into regional groupings. A stratified random sample of school districts in each of the states was drawn for the study. Guilford (1973) states that stratification is a procedure used in sampling to help to prevent biases and also to ensure a more representative sample (p. 124).

In order to use this procedure, the composite list of all school districts in each state was divided into strata based upon the average daily membership, ADM. The strata were identified as small--0-4,999 ADM, medium--5,000-9,999 ADM, and large--10,000-plus ADM. This division allowed for approximately one million students in each category.

From each stratus in each state approximately fifteen percent of the school districts were drawn at random. Once a school district was identified in this manner the superintendent, one of the most experienced school board members, and one of the least experienced school board members were included in the sample population. The superintendent in each selected district was asked to identify the appropriate board members for inclusion in the study. One hundred thirteen school districts were drawn, which meant that three hundred thirty nine individuals were included in the research. The distribution of school districts involved in the study is shown in Table 1.

Table 1  
Stratified Random Sample of School  
Districts Included in Study

Population Strata	Number of Districts <sup>a</sup>							Stratified Sample						
	De	Md	Va	WV	Pa	DC	TOTAL	De	Md	Va	WV	Pa	DC	TOTAL
0-4,999 <sup>b</sup>	16	4	80	24	394	0	518	2	1	12	4	59	0	78
5,000-9,999	7	5	30	20	82	0	134	1	1	5	3	12	0	22
10,000 plus	3	15	23	11	28	1	81	1	2	3	2	4	1	13
TOTAL	26	24	133	55	504	1	733	4	4	20	9	75	1	113

<sup>a</sup>Data compiled by Jeffrey W. Williams and Sally L. Warf and reported in Education Directory--Public School Systems, 1975-76, published by the U. S. Government Printing Office, 1976.

<sup>b</sup>ADM = Average Daily Membership

#### DEVELOPMENT OF THE INSTRUMENT

A questionnaire was used to collect the data from the identified sample. Two questionnaires were designed by the researcher--one for school superintendents and one for school board members (Appendix A). Both questionnaires contained essentially the same items expressed in somewhat different terms to accommodate the particular class of respondents.

The questionnaire was field tested on a representative sample including both professionals and non-professionals to determine the following:

1. Understanding of directions
2. Difficulty of terminology
3. Relevancy of concepts
4. Continuity of content
5. Time required for completion.

Adjustments and alterations pertaining to the terminology used and to the length of the questionnaires were made based on the responses obtained through the field testing.

#### PROCEDURE FOR SECURING DATA

Once the school districts were identified through the stratified random sampling procedure, three questionnaires accompanied by cover letter were mailed to the superintendent of schools in each district (Appendix B). The superintendent was asked to distribute one questionnaire to the most experienced member of his board, one to the least experienced member, and to complete one questionnaire himself. These questionnaires were mailed in early January, 1978. This date was chosen to correspond with a period of lighter work loads for both superintendents and board members. After two weeks a post card was sent to each superintendent reminding him of the due date for return of the questionnaires and seeking his assistance in encouraging his board members to respond (Appendix C).

Approximately 48 percent of the total population returned usable data by the end of the fourth week following the first mailing. In order to increase the return rate a second set of questionnaires with a cover letter explaining further the need for the study was sent in early February to those districts where all three subjects had not responded (Appendix D). Following the second mailing 60 percent of the total population returned usable data.

## ANALYSIS OF THE DATA

The study was based on a field survey method of research using descriptive as well as inferential statistics for analysis. The data collected were analyzed to answer the following research questions:

Question 1. What topics are presently being included in in-service training programs for school board members at the local district level? Question one was analyzed using frequency tabulation and percentages to show the responses of superintendents, the most experienced board members and the least experienced board members to the topics listed in the questionnaire. This provided an over-all picture of the topics which were being included most often in training programs for school board members at the local district level.

Question 2. What is the perception of superintendents, the most experienced school board members and the least experienced school board members regarding the effectiveness of in-service training programs to meet the needs of board members?

Question 3. What is the perception of superintendents, the most experienced school board members and the least experienced school board members regarding the need for in-service training of school board members?

Question 4. Based upon the perceptions of superintendents, the most experienced school board members, and the least experienced school board members, what areas of training should be included in an in-service training program for school board members at the local district level?

Question 5. What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the reasons for the lack of adequate in-service training programs for local district school board members?

Questions two, three, four, and five were analyzed using five factorial designs (3 X 3, 3 X 2, 2 X 3, 2 X 2, 2 X 3 X 2) to evaluate the data related to each. The following independent variables and levels of each were utilized in the analysis: (1) School Management Personnel: superintendents, most experienced school board members, least experienced school board members; (2) School District Size: small--0-4,999 ADM, medium--5,000-9,999 ADM, large--10,000 plus ADM; (3) Educational Level of Board Members: high school graduate or less, some college, college graduate; (4) Experience: 0-5 years, above 5 years; (5) Age: below 50 years, above 50 years. The dependent variable in this study was the perception of the subjects as measured by their responses to the items on the questionnaires.

Two-way and three-way analysis of variance were used to compare mean differences between the respondent groups. Where differences were found to be significant ( $p < .05$ ), Duncan's Multiple Range Test was used to determine which difference(s) contributed to the significance.

Regarding factorial designs, Van Dalen (1962) states that the effects of two or more variables can be checked simultaneously rather than in separate experiments. A factorial design enables the researcher to evaluate both the main effect of each variable and the interaction effect of the two variables (p. 289).

The statistical tool used to analyze factorial designs is the analysis of variance. Isaac and Mitchell (1971) state that the analysis of variance answers the question, "Is the variability between groups large enough in comparison with the variability within groups to justify the inference that the means of the populations from which the different groups were sampled are not all the same?" In other words, if the variability

between group means is large enough, we can conclude they probably come from different populations and that there is a statistically significant difference present in the data. The particular statistical test yielding the answer is the F-ratio (p. 140). The formula used for computation of the F-ratio is:

$$F = \frac{\text{between-groups mean square}}{\text{within-groups mean square}}$$

When a significant F-ratio ( $p < .05$ ) was found the investigator rejected the null hypothesis of equal means among the groups. This procedure allowed the writer to reach conclusions concerning whether or not there were significant differences among the three personnel groups regarding their perceptions of in-service training for school board members. The Duncan test enabled the researcher to identify the particular group(s) which had perceptions that were significantly different from one another.

#### SUPPLEMENTARY DATA

In addition to the data used in answering the five research questions, supplementary data were collected as a part of the research. This data pertained to orientation programs, board member competency, participation in training programs, and training program format. The statistical analysis revealed that the data did not add appreciably to the study and therefore it was subsequently eliminated.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### INTRODUCTION

The results of the study are presented in this chapter. The data were collected from the sample population utilized in the study. Questionnaires were mailed to the superintendent (SUPT), one of the most experienced school board members (MEBM), and one of the least experienced school board members (LEBM) in each of the selected school districts (See Chapter I for definitions of terms). The questionnaires can be found in Appendix A.

A stratified random sample of school districts in Region Three, a division used by the Department of Health, Education, and Welfare, was drawn for the study. Region Three is comprised of Washington, D. C. and the states of Pennsylvania, West Virginia, Maryland, Virginia, and Delaware. Of the 339 questionnaires mailed to the three personnel groups, usable data were returned by 203 individuals. This represented a total percentage return of 60 percent.

This chapter presents an analysis of the data as it relates to the characteristics of the respondent groups and to each of the five research questions set forth in the study. Data are exhibited in tabular and graphic form showing results obtained from the particular statistical procedure used in the analysis. All computations were performed on an IBM 360/75 computer operated at the West Virginia University computer center using the Statistical Analysis System (SAS).



## RESULTS OF DATA ANALYSIS

Characteristics of the Respondents

Personal Characteristics. A total of 339 questionnaires was sent to superintendents, the most experienced school board members and the least experienced school board members in selected districts in Region Three. Usable data were returned by 203 respondents representing 80 school districts. The Washington, D. C. school district and five districts in Pennsylvania sent letters indicating that their boards of education had a policy prohibiting participation in studies of this nature. Of those responding, 78 were superintendents, 65 were most experienced board members, and 60 were least experienced board members. Twelve of the superintendents were from large districts (10,000+ADM), 17 were from medium size districts (5,000-9,999ADM), and 49 were from small districts (0-4,999 ADM). Twelve of the most experienced board members were from large school districts, 14 were from medium size districts, and 39 were from small districts. Of the 60 least experienced board members responding, 13 were from large districts, 14 from medium size districts, and 33 were from small districts. Table 2 shows the breakdown for the three responding groups.

For purposes of analysis, ages of the respondents were grouped into two categories, below 50 and above 50. Thirty-two of the superintendents fell into the first category, below 50, while 46 had ages above 50. Of the most experienced school board members responding, 27 were below 50 and 38 were above 50. Forty-eight of the least experienced school board members were in the first age category, below 50, while only 12 had ages above 50. All of the responding superintendents were male. Fifty-three of the most experienced school board members were male and twelve were

female. Forty-three of the least experienced school board members were male and 17 were female. The distribution of the respondents' age and sex is displayed in Table 2.

Table 2  
DISTRICT SIZE, AGE, AND SEX DISTRIBUTION  
OF THE RESPONDENTS

Management Personnel	Number	District Size*			Age		Sex	
		L	M	S	Below 50	Above 50	M	F
SUPT	78	12	17	49	32	46	78	0
MEBM	65	12	14	39	27	38	53	12
LEBM	60	13	14	33	48	12	43	17
TOTAL	203	37	45	121	107	96	174	29

\*Large - 10,000 plus ADM  
Medium - 5,000-9,999 ADM  
Small - 0-4,999 ADM

The educational level of the respondents and the experience of the three groups is shown in Table 3. Of the superintendents, 8 held a Master's degree, 36 held a Master's degree plus 30 additional hours, and 34 held either a Ph. D. or an Ed. D. degree. Only 1 of the most experienced school board members was not a high school graduate while 16 were high school graduates, 15 had some college, 17 were college graduates and 16 had received professional or graduate training. The educational level of the least experienced school board members was as follows: 1 had not graduated from high school, 14 were high school graduates, 12 had some college, 9 were college graduates, and 24 had received professional

or graduate training. The range of experience for superintendents was from six months to 27 years. The most experienced school board members had served from 2.5 years to 36 years. Experience for the least experienced school board members ranged from two months to nine years. For purposes of analysis respondents were grouped by experience into two categories, 0-5 years and above 5 years.

Reasons For Seeking Board Membership. Question one asked the board members to indicate the degree of influence which each of 13 listed items (Questionnaire Appendix A) had on their deciding to become a school board member. Superintendents were also asked to give their opinions regarding the degree of influence which the items had on members of their boards. The participants indicated their response on a scale of 5 (high) to 1 (low).

Table 3  
EDUCATIONAL LEVEL AND EXPERIENCE DISTRIBUTION  
OF THE RESPONDENTS

Management Personnel	Education*								Experience	
	1	2	3	4	5	6	7	8	0-5	Above 5
SUPT						8	36	34	32	46
MEBM	1	16	15	17	16				9	56
LEBM	1	14	12	9	24				57	3
TOTAL	2	30	27	26	40	8	36	34	98	105

\*Board Members

- 1 - Some high school
- 2 - High School graduate
- 3 - Some College
- 4 - College graduate
- 5 - Professional or graduate training

Superintendents

- 6 - Master's Degree
- 7 - Master's plus 30
- 8 - Ph. D. or Ed. D.

Tables 4 through 6 and Graph 1 present pertinent data as determined from the analyses of variance for each of the 13 items. Significant differences among the three groups of personnel (SUPT, MEBM, LEBM) were found on the following eight items (letter indicates designation on questionnaire):

- B. Personal gain
- C. Interest in education
- E. Civic duty and/or community service interest
- F. Asked to run for the board by a particular individual or group
- G. Opposed to increases in school finances
- H. Political ambition
- L. To represent a group in the community
- M. Desired the visibility which membership on the board could provide

The source of the difference on items B, F, G, H, L, and M was the SUPT group which perceived these items as having more influence on board members than the board members themselves. Two sources of difference were indicated on item C--SUPT and respondents from large districts. The SUPT considered the item less influential than board members and respondents from large districts rated the item higher than respondents from small districts. The MEBM group was the source of the difference on item E. This group felt that the item had more influence on board members than either the LEBM or the SUPT.

Significant interactions were indicated on items I and L. Graph 1 displays this interaction. The SUPT and the LEBM from small districts felt that item I--Desire for input regarding curriculum issues--had more influence on board members than the corresponding groups from large

Table 4

RESULTS OF 3X3 FACTORIAL ANALYSIS OF  
ITEMS RELATED TO THE REASONS FOR  
SEEKING SCHOOL BOARD MEMBERSHIP

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Item A--Desire to see my own children receive a better education

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Personnel	Size	N	Mean
SUPT	L	12	3.167
	M	17	3.882
	S	49	3.673
MEBM	L	12	3.750
	M	14	3.643
	S	39	3.385
LEBM	L	13	3.308
	M	14	3.571
	S	33	3.970

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Source	df	SS	MS	F	PR > F
District Size	2	2.279	1.140	.59	.5531
Personnel	2	.047	.024	.01	.9879
Size* Personnel	4	7.497	1.874	.98	.4211
Residual	194	372.069	1.918		

---

Table 4 (continued)

Item B--Personal Gain					
Personnel		Size	N		Mean
SUPT		L	12		2.167
		M	17		1.882
		S	49		1.837
MEBM		L	12		1.167
		M	14		1.214
		S	39		1.231
LEBM		L	13		1.538
		M	14		1.785
		S	33		1.303

Source	df	SS	MS	F	P R > F
District Size	2	1.377	.689	.83	.44
Personnel	2	15.201	7.601	9.12	.0002*
Size* Personnel	4	2.23	.558	.67	.62
Residual	194	161.629	.833		

Table 4 (continued)

Item C--Interest in Education					
Personnel		Size	N	Mean	
SUPT		L	12	4.500	
		M	17	3.882	
		S	49	4.122	
MEBM		L	12	4.750	
		M	14	4.429	
		S	39	4.641	
LEBM		L	13	4.538	
		M	14	4.357	
		S	33	4.485	
Source	df	SS	MS	F	PR > F
District Size	2	2.848	1.424	3.09	.048*
Personnel	2	5.282	2.641	5.73	.004*
Size* Personnel	4	.779	.195	.42	.792
Residual	194	89.370	.461		

Table 4 (continued)

Item D--Wanted to Defeat Undesirable Candidate					
Personnel		Size	N	Mean	
SUPT		L	12	2.250	
		M	17	1.824	
		S	49	1.816	
MEBM		L	12	1.750	
		M	14	2.143	
		S	39	1.308	
LEBM		L	13	2.154	
		M	14	2.071	
		S	33	1.909	
Source	df	SS	MS	F	PR > F
District Size	2	6.018	3.009	2.00	.138
Personnel	2	2.621	1.311	.87	.42
Size* Personnel	4	4.526	2.263	.75	.56
Residual	194	291.688	1.504		



Table 4 (continued)

Item E--Civic Duty and/or Community Service Interest					
Personnel		Size	N		Mean
		1	12		4.000
SUPT		2	17		3.824
		3	49		3.918
		1	12		4.167
MEBM		2	14		4.571
		3	39		4.333
		1	13		4.154
LEBM		2	14		4.214
		3	33		3.818

Source	df	SS	M	F	PR > F
District Size	2	1.081	.541	.69	.50
Personnel	2	5.285	2.643	3.35	.04*
Size * Personnel	4	2.525	.631	.80	.52
Residual	194	152.865	.788		

Table 4 (continued)

Item F--Asked to Run for the Board by a Particular Individual or Group					
Personnel	Size	N	Mean		
SUPT	1	12	2.750		
	2	17	3.000		
	3	49	3.204		
MEBM	1	12	2.583		
	2	14	2.429		
	3	39	2.795		
LEBM	1	13	2.692		
	2	14	1.929		
	3	33	2.182		

Source	df	SS	MS	F	PR > F
District Size	2	2.457	1.229	.65	.524
Personnel	2	13.621	6.811	3.59	.029*
Size * Personnel	4	5.275	1.319	.70	.595
Residual	194	367.520	1.894		

Table 4 (continued)

Item G--Opposed to Increases in School Finances					
Personnel		Size	N		Mean
SUPT		L	12		2.250
		M	17		2.118
		S	49		2.531
MEBM		L	12		1.417
		M	14		1.214
		S	39		2.128
LEBM		L	13		2.154
		M	14		1.929
		S	33		1.667

Source	df	SS	MS	F	PR > F
District Size	2	4.230	2.115	1.58	.209
Personnel	2	13.411	6.706	5.01	.008*
Size * Personnel	4	10.884	2.721	2.03	.092
Residual	194	259.806	1.339		

Table 4 (continued)

Item H--Political Ambition					
Personnel		Size	N		Mean
SUPT		L	12		2.500
		M	17		2.412
		S	49		1.898
MEBM		L	12		1.008
		M	14		1.357
		S	39		1.282
LEBM		L	13		1.538
		M	14		1.214
		S	33		1.545
Source	df	SS	MS	F	PR > F
District Size	2	.435	.218	.25	.779
Personnel	2	33.161	16.581	19.09	.0001*
Size * Personnel	4	6.940	1.735	2.00	.097
Residual	194	168.489	.868		

Table 4 (continued)

## Item I--Desire for Input Regarding Curriculum Issues

Personnel	Size	N	Mean
SUPT	L	12	3.750
	M	17	3.353
	S	49	2.551
MEBM	L	12	3.083
	M	14	3.357
	S	39	3.205
LEBM	L	13	3.308
	M	14	3.500
	S	33	3.727

Source	df	SS	MS	F	PR > F
District Size	2	2.601	1.301	.99	.375
Personnel	2	2.965	1.483	1.13	.327
Size * Personnel	4	16.717	4.179	3.17	.015*
Residual	194	255.560	1.317		

Table 4 (continued)

Item J--Opposed to Certain School Board Policies					
Personnel	Size	N	Mean		
SUPT	L	12	2.667		
	M	17	2.471		
	S	49	2.102		
MEBM	L	12	2.000		
	M	14	2.143		
	S	39	2.333		
LEBM	L	13	2.846		
	M	14	2.357		
	S	33	2.818		

Source	df	SS	MS	F	PR > F
District Size	2	.668	.334	.20	.822
Personnel	2	6.651	3.326	1.96	.144
Size * Personnel	4	6.926	1.73	1.02	.399
Residual	194	329.588	1.70		

Table 4 (continued)

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 Item K--Wanted to See More Tax Money Spent on Education
 

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Personnel	Size	N	Mean
SUPT	L	12	2.417
	M	17	2.529
	S	49	2.204
MEBM	L	12	3.250
	M	14	2.286
	S	39	2.744
LEBM	L	13	2.462
	M	14	2.429
	S	33	2.788

---

Source	df	SS	MS	F	PR > F
District Size	2	1.802	.901	.58	.564
Personnel	2	3.718	1.859	1.19	.307
Size * Personnel	4	7.881	1.970	1.26	.288
Residual	194	303.829	1.566		

---

Table 4 (continued)

Item L--To Represent a Group in the Community					
Personnel		Size	N		Mean
SUPT		L	12		2.583
		M	17		2.647
		S	49		2.571
MEBM		L	12		2.000
		M	14		1.500
		S	39		1.949
LEBM		L	13		2.846
		M	14		2.143
		S	33		1.455

Source	df	SS	MS	F	PR > F
District Size	2	6.619	3.310	2.31	.102
Personnel	2	16.368	8.184	5.72	.004*
Size * Personnel	4	14.980	3.745	2.62	.037*
Residual	194	277.785	1.432		



Table 4 (continued)

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Item M--Desired the Visibility Which Membership on the Board Could Provide

---

Personnel	Size	N	Mean
SUPT	L	12	2.583
	M	17	3.059
	S	49	2.959
MEBM	L	12	1.917
	M	14	1.357
	S	39	2.231
LEBM	L	13	2.231
	M	14	2.143
	S	33	2.152

---

Source	df	SS	MS	F	PR > F
District Size	2	2.727	1.364	.80	.451
Personnel	2	29.363	14.682	8.60	.0003*
Size * Personnel	4	7.300	1.825	1.07	.373
Residual	194	331.095	1.707		

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\*Values below .05 indicate significant difference

Table 5

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING  
SIGNIFICANT DIFFERENCES AMONG RESPONDENT  
GROUPS REGARDING REASONS FOR SEEKING  
BOARD MEMBERSHIP

Item	Personnel	Mean	Duncan Display	Number
B	SUPT	1.897	A	78
	LEBM	1.467	B	60
	MEBM	1.215	B	65
C	District Size	Mean	Duncan Display	Number
	L	4.595	A	37
	S	4.388	A	121
	M	4.200	BA B B	45
C	Personnel	Mean	Duncan Display	Number
	MEBM	4.615	A	65
	LEBM	4.467	A	60
	SUPT	4.128	B	78
E	Personnel	Mean	Duncan Display	Number
	MEBM	4.354	A	65
	LEBM	3.983	B	60
	SUPT	3.910	B	78

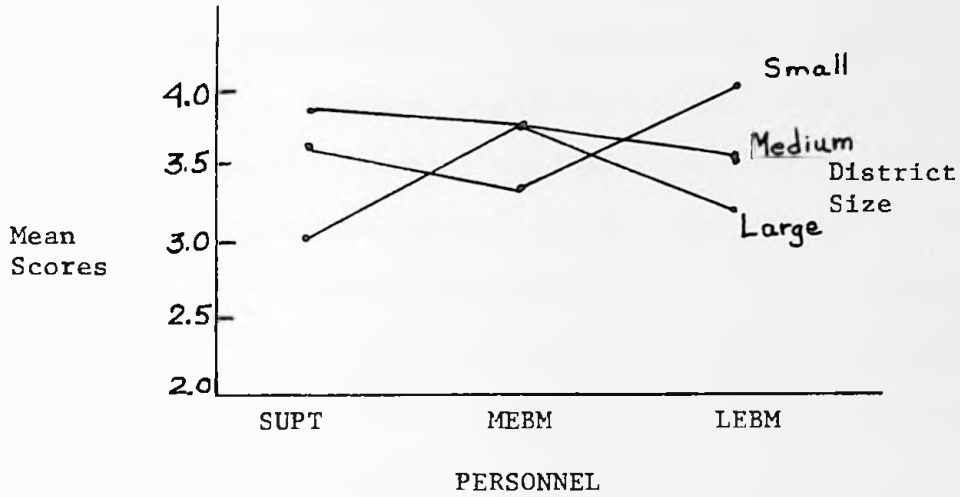
Table 5 (continued)

Item	Personnel	Mean	Duncan Display	Number
F	SUPT	3.090	A	78
	MEBM	2.677	A BA	65
	LEBM	2.233	B B	60
G	SUPT	2.397	A	78
	LEBM	1.833	B B	60
	MEBM	1.800	B	65
H	SUPT	2.103	A	78
	LEBM	1.467	B B	60
	MEBM	1.246	B	65
L	SUPT	2.590	A	78
	LEBM	1.917	B B	60
	MEBM	1.862	B	65
M	SUPT	2.923	A	78
	LEBM	2.167	B B	60
	MEBM	1.985	B	65

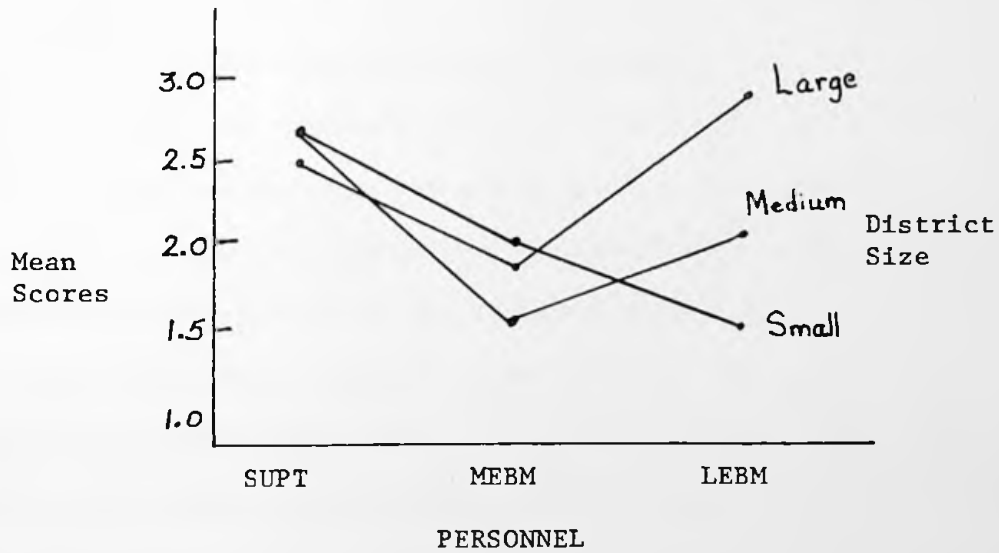
Graph 1

SIGNIFICANT INTERACTIONS AMONG RESPONDENT GROUPS REGARDING THE REASONS FOR SEEKING BOARD MEMBERSHIP

Item I



Item L



districts. In contrast, the MEBM from small districts considered the item less influential than the MEBM from large districts. All respondents from medium size districts rated the item high in terms of its influence on board members deciding to seek board membership.

All the SUPT rated item L--To represent a group in the community--approximately the same. Likewise, the MEBM from small and large districts scored the item similarly. However, the MEBM from medium size districts considered this item much less influential than the MEBM from small and large districts. The LEBM from medium size districts felt that the item had more influence on board members than the LEBM from small districts; and the LEBM from large districts considered the item more influential than any of the respondent groups.

No significant differences were found among the three groups on the following items:

- A. Desire to see my own children receive a better education
- D. Wanted to defeat undesirable candidate
- J. Opposed to certain school board policies
- K. Wanted to see more tax money spent on education.

Table 6 shows the mean scores for the three groups of personnel regarding their perceptions of the influence which the 13 reasons had on board members deciding to seek board membership. The scores for the following reasons were found to be in the upper range of the scale indicating that they were considered most influential by the three respondent groups.

- A. Desire to see my own children receive a better education
- C. Interest in education

Table 6  
 SUMMARY OF RESPONSES OF PERSONNEL GROUPS  
 REGARDING THE REASONS FOR SEEKING  
 BOARD MEMBERSHIP

Items	Means**		
	SUPT	MEBM	LEBM
A. Desire to see my own children receive a better education	3.641	3.508	3.733
B. Personal gain	1.897*	1.215	1.467
C. Interest in education	4.128*	4.615	4.467
D. Wanted to defeat undesirable candidate	1.885	1.569	2.000
E. Civic duty and/or community service interest	3.910	4.354*	3.983
F. Asked to run for the board by a particular individual or group	3.090*	2.677	2.233
G. Opposed to increases in school finance	2.397*	1.800	1.833
H. Political ambition	2.103*	1.246	1.467
I. Desire for input regarding curriculum issues	2.910	3.215	3.583
J. Opposed to certain school board policies	2.269	2.231	2.717
K. Wanted to see more tax money spent on education	2.308	2.738	2.633
L. To represent a group in the community	2.590*	1.862	1.917
M. Desired the visibility which membership on the board could provide	2.923*	1.985	2.167

\*Indicates source of significant difference

\*\*Scale--5 (high) - 1 (low)

E. Civic duty and/or community service interest

I. Desire for input regarding curriculum issues.

In summary, statistically significant differences were found in eight of the items related to reasons for seeking board membership. The sources of the difference were the SUPT, the MEBM, and respondents from large districts. Significant interactions between personnel and district size were indicated on two items. Four reasons were considered to have had the most influence on board members' desire to serve. They were: (1) Desire to see my own children receive a better education; (2) Interest in education; (3) Civic duty and/or community service interest; and (4) Desire for input regarding curriculum issues.

Attitude Toward Education. Question 2 asked the respondents to express their opinions regarding ten items designed to measure the individuals' attitude toward education. The possible mean score range was 10 (negative) to 50 (positive).

Tables 7 through 11 present pertinent data from the analyses of variance of the composite scores on all ten items. Two significant differences were found through the analyses. The sources of the difference were respondents from large districts and the SUPT group. Respondents from large districts had a more positive attitude toward education than those from small and medium districts. Likewise, the SUPT had a more positive attitude than the board members as a total group. Table 11 shows the mean scores for each of the respondent groups. All of the scores fell in the upper range of the scale indicating that all of the respondents had fairly positive attitudes toward education. The mean for the SUPT, however, was higher indicating a more positive attitude than either group of board members.

Table 7

RESULTS OF 3X3 FACTORIAL ANALYSIS OF COMPOSITE  
SCORES REGARDING ATTITUDE  
TOWARD EDUCATION

Personnel	Size	N	Mean
SUPT	L	12	40.750
	M	17	39.647
	S	49	40.061
MEBM	L	12	41.000
	M	14	37.000
	S	39	36.949
LEBM	L	13	39.154
	M	14	38.000
	S	33	37.909

Source	df	SS	MS	F	PR > F
District Size	2	123.078	61.539	3.01	.051*
Personnel	2	117.845	58.923	2.89	.058
Personnel * Size	4	63.466	15.867	.78	.541
Residual	194	3961.266	20.419		

Table 8

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING  
ATTITUDE TOWARD EDUCATION

District Size	Mean	Duncan Display	Number
Large	40.270	A	37
Small	38.471	B	121
Medium	38.311	B	45



Table 9

RESULTS OF 2X3X2 FACTORIAL ANALYSIS OF  
COMPOSITE SCORES REGARDING  
ATTITUDE TOWARD EDUCATION

Personnel	Size	Experience	Mean
SUPT	L	0-5	40.429
	L	Above 5	41.200
	M	0-5	38.500
	M	Above 5	39.800
	S	0-5	39.826
	S	Above 5	40.269
Board Members	L	0-5	39.231
	L	Above 5	40.917
	M	0-5	37.882
	M	Above 5	36.909
	S	0-5	37.278
	S	Above 5	37.500

Source	df	SS	MS	F	PR > F
Personnel	1	78.289	78.289	3.76	.054*
District Size	2	87.300	43.650	2.10	.126
Experience	1	8.768	8.768	.42	.517
Personnel * Size	2	24.153	12.077	.58	.561
Personnel * Experience	1	1.839	1.839	.09	.767
Size * Experience	2	5.647	2.824	.14	.873
Personnel * Size * Experience	2	8.407	4.204	.20	.817
Residual	191	3973.954	20.806		

Table 10

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING  
SIGNIFICANT DIFFERENCES AMONG RESPONDENT GROUPS  
REGARDING ATTITUDE TOWARD EDUCATION

Personnel	Mean	Duncan Display	Number
SUPT	40.077	A	78
Board Members	37.944	B	125

Table 11

SUMMARY OF RESPONSES OF PERSONNEL GROUPS  
REGARDING ATTITUDE  
TOWARD EDUCATION

Item	Means**		
	SUPT	MEBM	LFBM
Attitude Toward Education	40.077*	37.708	38.200

\*Indicates source of significant difference

\*\*Scale--10 (negative) - 50 (positive)

Overall, two significant differences were found among the three groups with regards to their attitude toward education. The attitude of the respondents from large districts was more positive than the attitude of the respondents from medium and small districts; and the attitude of the SUPT was more positive than that of the board members as a total group. Mean scores indicated that all three groups had fairly positive attitudes toward education.

Research Question One: What topics are presently being included in in-service training programs for school board members at the local district level?

Presentation of the Data. Tables 12 and 13 present pertinent data from the analyses related to this question. Data in Table 12 indicate that of the 78 SUPT responding, 41 reported that their school districts had provided in-service training for school board members during the past two years while 37 reported that their districts had not. The MEBM indicated that 23 of their districts held in-service training programs and 42 did not. Only 14 of the LEBM said that their districts had provided in-service training programs while 46 reported that their districts had not. Of the 203 respondents, 78 or 38.4 percent reported that their districts had provided in-service training for school board members; while 125 or 61.6 percent stated that there had been no in-service training programs for board members in their districts during the past two years. Two factors may have contributed to the discrepancies with regards to the number of districts providing in-service training programs. First, there may have been some misunderstanding regarding what constitutes in-service training. While some respondents probably considered only highly organized types of programs, others may have included informal activities such as discussions at board meetings, presentations by personnel, etc. as in-service training. Secondly, the experience of the respondents could have been a contributing factor. Many of the respondents had served in their position for only a short time and most likely did not have an accurate picture of the total situation.

Table 12

SUMMARY OF RESPONSES IN RELATION TO PROVIDING IN-SERVICE  
TRAINING FOR SCHOOL BOARD MEMBERS

Personnel District Size	SUPT			MEBM			Total			LFBM			Total								
	L		M	L		M	L		M	L		M	L		M	S					
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%					
Yes	7	58	10	59	24	49	41	4	33	4	29	15	38	23	1	8	4	29	9	27	14
No	5	42	7	41	25	51	37	8	67	10	71	24	62	42	12	92	10	71	24	73	46
Total	12	100	17	100	49	100	78	12	100	14	100	39	100	65	13	100	14	100	33	100	60

Table 13 presents the responses of the three groups of personnel regarding the topics which had been included in their in-service training programs. The respondents were given a list of 26 topics (Questionnaire, Appendix A) and were asked to check those which had been included in in-service training programs in their districts during the last two years. Only those individuals who indicated that their districts had provided in-service training were asked to respond to this question. The SUPT indicated that the following topics (letter indicates designation on questionnaire) had been included most often:

- A. Professional Negotiations
- E. Community Relations
- J. Legal Rights and Responsibilities
- K. Student Rights
- V. Long Range Planning (Broad Program Goals)
- Z. Programs for Handicapped Students

The MEBM indicated that the following topics had been included most often:

- A. Professional Negotiations
- E. Community Relations
- G. Evaluation of Education Program
- J. Legal Rights and Responsibilities
- K. Student Rights.

The LEBM indicated that the following topics had been included most often:

- A. Professional Negotiations
- C. Planning and Constructing Physical Facilities

Table 13  
SUMMARY OF RESPONSES REGARDING TOPICS INCLUDED IN IN-SERVICE TRAINING PROGRAMS

Personnel	SUPT			MEBN			Total			LEEM			Total					
	F	%	S	F	%	S	F	%	S	F	%	S	F	%	S			
A	3	43	8	15	63	26	3	75	8	53	14	0	0	2	50	6	67	8
B	4	57	2	20	29	13	1	25	9	60	11	0	0	2	50	2	22	4
C	5	71	4	40	5	21	3	75	7	47	12	0	0	3	75	4	44	7
D	3	43	3	30	33	14	1	25	5	33	7	0	0	1	25	1	11	2
E	2	29	6	60	42	18	2	50	9	60	13	0	0	3	75	3	75	6
F	3	43	3	30	6	25	0	0	3	75	8	0	0	2	50	3	33	5
G	5	71	4	40	7	29	2	50	10	67	15	0	0	2	50	3	33	5
H	2	29	5	50	6	25	13	2	50	33	10	0	0	2	50	1	11	3
I	3	43	5	50	5	21	13	1	25	33	7	0	0	2	50	1	11	3
J	3	43	7	70	9	38	19	1	25	80	15	1	100	2	50	5	56	8
K	5	71	6	60	11	46	22	1	25	73	13	0	0	1	25	4	44	5
L	4	57	4	40	4	17	12	2	50	7	4	0	0	1	25	3	33	4
M	3	43	5	50	7	29	15	1	25	6	40	9	1	100	2	50	7	78
N	0	0	3	30	7	29	10	2	50	20	6	0	0	0	0	0	0	1
O	0	0	1	10	2	8	3	3	75	33	9	0	0	1	25	1	11	2
P	1	14	6	60	7	29	14	2	50	27	7	0	0	2	50	2	22	4
Q	1	14	1	10	4	17	6	2	50	47	9	0	0	3	75	3	33	6
R	2	29	4	40	8	33	14	2	50	33	10	0	0	2	50	1	11	3
S	2	29	4	40	10	42	16	1	25	40	8	1	100	3	75	1	11	5
T	0	0	0	0	0	0	0	0	0	7	1	1	0	0	0	0	0	2
U	3	43	5	50	7	29	15	1	25	6	40	9	0	4	100	3	33	7
V	3	43	8	80	17	71	28	2	50	40	12	0	0	4	100	2	22	6
W	1	14	4	40	6	25	11	1	25	33	8	0	0	1	25	1	11	2
X	1	14	1	10	7	29	9	2	50	20	5	0	0	1	25	1	11	2
Y	1	14	6	60	7	29	14	1	25	33	6	0	0	2	50	2	22	4
Z	3	43	6	60	10	42	19	1	25	40	10	0	0	1	25	5	56	6

J. Legal Rights and Responsibilities

M. State's Role in Education

U. Sources of Funding.

Summary of the Analysis. A total of 78 individuals representing 38.4 percent of all the respondents indicated that their school districts had provided in-service training for school board members during the past two years. From a list of 26 topics the participants were asked to check those which had been included in in-service training programs for board members in their districts. Each of the topics was checked by at least one individual. The respondent groups indicated that the following topics had been used most often as subjects for in-service programs:

A. Professional Negotiations

E. Community Relations

J. Legal Rights and Responsibilities

K. Student Rights.

Research Question Two: What is the perception of superintendents, the most experienced board members, and the least experienced board members regarding the effectiveness of in-service training programs to meet the needs of board members?

Presentation of the Data. Five factorial analyses of variance were used to test the data related to this question. The perception of the participants was indicated by their response on a four point scale as follows: 1 - very effective, 2 - effective, 3 - satisfactory, and 4 - not very effective.

Tables 14 through 23 present pertinent data from the analyses of variance of the scores related to this question. Five significant F-values were found indicating differences among the respondent groups. Duncan's Multiple Range Test revealed that the sources of the difference were district size, experience, and personnel. Respondents from medium size districts perceived their in-service training programs as significantly more effective than respondents from large districts. In addition, the MEBM considered their programs more effective than the LEBM; and respondents who were in the above five years experience group felt that their programs were more effective than those in the 0 - 5 years group. Table 23 displays the mean scores for each of the groups. The scores indicate that all respondent groups rated their programs in the satisfactory to effective range. Perceptions of the three groups were not significantly different when they were analyzed in relation to the age of the respondents or the educational level of board members.

Summary of the Analysis. Five significant differences were found among the groups regarding the respondents' perception of the effectiveness of in-service training programs. The sources of the difference were district size, experience, and personnel. Respondents from medium districts the MEBM and respondents in the above five years experience group considered their programs more effective than the corresponding groups. Mean scores indicated that all of the respondent groups rated their programs in the satisfactory to effective range.



Table 14

RESULTS OF 3X3 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Personnel	Size	N	Mean
SUPT	L	7	3.000
	M	10	2.500
	S	24	2.792
MEBM	L	4	3.000
	M	4	1.750
	S	15	2.467
LEBM	L	1	4.000
	M	4	2.500
	S	9	2.667

Source	df	SS	MS	F	PR > F
District Size	2	5.361	2.681	4.63	.013*
Personnel	2	2.340	1.170	2.02	.140
Personnel * Size	4	1.643	.411	.71	.588
Residual	69	39.942	.579		

\*Values below .05 indicate significant difference

Table 15

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING  
SIGNIFICANT DIFFERENCES AMONG RESPONDENT  
GROUPS REGARDING THE EFFECTIVENESS OF  
IN-SERVICE TRAINING PROGRAMS

District Size	Mean*	Duncan Display	Number
Large	3.083	A	12
Small	2.667	A	48
		BA	
Medium	2.333	B	18
		B	

\*Smaller mean scores indicate that in-service training programs were perceived as more effective

Table 16

RESULTS OF 3X2 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Personnel	Age	N	Mean
SUPT	Below 50	17	2.941
	Above 50	24	2.625
MEBM	Below 50	7	2.286
	Above 50	16	2.500
LEBM	Below 50	11	2.818
	Above 50	3	2.333

Source	df	SS	MS	F	PR > F
Personnel	2	2.043	1.022	1.66	.197
Age	1	.472	.472	.77	.384
Personnel * Age	2	1.159	.580	.94	.395
Residual	72	44.298	.615		

Table 17

## RESULTS OF 2X3 FACTORIAL ANALYSIS OF SCORES RELATED TO THE EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Personnel	Education**	N	Mean
MEBM	1	4	2.000
	2	6	2.333
	3	13	2.615
LEBM	1	1	4.000
	2	2	3.000
	3	11	2.545

Source	df	SS	MS	F	PR > F
Board Personnel	1	3.235	3.235	4.74	.037*
Education	2	.503	.252	.37	.694
Board Personnel * Education	2	3.319	1.660	2.43	.104
Residual	31	21.138	.682		

\*\*Education Code--1 - High School Graduate or less, 2 - Some College, 3 - College Graduate

\*Values below .05 indicate significant difference

Table 18

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT DIFFERENCES AMONG RESPONDENT GROUPS REGARDING THE EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Personnel	Mean*	Duncan Display	Number
LEBM	2.714	A	14
MEBM	2.435	B	23

\*Smaller mean scores indicate that in-service training programs were perceived as more effective.

Table 19

RESULTS OF 2X2 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Personnel	Experience	N	Mean
SUPT	0-5	12	3.083
	Above 5	29	2.621
Board Members	0-5	14	2.714
	Above 5	23	2.435

Source	df	SS	MS	F	PR > F
Personnel	1	1.323	1.323	2.21	.141
Experience	1	2.367	2.367	3.96	.050*
Personnel * Exper.	1	.144	.144	.24	.625
Residual	74	44.254	.598		

\*Values below .05 indicate significant differences

Table 20

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING THE  
EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Experience	Mean*	Duncan Display	Number
0 - 5 years	2.885	A	26
Above 5 years	2.538	B	52

\*Smaller mean scores indicate that in-service training programs were perceived as more effective

Table 21

RESULTS OF 2X3X2 FACOTRIAL ANALYSIS OF SCORES RELATED TO THE  
EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	4	3.000
	L	Above 5	3	3.000
	M	Above 5	10	2.500
	S	0 - 5	8	3.125
	S	Above 5	16	2.625
Board Members	L	0 - 5	1	4.000
	L	Above 5	4	3.000
	M	0 - 5	5	2.400
	M	Above 5	3	1.667
	S	0 - 5	8	2.750
S	Above 5	16	2.438	

Source	df	SS	MS	F	PR > F
Personnel	1	.059	.059	.10	.749
District Size	2	4.486	2.243	3.91	.025*
Experience	1	2.364	2.364	4.12	.046*
Personnel * Size	2	2.084	1.042	1.82	.171
Personnel * Exper.	1	.299	.299	.52	.473
Size * Experience	2	.249	.125	.22	.806
Personnel * Size * Experience	1	.639	.639	1.11	.295
Residual	67	38.429	.574		

\*Values below .05 indicate significant differences

Table 22

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT DIFFERENCES AMONG RESPONDENT GROUPS REGARDING THE EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

District Size	Mean*	Duncan Display	Number
Large	3.083	A	12
Small	2.667	A BA	48
Medium	2.333	B B	18

Experience	Mean*	Duncan Display	Number
0 - 5	2.885	A	26
Above 5 years	2.538	B	52

\*Smaller mean scores indicate that in-service training programs were perceived as more effective

Table 23

SUMMARY OF RESPONSES OF PERSONNEL GROUPS REGARDING THE EFFECTIVENESS OF IN-SERVICE TRAINING PROGRAMS

Item	MEAN*		
	SUPT	MEBM	LEBM
Effectiveness of In-service Training	2.756	2.435	2.714

\*Scale--1 - Very effective, 2 - Effective, 3 - Satisfactory, 4 - Not very effective

Research Question Three: What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the need for in-service training of school board members?

Presentation of the Data. Five factorial analyses of variance were used to test the data related to this question. The perception of the participants was indicated by their response on a four point scale as follows: 1 - very important, 2 - important, 3 - limited importance, and 4 - not important.

Tables 24 through 29 and Graph 2 present pertinent data from the analyses of variance of the scores related to this question. One significant F-value was found which indicated an interaction among the three levels of personnel and the two age categories. Graph 2 displays this interaction. The display shows that the SUPT and the LEBM in the below 50 years age category perceived the need for in-service training of board members as more important than their corresponding groups in the above 50 years category. However, the MEBM in the below 50 years age group considered the need for training considerably less important than the MEBM in the above 50 years group. Table 29 presents the mean scores for each of the personnel groups indicating that all three groups perceived the need for providing in-service training in the important to very important range. Perceptions of the three groups were not significantly different when they were analyzed in relation to district size, experience of the personnel or the educational level of board members.

Summary of the Analysis. The analysis of the data revealed one significant F-value which indicated an interaction among the three levels of personnel and the two age categories. Mean scores showed that the three personnel groups perceived the need for providing in-service training for board members in the important to very important range.

Table 24

RESULTS OF 3X3 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS

Personnel	Size	N	Mean
SUPT	L	12	1.500
	M	17	1.941
	S	49	1.857
MEBM	L	12	2.000
	M	14	2.000
	S	39	1.949
LEBM	L	13	1.615
	M	14	1.643
	S	33	1.939

Source	df	SS	MS	F	PR > F
District Size	2	1.240	.620	.90	.409
Personnel	2	1.867	.934	1.35	.261
Personnel * Size	4	1.817	.454	.66	.622
Residual	194	134.009	.691		



Table 25

RESULTS OF 3X2 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS

Personnel	Age	N	Mean
SUPT	Below 50	32	1.719
	Above 50	46	1.891
MEBM	Below 50	27	2.259
	Above 50	38	1.763
LEBM	Below 50	48	1.729
	Above 50	12	2.083

Source	df	SS	MS	F	PR > F
Personnel	2	1.463	.732	1.10	.336
Age	1	.004	.004	.01	.936
Personnel * Age	2	5.620	2.810	4.21	.016*
Residual	197	131.375	.667		

\*Values below .05 indicate significant interactions

Table 26

RESULTS OF 2X3 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS

Personnel	Education*	N	Mean
MEBM	1	17	1.765
	2	15	1.933
	3	33	2.091
LEBM	1	15	1.867
	2	12	1.750
	3	33	1.789

Source	df	SS	MS	F	PR > F
Board Personnel	1	.440	.440	.61	.438
Education	2	.398	.199	.27	.760
B. Personnel *					
Education	2	.882	.441	.61	.546
Residual	119	86.218	.725		

\*Education Code--1 - High School Graduate or Less, 2 - Some College,  
3 - College Graduate

Table 27

RESULTS OF 2X2 FACTORIAL ANALYSIS OF SCORES RELATED TO THE  
NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS

Personnel	Experience	N	Mean
SUPT	0 - 5	32	1.844
	Above 5	46	1.804
Board Members	0 - 5	66	1.864
	Above 5	59	1.915

Source	df	SS	MS	F	PR > F
Personnel	1	.201	.201	.29	.591
Experience	1	.002	.002	.00	.960
Personnel * Exper.	1	.097	.097	.14	.708
Residual	199	137.807	.692		

Table 28

RESULTS OF 2X3X2 FACTORIAL ANALYSIS OF SCORES RELATED TO  
THE NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	1.857
	L	Above 5	5	1.000
	M	0 - 5	2	2.000
	M	Above 5	15	1.933
	S	0 - 5	23	1.826
	S	Above 5	26	1.885
Board Members	L	0 - 5	13	1.615
	L	Above 5	12	2.000
	M	0 - 5	17	1.765
	M	Above 5	11	1.909
	S	0 - 5	36	2.000
	S	Above 5	36	1.889

Source	df	SS	MS	F	PR > F
Personnel	1	.338	.338	.49	.486
District Size	2	2.058	1.029	1.49	.229
Experience	1	.148	.148	.21	.645
Personnel * Size	2	.909	.455	.66	.520
Personnel * Exper.	1	1.213	1.213	1.75	.187
Size * Experience	2	.334	.167	.24	.786
Personnel * Size * Experience	2	3.117	1.559	2.25	.108
Residual	191	132.349	.693		

Table 29

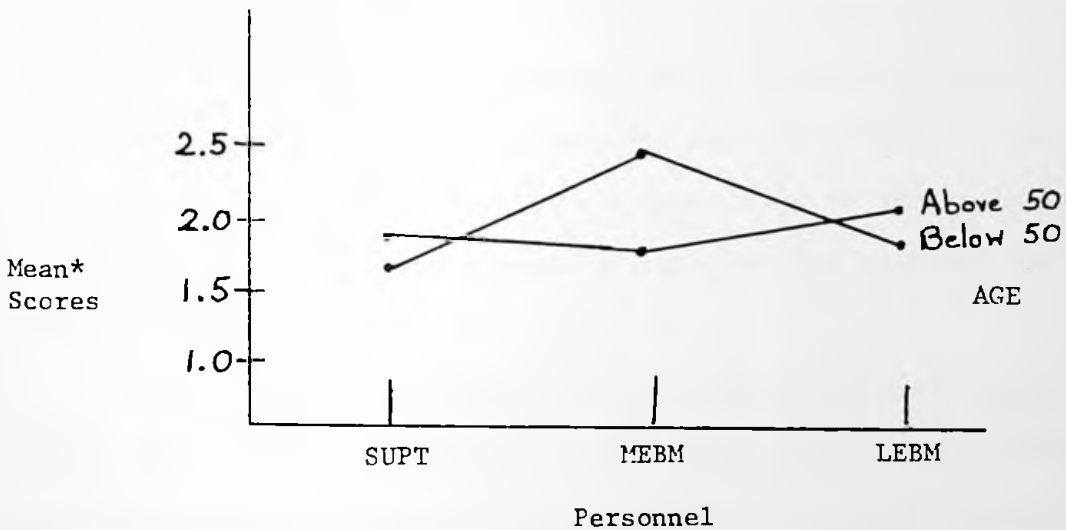
SUMMARY OF RESPONSES OF PERSONNEL GROUPS REGARDING THE NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS

Item	SUPT	Means* MEBM	LEBM
Importance of In-service Training	1.821	1.969	1.800

\*Scale--1 - Very important, 2 - Important, 3 - Limited importance, and 4 - Not important

Graph 2

SIGNIFICANT INTERACTIONS AMONG RESPONDENT GROUPS REGARDING THE NEED FOR PROVIDING IN-SERVICE TRAINING PROGRAMS



\*Lower mean scores indicate that in-service training was perceived as more important.

Research Question Four: Based upon the perceptions of superintendents, the most experienced school board members, and the least experienced school board members, what areas of training should be included in an in-service training program for school board members at the local district level?

Presentation of the Data. Five factorial analyses of variance were used to test the data related to each of the eight areas pertaining to this question. The perception of the participants was measured by their response to specific in-service training topics on a scale of 5 (high) to 1 (low). The specific topics comprising each area are listed in Appendix E.

Table 30 presents pertinent data from the analyses of variance for Area A--The Board and School Business Management. No significant F-values were found indicating that the perceptions of the three groups did not differ significantly with regards to this area of training. Mean scores for the groups were found to be in the upper range of the scale showing that all of the respondents considered this area an important one for inclusion in training programs.

Tables 31 and 32 exhibit data from the analyses of variance for Area B--The Board and Student Personnel. Four significant F-values were found indicating differences among the respondent groups. Duncan's Multiple Range Test revealed that the sources of the difference were district size and personnel. Respondents from large districts considered the area more important than those from medium and small districts; and board members thought that the area was more important than the SUPT group. Mean scores for the three groups were found to be in the middle

Table 30

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA A- THE BOARD AND SCHOOL BUSINESS MANAGEMENT

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	3.917
	M	17	3.588
	S	49	3.578
MEBM	L	12	3.528
	M	14	3.881
	S	39	3.821
LEBM	L	13	3.590
	M	14	3.976
	S	33	4.000

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Source	df	SS	MS	F	PR > F
District Size	2	.484	.242	.38	.682
Personnel	2	.710	.355	.56	.571
Personnel * Size	4	.307	.077	1.31	.263
Residual	194	122.435	.631		

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3X2 Factorial Design

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Personnel	Age	N	Mean
SUPT	Below 50	32	3.563
	Above 50	46	3.681
MEBM	Below 50	27	3.802
	Above 50	38	3.763
LEBM	Below 50	48	3.889
	Above 50	12	3.972

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Table 30 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	2.557	1.279	2.0	.138
Age	1	.120	.120	.19	.665
Personnel * Age	2	.225	.113	.18	.839
Residual	197	125.856	.639		

## 2X3 Factorial Design

Personnel	Education*	N	Mean
MEBM	1	17	3.804
	2	15	3.667
	3	33	3.818
LEBM	1	15	3.889
	2	12	4.000
	3	33	3.879

Source	df	SS	MS	F	PR > F
Board Personnel	1	.682	.682	1.02	.316
Education	2	.004	.002	.00	.997
Bd. Personnel * Education	2	.371	.186	.28	.759
Residual	119	79.919	.672		

## 2X 2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.802
	Above 5	46	3.514
Board Members	0 - 5	66	3.859
	Above 5	59	3.819



Table 30 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	1.533	1.533	2.44	.119
Experience	1	1.256	1.256	2.00	.159
Personnel * Experience	1	.724	.724	1.15	.285
Residual	199	125.099	.629		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	4.143
	L	Above 5	5	3.600
	M	0 - 5	2	3.500
	M	Above 5	15	3.600
	S	0 - 5	23	3.725
	S	Above 5	26	3.449
Board Members	L	0 - 5	13	3.538
	L	Above 5	12	3.533
	M	0 - 5	17	3.980
	M	Above 5	11	3.848
	S	0 - 5	36	3.917
	S	Above 5	36	3.889

Source	df	SS	MS	F	PR > F
Personnel	1	.404	.404	.64	.426
District Size	2	.021	.011	.02	.980
Experience	1	.512	.512	.81	.370
Personnel * Size	2	2.614	1.307	2.06	.130
Personnel * Exper.	1	.269	.269	.42	.516
Size * Experience	2	.178	.089	.14	.869
Personnel * Size * Experience	2	.551	.276	.43	.648
Residual	191	121.150	.634		

\*Education Code--1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

Table 31

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA B- THE BOARD AND STUDENT PERSONNEL

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	3.708
	M	17	3.206
	S	49	2.929
MEBM	L	12	4.125
	M	14	3.429
	S	39	3.192
LEBM	L	13	3.731
	M	14	3.500
	S	33	3.545

---

Source	df	SS	MS	F	PR > F
District Size	2	11.258	5.629	7.30	.0009**
Personnel	2	3.345	1.673	2.17	.117
Personnel * Size	4	3.068	.767	.99	.412
Residual	194	149.547	.771		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	3.109
	Above 50	46	3.109
MEBM	Below 50	27	3.407
	Above 50	38	3.421
LEBM	Below 50	48	3.573
	Above 50	12	3.583

---

Table 31 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	6.479	3.240	3.89	.022*
Age	1	.002	.002	.00	.957
Personnel * Age	2	.002	.001	.00	.999
Residual	197	164.017	.833		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	3.412
	2	15	3.333
	3	33	3.455
LEBM	1	15	3.267
	2	12	4.000
	3	33	3.561

Source	df	SS	MS	F	PR > F
Board Personnel	1	1.172	1.172	1.34	.250
Education	2	1.568	.784	.89	.412
Board Personnel * Education	2	2.501	1.251	1.42	.245
Residual	119	104.445	.878		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.172
	Above 5	46	3.065
Board Members	0 - 5	66	3.455
	Above 5	59	3.534

Table 31 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.635	.635	8.03	.005*
Experience	1	.009	.009	.01	.918
Personnel * Experience	1	.407	.407	.49	.484
Residual	199	164.405	.827		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	3.857
	L	Above 5	5	3.500
	M	0 - 5	2	3.250
	M	Above 5	15	3.200
	S	0 - 5	23	2.957
	S	Above 5	26	2.904
	L	0 - 5	13	3.654
	L	Above 5	12	4.208
Board Members	M	0 - 5	17	3.382
	M	Above 5	11	3.591
	S	0 - 5	36	3.417
	S	Above 5	36	3.292

Source	df	SS	MS	F	PR > F
Personnel	1	2.594	2.594	3.31	.070
District Size	2	11.066	5.533	7.05	.001*
Experience	1	.023	.023	.03	.863
Personnel * Size	2	.260	.130	.17	.857
Personnel * Exper.	1	.888	.888	1.13	.289
Size * Experience	2	.299	.150	.19	.827
Personnel * Size * Experience	2	1.529	.765	.97	.379
Residual	191	149.881	.785		

\*Values below .05 indicate significant differences

Table 32

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING AREAS OF  
TRAINING: AREA B- THE BOARD AND STUDENT PERSONNEL

---

3X3 and 2X3X2 Display

---

District Size	Mean	Duncan Display	Number
Large	3.851	A	37
Medium	3.367	B	45
Small	3.182	B	121

---

3X2 Display

---

Personnel	Mean	Duncan Display	Number
LEBM	3.575	A	60
MEBM	3.415	A	65
SUPT	3.109	B	78

---

2X2 Display

---

Personnel	Mean	Duncan Display	Number
Board Members	3.492	A	125
SUPT	3.109	B	78

---

range of the scale indicating that the area was considered average in terms of its importance for inclusion in a training program. Perceptions of the three groups were not significantly different when they were analyzed in relation to experience, age of the participants or the educational level of board members.

Tables 33 and 34 present data from the analyses of variance of the scores related to Area C--The Board and the Community. Three significant F-values were found indicating differences among the respondent groups. The Duncan test showed that the sources of the difference were the personnel groups. The SUPT group considered the area more important than the MEBM, the LEBM, or the board members as a total group. Mean scores for the three groups were found to be in the upper range of the scale indicating that all of the respondents considered this area an important one for inclusion in a training program. Perceptions of the groups were not significantly different when they were analyzed in relation to district size, experience, age of the participants or the educational level of the board members.

Tables 35 and 36 show data from the analyses of variance of the scores related to Area D--The Board and Curriculum and Instruction. Five significant F-values were found indicating differences among the respondent groups. Duncan's Multiple Range Test revealed that the sources of the difference were the personnel groups and district size. The SUPT group considered this area less important than either the MEBM or the LEBM. Likewise, the SUPT group thought that the area was less important than the board members as a total group. Respondents from large districts considered this area more important for inclusion in a training program than

Table 33

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA C- THE BOARD AND THE COMMUNITY

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	4.583
	M	17	4.412
	S	49	4.224
MEBM	L	12	4.250
	M	14	4.071
	S	39	3.949
LEBM	L	13	4.077
	M	14	3.857
	S	33	4.030

---

Source	df	SS	MS	F	PR > F
District Size	2	1.565	.783	.95	.390
Personnel	2	5.083	2.542	3.08	.043*
Personnel * Size	4	1.030	.258	.31	.870
Residual	194	160.248	.826		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	4.281
	Above 50	46	4.348
MEBM	Below 50	27	4.037
	Above 50	38	4.026
LEBM	Below 50	48	3.938
	Above 50	12	4.250

---

Table 33 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	3.005	1.503	1.83	.163
Age	1	.615	.615	.75	.388
Personnel * Age	2	.646	.323	.39	.676
Residual	197	161.903	.822		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	3.941
	2	15	3.733
	3	33	4.212
LEBM	1	15	4.467
	2	12	4.000
	3	33	3.788

Source	df	SS	MS	F	PR > F
Board Personnel	1	.403	.403	.41	.523
Education	2	1.703	.865	.88	.416
Personnel * Education	2	5.610	2.805	2.86	.061
Residual	119	116.638	.980		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	4.375
	Above 5	46	4.283
Board Members	0 - 5	66	4.015
	Above 5	59	4.017



Table 33 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	4.598	4.598	5.62	.019*
Experience	1	.096	.096	.12	.732
Personnel * Exper.	1	.104	.104	.13	.722
Residual	199	162.794	.818		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	4.571
	L	Above 5	5	4.600
	M	0 - 5	2	4.500
	M	Above 5	15	4.400
	S	0 - 5	23	4.304
	S	Above 5	26	4.154
	L	0 - 5	13	4.154
	L	Above 5	12	4.167
Board Members	M	0 - 5	17	3.882
	M	Above 5	11	4.091
	S	0 - 5	36	4.328
	S	Above 5	36	3.944

Source	df	SS	MS	F	PR > F
Personnel	1	3.776	3.776	4.50	.035*
District Size	2	1.815	.908	1.08	.341
Experience	1	.005	.005	.01	.957
Personnel * Size	2	.367	.184	.22	.304
Personnel * Exper.	1	.095	.095	.11	.736
Size * Experience	2	.216	.108	.13	.879
Personnel * Size * Experience	2	.092	.046	.05	.947
Residual	191	160.162	.839		

\*\*Education Code--1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

\*Values below .05 indicate significant differences

Table 34

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING AREAS OF  
TRAINING: AREA C - THE BOARD AND THE COMMUNITY

---

3X3 Display and 2X3X2 Display

---

Personnel	Mean	Duncan Display	Number
SUPT	4.321	A	78
MEBM	4.031	B	65
LEBM	4.000	B	60

---

2X2 Display

---

Personnel	Mean	Duncan Display	Number
SUPT	4.321	A	78
Board Members	4.016	B	125

---

Table 35

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA D- THE BOARD AND CURRICULUM AND INSTRUCTION

---

3X3 Factorial Design

---

Personnel	Size	N	Mean
SUPT	L	12	3.306
	M	17	3.137
	S	49	3.003
MEBM	L	12	3.556
	M	14	3.571
	S	39	3.197
LEBM	L	13	3.449
	M	14	3.464
	S	33	3.409

---

Source	df	SS	MS	F	PR > F
District Size	2	2.140	1.07	2.89	.058
Personnel	2	3.045	1.523	4.11	.018*
Personnel * Size	4	.738	.235	.63	.640
Residual	194	71.896	.371		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	3.125
	Above 50	46	3.047
MEBM	Below 50	27	3.259
	Above 50	38	3.404
LEBM	Below 50	48	3.451
	Above 50	12	3.347

---

Table 35 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	3.290	1.645	4.34	.014*
Age	1	.006	.006	.02	.896
Personnel * Age	2	.546	.273	.72	.487
Residual	197	74.447	.378		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	3.353
	2	15	3.211
	3	33	3.399
LEBM	1	15	3.444
	2	12	3.458
	3	33	3.414

Source	df	SS	MS	F	PR > F
Board Personnel	1	.373	.373	.85	.359
Education	2	.102	.051	.12	.891
Personnel * Educa.	2	.256	.128	.29	.747
Residual	119	52.233	.439		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.172
	Above 5	46	3.014
Board Members	0 - 5	66	3.379
	Above 5	59	3.393

Table 35 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	4.023	4.023	10.71	.001*
Experience	1	.242	.242	.64	.423
Personnel * Exper.	1	.345	.345	.92	.339
Residual	199	74.757	.376		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	3.262
	L	Above 5	5	3.367
	M	0 - 5	2	3.500
	M	Above 5	15	3.089
	S	0 - 5	23	3.116
	S	Above 5	26	2.904
	L	0 - 5	13	3.410
	L	Above 5	12	3.597
Board Members	M	0 - 5	17	3.392
	M	Above 5	11	3.712
	S	0 - 5	36	3.361
S	Above 5	36	3.227	

Source	df	SS	MS	F	PR > F
Personnel	1	1.576	1.576	4.26	.041*
District Size	2	2.558	1.279	3.45	.034*
Experience	1	.016	.016	.04	.837
Personnel * Size	2	.056	.028	.08	.927
Personnel * Exper.	1	.585	.585	1.58	.210
Size * Experience	2	.653	.327	.88	.416
Personnel * Size * Experience	2	.516	.258	.70	.500
Residual	191	70.749	.370		

\*Values below .05 indicate significant differences

\*\*Education Code--1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

Table 36

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING AREAS OF  
TRAINING: AREA D- THE BOARD AND  
CURRICULUM AND INSTRUCTION

---

3X3 and 3X2 Display

---

Personnel	Mean	Duncan Display	Number
LEBM	3.431	A	60
		A	
MEBM	3.344	A	65
SUPT	3.079	B	78

---

2X2 and 2X3X2 Display

---

Personnel	Mean	Duncan Display	Number
Board Members	3.385	A	125
SUPT	3.079	B	78

---

District Size	Mean	Duncan Display	Number
Large	3.437	A	37
		A	
Medium	3.374	BA	45
		B	
Small	3.176	B	121

---

respondents from small districts. Mean scores for the three groups were found to be in the middle range of the scale indicating that the participants perceived this area of training as average in terms of its importance for inclusion in a training program. Perceptions of the groups were not significantly different when they were analyzed in relation to experience, age of the participants, or the educational level of board members.

Table 37 presents data from the analyses of variance of the scores related to Area E--The Board and Other Agencies, i.e. legislature, state department, federal government. No significant F-values were found indicating that there were no significant differences among the respondent groups. Mean scores for the three groups were in the middle range of the scale showing that the participants perceived this area as average in terms of its importance for inclusion in a training program.

Table 38 and Graph 3 exhibit data from the analyses of variance of the scores related to Area F--The Board and the Administration. One significant F-value was found indicating an interaction between the three groups of personnel and the two levels of experience. Graph 3 displays this interaction. The SUPT in the 0-5 years experience category considered the area less important than the board members in the above 5 years category. Mean scores for the three groups were found to be in the upper range of the scale indicating that the respondents perceived this area of training as an important one for inclusion in training programs. Perceptions of the groups were not significantly different when they were analyzed in relation to district size, experience, age of the participants, or the educational level of board members.

Table 37

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA E - THE BOARD AND OTHER AGENCIES

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3X3 Factorial Design

---

Personnel	Size	N	Mean
SUPT	L	12	3.458
	M	17	3.265
	S	49	3.276
MEBM	L	12	3.625
	M	14	3.679
	S	39	3.590
LEBM	L	13	3.308
	M	14	3.464
	S	33	3.409

---

Source	df	SS	MS	F	PR > F
District Size	2	.085	.043	.06	.942
Personnel	2	2.555	1.278	1.79	.171
Personnel * Size	4	.526	.132	.18	.947
Residual	194	138.849	.716		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	3.266
	Above 50	46	3.326
MEBM	Below 50	27	3.389
	Above 50	38	3.776
LEBM	Below 50	48	3.438
	Above 50	12	3.250

---



Table 37 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	3.033	1.517	2.19	.115
Age	1	.307	.307	.44	.506
Personnel * Age	2	2.103	1.052	1.52	.222
Residual	197	136.679	.694		

## 2X3 Factorial Design

Personnel	Education*	N	Mean
MEBM	1	17	3.618
	2	15	3.367
	3	33	3.727
LEBM	1	15	3.500
	2	12	3.500
	3	13	3.318

Source	df	SS	MS	F	PR > F
Board Personnel	1	.460	.460	.61	.435
Education	2	.242	.121	.16	.851
Board Personnel * Education	2	1.506	.753	1.00	.370
Residual	119	89.453	.752		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.266
	Above 5	46	3.326
Board Members	0 - 5	66	3.386
	Above 5	59	3.653

Table 37 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	2.350	2.350	3.37	.068
Experience	1	1.254	1.254	1.80	.181
Personnel * Exper.	1	.497	.497	.71	.399
Residual	199	138.626	.697		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
	L	1	7	3.500
	L	2	5	3.400
	M	1	2	3.500
SUPT	M	2	15	3.233
	S	1	23	3.174
	S	2	26	3.365
	L	1	13	3.308
	L	2	12	3.625
	M	1	17	3.529
Board Members	M	2	11	3.636
	S	1	36	3.347
	S	2	36	3.667

Source	df	S	MS	F	PR > F
Personnel	1	.651	.651	.91	.343
District Size	2	.221	.111	.15	.858
Experience	1	.238	.238	.33	.566
Personnel * Size	2	.308	.154	.21	.807
Personnel * Exper.	1	.622	.622	.87	.353
Size * Experience	2	.582	.291	.41	.667
Personnel * Size * Experience	2	.172	.086	.12	.888
Residual	191	137.239	.719		

\*Education Code--1 - High School Graduate or Less, 2 - Some College, and  
3 - College Graduate

Table 38

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA F - THE BOARD AND THE ADMINISTRATION

---

3X3 Factorial Design

---

Personnel	Size	N	Mean
SUPT	L	12	4.233
	M	17	3.976
	S	49	3.857
MEBM	L	12	3.900
	M	14	4.314
	S	39	3.969
LEBM	L	13	3.846
	M	14	3.971
	S	33	4.012

---

Source	df	SS	MS	F	PR > F
District Size	2	.648	.324	.90	.392
Personnel	2	.363	.182	.53	.591
Personnel * Size	4	2.437	.609	1.77	.137
Residual	194	66.834	.345		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	3.944
	Above 50	46	3.939
	Below 50	27	3.889
MEBM	Above 50	38	4.132
	Below 50	48	3.946
LEBM	Above 50	12	4.050

---

Table 38 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	.182	.91	.26	.772
Age	1	.531	.531	1.52	.219
Personnel * Age	2	.526	.263	.75	.473
Residual	197	68.926	.350		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	4.141
	2	15	4.013
	3	33	3.982
LEBM	1	15	4.120
	2	12	4.150
	3	33	3.830

Source	df	SS	MS	F	PR > F
Board Personnel	1	.004	.004	.01	.922
Education	2	1.304	.652	1.65	.197
Bd. Personnel * Educ.	2	.408	.104	.52	.599
Residual	119	47.091	.396		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	4.131
	Above 5	46	3.809
	0 - 5	66	3.936
Board Members	Above 5	59	4.071

Table 38 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.054	.054	.16	.691
Experience	1	.414	.414	1.22	.271
Personnel * Experience	1	2.459	2.459	7.24	.008*
Residual	119	67.559	.339		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	4.286
	L	Above 5	5	4.160
	M	0 - 5	2	4.000
	M	Above 5	15	3.973
	S	0 - 5	23	4.096
	S	Above 5	26	3.646
Board Members	L	0 - 5	13	3.785
	L	Above 5	12	3.967
	M	0 - 5	17	4.000
	M	Above 5	11	4.364
	S	0 - 5	36	3.961
	S	Above 5	36	4.017

Source	df	SS	MS	F	PR > F
Personnel	1	.003	.003	.01	.920
District Size	2	.677	.334	1.01	.366
Experience	1	.000	.000	.00	.999
Personnel * Size	2	1.503	.752	2.24	.109
Personnel * Exper.	1	1.067	1.067	3.18	.076
Size * Experience	2	.804	.402	1.20	.304
Personnel * Size * Experience	2	.067	.034	.10	.905
Residual	191	64.049	.335		

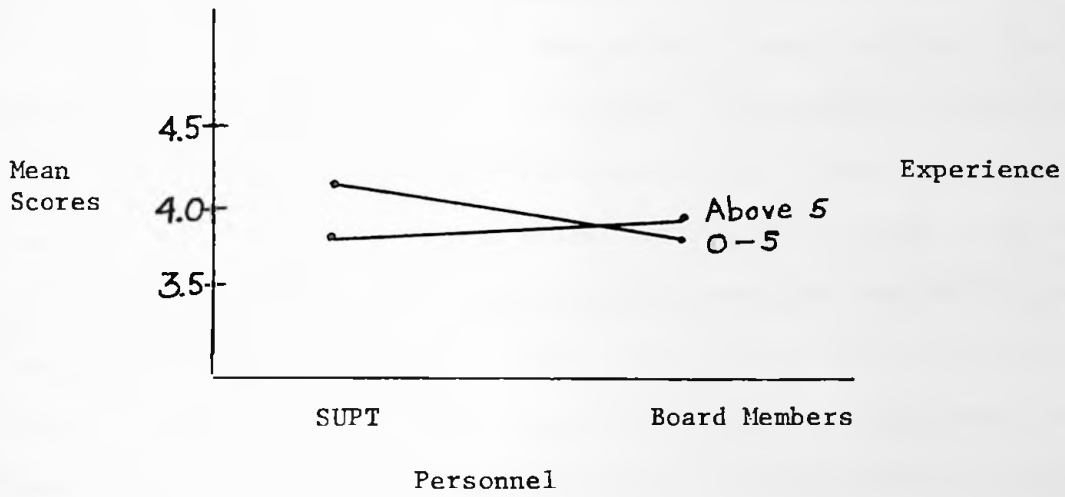
\*Values below .05 indicate significant differences

\*\*Education Code--1 - High School Graduate or Less, 2 - Some College, and  
3 - College Graduate

Graph 3

SIGNIFICANT INTERACTIONS AMONG RESPONDENT GROUPS REGARDING AREAS OF TRAINING: AREA F - THE BOARD AND THE ADMINISTRATION

2X2 Design



Tables 39 and 40 present data from the analyses of variance of scores related to Area G--The Board and Auxiliary School Services, i.e. construction, maintenance, transportation, food services. Three significant F-values were found indicating differences among the respondent groups. Duncan's Multiple Range Test showed that the sources of the difference were the personnel groups and the ages of the respondents. The SUPT considered this area less important than either the MEBM or the LEBM. Likewise, the SUPT perceived the area as being less important than the board members as a total group. In addition, respondents in the above 50 years age group thought that the area was more important than those in the below 50 years group. Mean scores for the three groups were located in the middle range of the scale indicating that the respondents perceived this area as average in terms of its importance for inclusion in a training program. Perceptions of the groups were not significantly different when they were analyzed in relation to district size, experience, or the educational level of board members.

Table 41 presents pertinent data from the analyses of variance of the scores related to Area H--The Board and Professional Personnel. No significant F-values were found indicating that there were no differences among the respondent groups. Mean scores for the three groups were located in the middle range of the scale showing that the respondents perceived this area as average in terms of its importance for inclusion in a training program.

In addition to analyzing the areas of training individually, another analysis of variance was computed to determine which of the areas were perceived as most important for inclusion in training programs. Tables 42

Table 39

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA G- THE BOARD AND AUXILIARY SCHOOL SERVICES

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	2.938
	M	17	2.721
	S	49	2.944
MEBM	L	12	3.167
	M	14	3.089
	S	39	3.199
LEBM	L	13	3.019
	M	14	3.179
	S	33	3.303

---

Source	df	SS	MS	F	PR > F
District Size	2	.881	.441	.75	.474
Personnel	2	3.046	1.523	2.59	.078
Personnel * Size	4	.622	.156	.26	.901
Residual	194	114.130	.588		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	2.898
	Above 50	46	2.891
MEBM	Below 50	27	3.009
	Above 50	38	3.283
LEBM	Below 50	48	3.125
	Above 50	12	3.563

---



Table 39 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	5.533	2.767	4.84	.009*
Age	1	2.248	2.248	3.93	.049*
Personnel * Age	2	1.432	.716	1.25	.288
Residual	197	112.661	.572		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	3.382
	2	15	3.100
	3	33	3.091
LEBM	1	15	3.483
	2	12	3.208
	3	33	3.091

Source	df	SS	MS	F	PR > F
Board Personnel	1	.130	.130	.22	.643
Education	2	2.562	1.281	2.12	.124
Bd. Personnel * Educ.	2	.085	.043	.07	.932
Residual	119	71.857	.604		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.078
	Above 5	46	2.766
Board Members	0 - 5	66	3.144
	Above 5	59	3.242

Table 39 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	3.440	3.440	6.03	.015*
Experience	1	.539	.539	.94	.332
Personnel * Exper.	1	1.970	1.970	3.45	.065
Residual	199	113.608	.571		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	2.929
	L	Above 5	5	2.950
	M	0 - 5	2	3.375
	M	Above 5	15	2.633
	S	0 - 5	23	3.098
	S	Above 5	26	2.808
	L	0 - 5	13	2.885
	L	Above 5	12	3.313
Board Members	M	0 - 5	17	3.132
	M	Above 5	11	3.136
	S	0 - 5	36	3.243
	S	Above 5	36	3.250

Source	df	SS	MS	F	PR > F
Personnel	1	1.003	1.003	1.72	.191
District Size	2	.166	.083	.14	.867
Experience	1	.241	.241	.41	.521
Personnel * Size	2	.201	.101	.17	.842
Personnel * Exper.	1	1.548	1.548	2.65	.105
Size * Experience	2	1.291	.646	1.11	.333
Personnel * Size * Experience	2	.238	.119	.20	.816
Residual	191	111.373	.583		

\*Values below .05 indicate significant difference

\*\*Education Code--1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

Table 40

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING AREAS  
OF TRAINING: AREA G- THE BOARD AND  
AUXILIARY SERVICES

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3X2 Display

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Personnel	Mean	Duncan Display	Number
LEBM	3.213	A	60
MEBM	3.169	A	65
SUPT	3.894	B	78

---

Age	Mean	Duncan Display	Number
Above 50	3.130	A	96
0 - 50 years	3.028	B	107

---

2X2 Display

---

Personnel	Mean	Duncan Display	Number
Board Members	3.190	A	125
SUPT	2.894	B	78

---

Table 41

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE AREAS OF  
TRAINING: AREA H- THE BOARD AND PROFESSIONAL PERSONNEL

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	3.722
	M	17	3.608
	S	49	3.381
MEBM	L	12	3.389
	M	14	3.786
	S	39	3.573
LEBM	L	13	3.487
	M	14	3.500
	S	33	3.687

---

Source	df	SS	MS	F	PR > F
District Size	2	.272	.136	.29	.745
Personnel	2	.015	.008	.02	.984
Personnel * Size	4	2.690	.673	1.46	.217
Residual	194	89.503	.461		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	3.448
	Above 50	46	3.507
MEBM	Below 50	27	3.630
	Above 50	38	3.553
LEBM	Below 50	48	3.625
	Above 50	12	3.500

---

Table 41 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	.476	.238	.51	.602
Age	1	.092	.092	.20	.658
Personnel * Age	2	.272	.136	.29	.748
Residual	197	92.241	.468		

## 2X3 Factorial Design

Personnel	Education*	N	Mean
MEBM	1	17	3.706
	2	15	3.333
	3	33	3.636
LEBM	1	15	3.622
	2	12	3.750
	3	33	3.535

Source	df	SS	MS	F	PR > F
Board Personnel	1	.160	.160	.32	.575
Education	2	.233	.117	.23	.795
Bd. Personnel * Educ.	2	1.375	.688	1.36	.261
Residual	119	60.262	.506		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.396
	Above 5	46	3.543
Board Members	0 - 5	66	3.591
	Above 5	59	3.593

Table 41 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.704	.704	1.52	.219
Experience	1	.264	.264	.57	.451
Personnel * Experience	1	.248	.248	.54	.465
Residual	199	92.147	.463		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	3.714
	L	Above 5	5	3.733
	M	0 - 5	2	3.667
	M	Above 5	15	3.600
	S	0 - 5	23	3.275
	S	Above 5	26	3.474
Board Members	L	0 - 5	13	3.436
	L	Above 5	12	3.441
	M	0 - 5	17	3.549
	M	Above 5	11	3.788
	S	0 - 5	36	3.667
	S	Above 5	36	3.583

Source	df	SS	MS	F	PR > F
Personnel	1	.000	.000	.00	.997
District Size	2	.513	.257	.55	.579
Experience	1	.073	.073	.16	.693
Personnel * Size	2	1.828	.914	1.95	.145
Personnel * Experience	1	.000	.000	.00	.987
Size * Experience	2	.019	.010	.02	.980
Personnel * Size * Experience	2	.455	.228	.49	.614
Residual	191	89.369	.468		

\*Education Code--1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

and 43 and Graph 4 exhibit data from this analysis. One significant F-value was found indicating differences among the respondent groups with regards to the areas of training. The Duncan test revealed that there were no differences between Area H--The Board and Professional Personnel and Area E--The Board and Other Agencies. Likewise, there were no differences between Area E--The Board and Other Agencies and Area B--The Board and Student Personnel and Area D--The Board and Curriculum and Instruction. However significant differences were found between Area C--The Board and the Community, Area F--The Board and the Administration, Area A--The Board and School Business Management, Area G--The Board and Auxiliary School Services and the other areas of training. In addition, Area H--The Board and Professional Personnel was significantly different from Area B--The Board and Student Personnel. Table 43 presents the results of the Duncan test listing the areas of training in order of their importance according to the perceptions of the respondents. The three areas of training considered most important were:

Area C--The Board and the Community

Area F--The Board and the Administration

Area A--The Board and School Business Management.

The area considered least important was:

Area G--The Board and Auxiliary School Services.

One additional significant F-value was found indicating an interaction between the eight areas of training and the three groups of personnel. This interaction is shown in Graph 4.

Table 42

SUMMARY OF ANALYSIS TO DETERMINE THE MOST  
IMPORTANT AREAS OF TRAINING

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3X8 Factorial Design

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Areas of Training	Means**		
	SUPT	MEBM	IEBM
A. School Business Management	3.632	3.779	3.906
B. Student Personnel	3.109	3.415	3.575
C. The Community	4.321	4.031	4.000
D. Curriculum and Instruction	3.079	3.344	3.431
E. Other Agencies	3.301	3.615	3.400
F. The Administration	3.941	4.031	3.967
G. Auxiliary School Services	2.894	3.169	3.213
H. Professional Personnel	3.483	3.585	3.600

---

Source	df	SS	MS	F	PR > F
Personnel	2	9.693	4.847	2.52	.083
Areas of Training	7	175.824	25.117	62.72	.0001*
Areas * Personnel	14	18.652	1.332	3.33	.0001*
Residual	1400	560.625	.4004		

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\*Values below .05 indicate significant differences

\*\*Scale -- 5 (high) - 1 (low)



Table 43

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING THE  
MOST IMPORTANT AREAS OF TRAINING

Areas of Training	Mean	Duncan Display	Number
C. The Community	4.133	A	203
F. The Administration	3.977	B	203
A. School Business Management	3.760	C	203
H. Professional Personnel	3.550	D	203
E. Other Agencies	3.431	ED	203
B. Student Personnel	3.345	E	203
D. Curriculum and Instruc.	3.268	EF	203
G. Auxiliary Services	3.076	F	203
		G	203

Summary of the Analysis. The responses of the participants in the study were analyzed to determine the perceptions of school management personnel regarding the areas of training to be included in an in-service training program for board members. Eight separate areas of training were analyzed. A summary of the results of the analyses is provided in Table 44. In addition, an analysis of variance was computed to determine which of the areas were considered most important. The results indicated that the following areas were perceived by the respondents as most important: (1) Area C--The Board and Community; (2) Area F--The Board and the Administration; and (3) Area A--The Board and School Business Management. The area considered least important was: (1) Area G--The Board and Auxiliary School Services.

Graph 4

SIGNIFICANT INTERACTIONS AMONG RESPONDENT  
GROUPS REGARDING MOST IMPORTANT  
AREAS OF TRAINING

3X8 Design

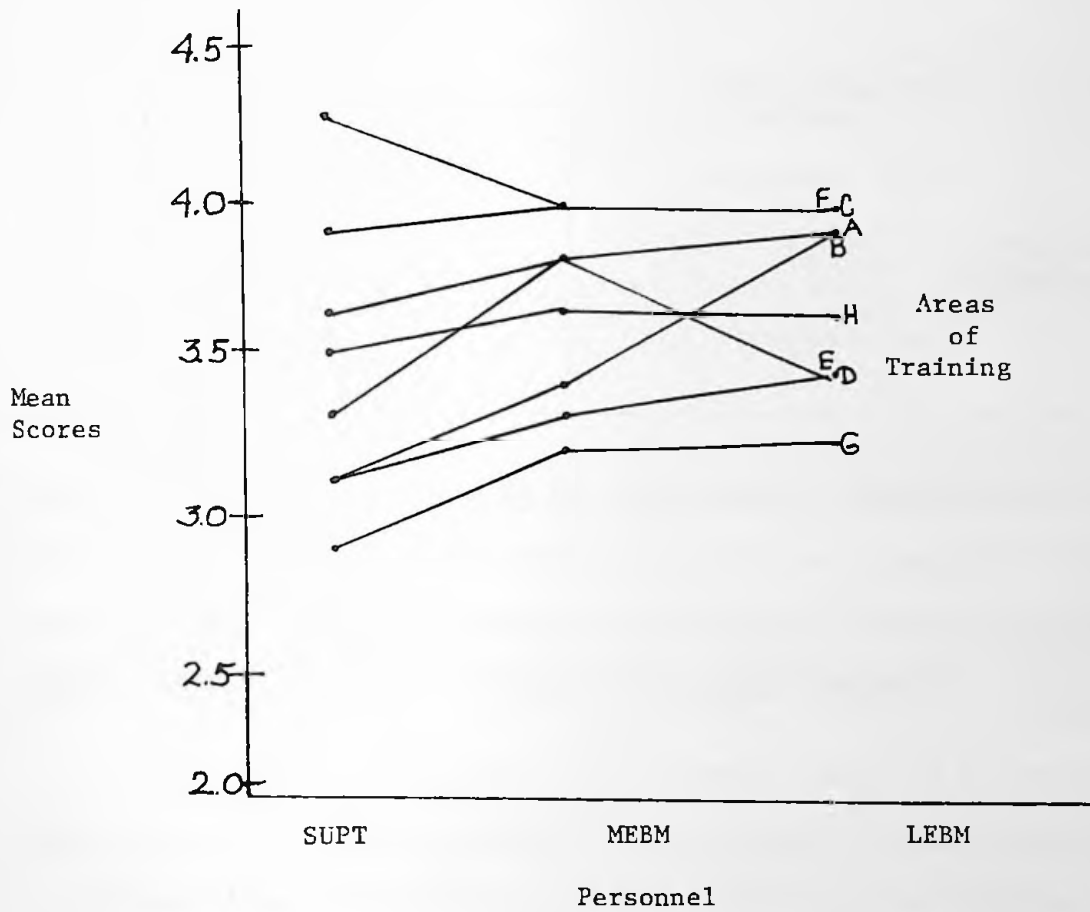


Table 44

SUMMARY OF THE ANALYSIS OF DATA PERTAINING TO THE  
AREAS OF TRAINING TO BE INCLUDED IN  
IN-SERVICE TRAINING PROGRAMS

Areas of Training	Number of Significant F-values	Sources of Difference	Significant Interaction
A. School Business Management	0	0	0
B. Student Personnel	5	Size, Personnel	0
C. The Community	3	Personnel	0
D. Curriculum and Instruction	4	Personnel, Size	0
E. Other Agencies	0	0	0
F. The Administration	1	0	Personnel, Experience
G. Auxiliary School Services	3	Personnel, Age	0
H. Professional Personnel	0	0	0

Research Question Five: What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the reasons for the lack of adequate in-service training programs for local district school board members?

Presentation of the Data. Five factorial analyses of variance were used to test the data related to the five major reasons pertaining to this question. The perception of the participants was measured by their responses to specific items comprising each major reason on a scale of 5 (high) to 1 (low). These items are listed on the questionnaire in Appendix A. The five major reasons were: A lack of (1) Finance, (2) Manpower, (3) Training Programs, (4) Interest, and (5) Time.

Table 45 presents pertinent data from the analyses of variance of the scores related to Reason 1--Lack of Finance. No significant F-values were found indicating that there were no statistically significant differences among the respondent groups. Mean scores for the groups were found to be in the middle range of the scale showing that the respondents considered this reason as average in terms of its effect on the lack of adequate training programs.

Table 46 and Graph 5 show data from the analyses of variance of the scores related to Reason 2--Lack of Manpower. Three significant F-values were found indicating interactions among the personnel groups, experience, and district size. Graph 5 displays this interaction. The SUPT in the 0-5 years experience category considered this reason less important than the SUPT in the above 5 years category. In contrast, board members in the 0-5 years experience category felt that this reason was more important than board members in the above 5 years category. Respondents from medium and small districts who were in the 0-5 years experience group considered the reason more important than the corresponding respondents in the above 5 years group. However, respondents from large districts who were in the 0-5 years experience group rated the reason much less important than those who were in the above 5 years group. Mean scores for the three personnel groups were in the lower range of the scale indicating that the respondents did not consider the lack of manpower an important reason for inadequate training programs. The perceptions of the groups were not significantly different when analyzed in relation to age of the respondents or the educational level of board members.

Tables 47 and 48 exhibit data from the analyses of variance of the scores related to Reason 3--Lack of Training Programs. Two significant

Table 45

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE REASONS  
FOR THE LACK OF TRAINING PROGRAMS: REASON 1- FINANCE

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	2.528
	M	17	2.059
	S	49	2.605
MEBM	L	12	2.722
	M	14	2.524
	S	39	2.573
LEBM	L	13	2.333
	M	14	2.048
	S	33	2.364

---

Source	df	SS	MS	F	PR > F
District Size	2	.029	.015	.01	.991
Personnel	2	1.392	.696	.43	.653
Personnel * Size	4	9.239	2.310	1.42	.229
Residual	194	315.524	1.628		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	2.406
	Above 50	46	2.522
	Below 50	27	2.728
MEBM	Above 50	38	2.491
	Below 50	48	2.438
LEBM	Above 50	12	2.833

---

Table 45 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	1.063	.532	.32	.723
Age	1	.341	.341	.21	.649
Personnel * Age	2	2.531	1.266	.77	.463
Residual	197	322.404	1.637		

## 2X3 Factorial Design

Personnel	Education*	N	Mean
MEBM	1	17	2.510
	2	15	2.733
	3	33	2.566
LEBM	1	15	3.089
	2	1	3.139
	3	33	2.030

Source	df	SS	MS	F	PR > F
Board Personnel	1	.004	.004	.01	.922
Education	2	1.304	.652	1.65	.197
Bd. Personnel * Educ.	2	.408	.204	.52	.599
Residual	119	47.091	.396		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	2.573
	Above 5	46	2.406
Board Members	0 - 5	66	2.641
	Above 5	59	2.548

Table 45 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.171	.171	.10	.747
Experience	1	1.447	1.447	.89	.347
Personnel * Experience	1	.003	.003	.00	.964
Residual	199	325.524	1.626		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	2.286
	L	Above 5	5	2.867
	M	0 - 5	2	2.000
	M	Above 5	15	2.067
	S	0 - 5	23	2.710
	S	Above 5	26	2.513
	L	0 - 5	13	2.308
	L	Above 5	12	2.750
Board Members	M	0 - 5	17	3.235
	M	Above 5	11	2.091
	S	0 - 5	36	2.481
	S	Above 5	36	2.472

Source	df	SS	MS	F	PR > F
Personnel	1	.591	.591	.37	.546
District Size	2	.760	.380	.24	.790
Experience	1	.050	.050	.03	.860
Personnel * Size	2	2.745	1.373	.85	.429
Personnel * Experience	1	.994	.994	.62	.433
Size * Experience	2	3.924	1.962	1.22	.299
Personnel * Size * Experience	2	2.309	1.155	.72	.490
Residual	191	308.524	1.613		

\*Education Code--1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

Table 46

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE REASONS  
FOR THE LACK OF TRAINING PROGRAMS: REASON 2 - MANPOWER

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3X3 Factorial Design

---

Personnel	Size	N	Mean
SUPT	L	12	2.375
	M	17	2.412
	S	49	2.449
MEBM	L	12	2.792
	M	14	2.393
	S	39	2.333
LEBM	L	13	1.962
	M	14	2.857
	S	33	2.833

---

Source	df	SS	MS	F	PR > F
District Size	2	.844	.422	.27	.76
Personnel	2	.534	.267	.17	.84
Personnel * Size	4	8.949	2.237	1.44	.22
Residual	194	301.995	1.552		

---

3X2 Factorial Design

---

Personnel	Age	N	Mean
SUPT	Below 50	32	2.391
	Above 50	46	2.457
MEBM	Below 50	27	2.667
	Above 50	38	2.263
LEBM	Below 50	48	2.740
	Above 50	12	2.292

---



Table 46 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	.220	.110	.07	.932
Age	1	2.798	2.798	1.80	.181
Personnel * Age	2	2.571	1.286	.83	.439
Residual	197	306.373	1.555		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	2.029
	2	15	2.433
	3	33	2.636
LEBM	1	15	3.067
	2	12	2.542
	3	33	2.500

Source	df	SS	MS	F	PR > F
Board Personnel	1	3.030	3.030	1.74	.190
Education	2	.124	.062	.04	.965
Bd. Personnel * Educ.	2	7.501	3.751	2.15	.121
Residual	119	207.467	1.743		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	2.250
	Above 5	46	2.554
Board Members	0 - 5	66	2.727
	Above 5	59	2.322

Table 46 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.705	.705	.46	.499
Experience	1	.120	.120	.08	.781
Personnel * Exper.	1	5.917	5.917	3.85	.051*
Residual	199	305.995	1.536		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
	L	0 - 5	7	1.643
	L	Above 5	5	3.400
	M	0 - 5	2	4.250
SUPT	M	Above 5	15	2.167
	S	0 - 5	23	2.261
	S	Above 5	26	2.615
	L	0 - 5	13	1.808
	L	Above 5	12	2.958
	M	0 - 5	17	2.853
Board Members	M	Above 5	11	2.273
	S	0 - 5	36	3.000
	S	Above 5	36	2.125

Source	df	SS	MS	F	PR > F
Personnel	1	1.282	1.282	.91	.341
District Size	2	3.095	1.548	1.10	.335
Experience	1	.056	.056	.04	.841
Personnel * Size	2	2.901	1.451	1.03	.359
Personnel * Experience	1	.817	.817	.06	.810
Size * Experience	2	28.400	14.200	10.09	.0001*
Personnel * Size * Experience	2	8.799	4.400	3.13	.046*
Residual	191	268.854	1.408		

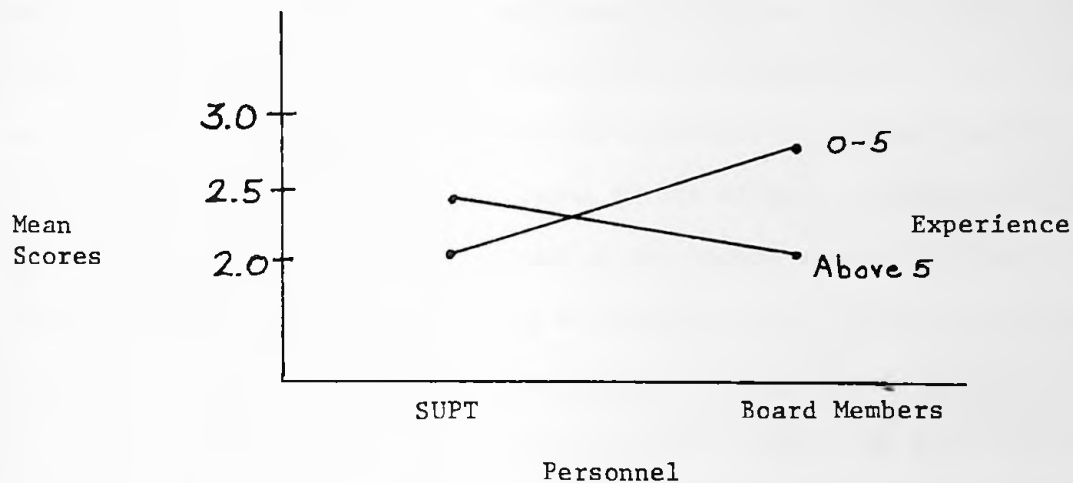
\*Values below .05 indicate significant difference

\*\*Education Code--1 - High School Graduate or Less, 2 - Some College, and  
3 - College Graduate

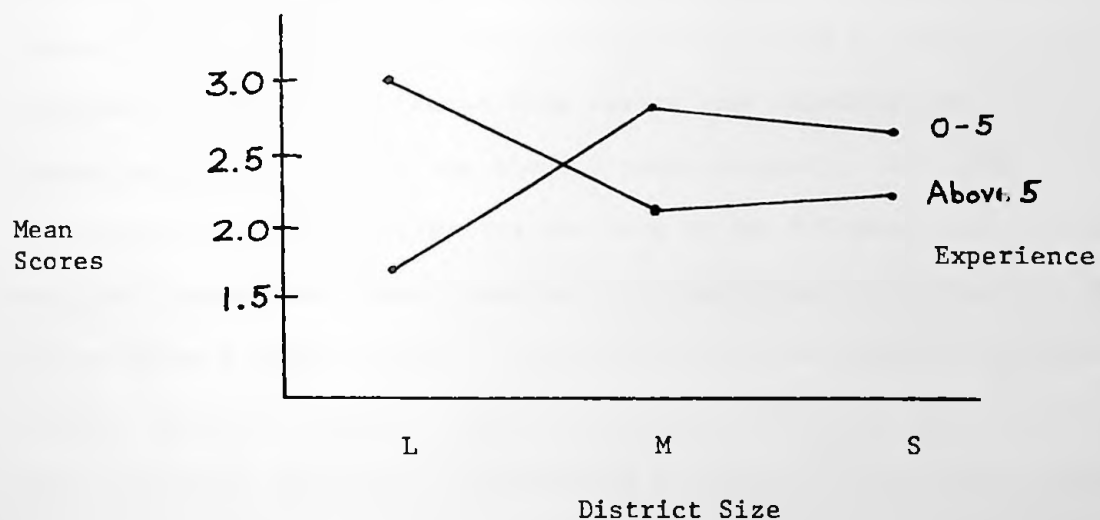
Graph 5

SIGNIFICANT INTERACTIONS AMONG RESPONDENT GROUPS REGARDING  
THE REASONS FOR THE LACK OF TRAINING  
PROGRAMS: REASON 2- MANPOWER

2X2 Display



2X3X2 Display



F-values were found indicating differences among the respondent groups. Duncan's Multiple Range Test showed that the sources of the difference were personnel and the educational level of board members. The LEBM considered this reason more important than the MFEM. In addition, the board members who were in the "some college" category thought that the reason was more important than those board members who were in the other two educational categories. Mean scores for the groups were in the middle range of the scale indicating that the personnel perceived the lack of training programs as average in terms of its effect on in-service training for board members. The perceptions of the groups were not significantly different when they were analyzed in relation to district size, experience, or the age of the respondents.

Table 49 and Graph 6 present pertinent data from the analyses of variance of the scores related to Reason 4--Lack of Interest. One significant F-value was found indicating an interaction among district size groups and experience categories. Graph 6 displays this interaction. Respondents from large and medium districts who were in the 0-5 years experience category considered this reason less important than the corresponding respondents in the above 5 years category. In contrast, those respondents from small districts who were in the 0-5 years experience category thought that the reason was more important than those who were in the above 5 years category. Mean scores for the three groups were found to be in the middle range of the scale indicating that the participants perceived the lack of interest as average in terms of its effect on adequate training programs for school board members. Perceptions of the groups were not significantly different when analyzed in relation to

Table 47

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE REASONS  
FOR THE LACK OF TRAINING PROGRAMS; REASON 3- TRAINING PROGRAMS

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 3X3 Factorial Design
 

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Personnel	Size	N	Mean
SUPT	L	12	2.771
	M	17	2.441
	S	49	2.622
MEBM	L	12	2.583
	M	14	2.643
	S	39	2.494
LEBM	L	13	2.827
	M	14	2.929
	S	33	2.955

---

Source	df	SS	MS	F	PR > F
District Size	2	.066	.033	.03	.970
Personnel	2	3.312	1.312	1.52	.221
Personnel * Size	4	1.129	.282	.26	.940
Residual	194	211.364	1.090		

---

 3X2 Factorial Design
 

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Personnel	Age	N	Mean
SUPT	Below 50	32	2.594
	Above 50	46	2.614
MEBM	Below 50	27	2.509
	Above 50	38	2.566
LEBM	Below 50	48	3.026
	Above 50	12	2.500

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Table 47 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	1.230	.615	.58	.563
Age	1	.915	.915	.86	.355
Personnel * Age	2	2.393	1.197	1.12	.327
Residual	197	209.858	1.065		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	2.235
	2	15	2.917
	3	33	2.530
LEBM	1	15	2.967
	2	12	3.438
	3	33	2.712

Source	df	SS	MS	F	PR > F
Board Personnel	1	6.119	6.119	5.82	.017*
Education	2	6.639	3.320	3.16	.046*
Bd. Personnel * Educ.	2	1.757	.879	.84	.436
Residual	119	125.001	1.050		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	2.523
	Above 5	46	2.663
Board Members	0 - 5	66	2.928
	Above 5	59	2.496

Table 47 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.662	.662	.62	.430
Experience	1	1.007	1.007	.95	.331
Personnel * Experience	1	3.843	3.843	3.63	.058
Residual	199	210.854	1.060		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	2.286
	L	Above 5	5	3.450
	M	0 - 5	2	2.750
	M	Above 5	15	2.400
	S	0 - 5	23	2.576
	S	Above 5	26	2.663
	L	0 - 5	13	2.654
	L	Above 5	12	2.771
Board Members	M	0 - 5	17	2.824
	M	Above 5	11	2.727
	S	0 - 5	36	3.076
	S	Above 5	36	2.333

Source	df	SS	MS	F	PF > F
Personnel	1	.050	.050	.05	.828
District Size	2	.412	.206	.19	.823
Experience	1	.024	.024	.02	.881
Personnel * Size	2	.497	.249	.24	.791
Personnel * Experience	1	1.943	1.943	1.84	.177
Size * Experience	2	5.908	2.954	2.80	.064
Personnel * Size * Experience	2	1.624	.812	.77	.465
Residual	191	201.755	1.056		

\*Values below .05 indicate significant difference

\*\*Education Code-- 1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate

Table 48

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING THE  
LACK OF TRAINING PROGRAMS: REASON  
3 - TRAINING PROGRAMS

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 2X3 Display
 

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Personnel	Mean	Duncan Display	Number
LEBM	2.921	A	60
MEBM	2.542	B	65

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Education	Mean	Duncan Display	Number
Some College	3.148	A	27
College Graduate	2.621	B	66
High School Graduate or less	2.578	B	32

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Table 49

RESULTS OF FACTORIAL ANALYSIS OF SCROES RELATED TO THE REASONS FOR  
THE LACK OF TRAINING PROGRAMS: REASON 4- INTEREST

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3X3 Factorial Design

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Personnel	Size	N	Mean
SUPT	L	12	2.667
	M	17	2.926
	S	49	2.602
MEBM	L	12	3.021
	M	14	2.804
	S	39	2.436
LEBM	L	13	2.827
	M	14	2.393
	S	33	2.947

---

Source	df	SS	MS	F	PR > F
District Size	2	.877	.439	.46	.633
Personnel	2	.026	.013	.01	.987
Personnel * Size	4	7.063	1.766	1.85	.122
Residual	194	185.653	.957		

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3X2 Factorial Design

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Personnel	Age	N	Mean
SUPT	Below 50	32	2.789
	Above 50	46	2.609
	Below 50	27	2.852
MEBM	Above 50	38	2.461
	Below 50	48	2.844
LEBM	Above 50	12	2.583

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Table 49 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	.098	.049	.05	.951
Age	1	3.140	3.140	3.25	.073
Personnel * Age	2	.384	.192	.20	.820
Residual	197	190.063	.965		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	2.647
	2	15	2.700
	3	33	2.576
LEBM	1	15	2.800
	2	12	2.711
	3	33	2.795

Source	df	SS	MS	F	PR > F
Board Personnel	1	.585	.585	.56	.457
Education	2	.060	.030	.03	.972
Bd. Personnel * Educ.	2	.109	.055	.05	.950
Residual	119	125.107	1.051		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	2.672
	Above 5	46	2.690
Board Members	0 - 5	66	2.792
	Above 5	59	2.606

Table 49 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	.662	.662	.62	.430
Experience	1	1.007	1.007	.95	.331
Personnel * Experience	1	3.843	3.843	3.63	.058
Residual	199	210.854	1.060		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	2.179
	L	Above 5	5	3.350
	M	0 - 5	2	3.875
	M	Above 5	15	2.800
	S	0 - 5	23	2.717
	S	Above 5	26	2.500
Board Members	L	0 - 5	13	2.692
	L	Above 5	12	3.167
	M	0 - 5	17	2.515
	M	Above 5	11	2.727
	S	0 - 5	36	2.958
	S	Above 5	36	2.382

Source	df	SS	MS	F	PR > F
Personnel	1	.707	.707	.76	.384
District Size	2	2.767	1.384	1.49	.228
Experience	1	.000	.000	.00	.993
Personnel * Size	2	3.174	1.587	1.71	.184
Personnel * Experience	1	.039	.039	.04	.837
Size * Experience	2	9.716	4.858	5.23	.006*
Personnel * Size * Experience	2	3.763	1.882	2.03	.135
Residual	191	177.433	.929		

\*Values below .05 indicate significant difference

\*\*Education Code-- 1 - High School Graduate or Less, 2-Some College, and  
3 - College Graduate

Graph 6

SIGNIFICANT INTERACTIONS AMONG RESPONDENT GROUPS REGARDING THE  
REASONS FOR THE LACK OF TRAINING PROGRAMS  
REASON 4 - INTEREST

2X3X2 Design



personnel, age of the participants or the educational level of the board members.

Tables 50 and 51 and Graph 7 show data from the analyses of variance of the scores related to Reason 5--Lack of Time. Three significant F-values were found indicating differences among the respondent groups. Duncan's test revealed that the source of the difference was personnel. The SUPT considered this reason more important than the MEBM. Likewise, the SUPT considered the reason more important than the board members as a total group. Two significant F-values indicated interactions among personnel, district size, and experience. Graph 7 displays this interaction. The MEBM who were in the 0-5 years experience category thought that this reason was more important than the MEBM who were in the above 5 years category. In contrast, the LEBM in the 0-5 years experience category considered the reason less important than the LEBM in the above 5 years category. In addition, respondents from large districts who were in the 0-5 years experience group rated the reason much less important than those who were in the above 5 years group. However, respondents from small districts who were in the 0-5 years experience group felt that the reason was more important than those who were in the above 5 years group. Mean scores for the three groups were located in the upper range of the scale. This indicated that the respondents perceived lack of time as an important reason for inadequate training programs. Perceptions of the groups were not significantly different when analyzed in relation to the age of the participants or the educational level of board members.

In addition to analyzing the reasons individually, another analysis of variance was computed to determine which of the reasons were

Table 50

RESULTS OF FACTORIAL ANALYSIS OF SCORES RELATED TO THE REASONS FOR  
THE LACK OF TRAINING PROGRAMS: REASON 5- TIME

3X3 Factorial Design					
Personnel	Size	N	Mean		
SUPT	L	12	3.278		
	M	17	3.275		
	S	49	3.020		
MEBM	L	12	2.972		
	M	14	2.690		
	S	39	2.726		
LEBM	L	13	2.538		
	M	14	2.929		
	S	33	2.919		

Source	df	SS	MS	F	PR > F
District Size	2	.198	.099	.13	.878
Personnel	2	5.565	2.783	3.67	.027*
Personnel * Size	4	3.040	.760	1.00	.407
Residual	194	146.893	.757		

3X2 Factorial Design			
Personnel	Age	N	Mean
SUPT	Below 50	32	3.135
	Above 50	46	3.101
MEBM	Below 50	27	2.951
	Above 50	38	2.632
LEBM	Below 50	48	2.674
	Above 50	12	3.500

Table 50 (continued)

Source	df	SS	MS	F	PR > F
Personnel	2	4.099	2.050	2.84	.061
Age	1	1.016	1.016	1.41	.237
Personnel * Age	2	8.069	4.035	5.60	.004*
Residual	197	142.047	.721		

## 2X3 Factorial Design

Personnel	Education**	N	Mean
MEBM	1	17	2.627
	2	15	2.933
	3	33	2.758
LEBM	1	15	2.911
	2	12	2.972
	3	33	2.758

Source	df	SS	MS	F	PF > F
Board Personnel	1	.310	.310	.35	.553
Education	2	.771	.386	.44	.644
Bd. Personnel * Educ.	2	.447	.224	.26	.774
Residual	119	103.901	.873		

## 2X2 Factorial Design

Personnel	Experience	N	Mean
SUPT	0 - 5	32	3.135
	Above 5	46	3.101
Board Members	0 - 5	66	2.848
	Above 5	59	2.746

Table 50 (continued)

Source	df	SS	MS	F	PR > F
Personnel	1	4.853	4.853	6.44	.012*
Experience	1	.220	.220	.29	.590
Personnel * Experience	1	.056	.056	.07	.786
Residual	199	150.055	.754		

## 2X3X2 Factorial Design

Personnel	Size	Experience	N	Mean
SUPT	L	0 - 5	7	3.143
	L	Above 5	5	3.467
	M	0 - 5	2	3.167
	M	Above 5	15	3.289
	S	0 - 5	23	3.130
	S	Above 5	26	2.923
	L	0 - 5	13	2.333
	L	Above 5	12	3.194
Board Members	M	0 - 5	17	2.941
	M	Above 5	11	2.606
	S	0 - 5	36	2.991
	S	Above 5	36	2.639

Source	df	SS	MS	F	PR > F
Personnel	1	4.294	4.294	5.83	.017*
District Size	2	.382	.191	.26	.772
Experience	1	.126	.126	.17	.680
Personnel * Size	2	.818	.409	.56	.575
Personnel * Experience	1	.003	.003	.00	.949
Personnel * Size * Experience	2	.981	.491	.67	.515
Size * Experience	2	4.750	2.375	3.22	.042*
Residual	191	140.665	.736		

\*Values below .05 indicate significant difference

\*\*Education Code-- 1 - High School Graduate or Less, 2 - Some College, and 3 - College Graduate



Table 51

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENT GROUPS REGARDING THE  
REASONS FOR THE LACK OF TRAINING PROGRAMS  
REASON 5 - TIME

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2X3 Design

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Personnel	Mean	Duncan Display	Number
SUPT	3.115	A	78
LEBM	2.839	BA	60
MEBM	2.764	B	65

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2X2 and 2X3X2 Design

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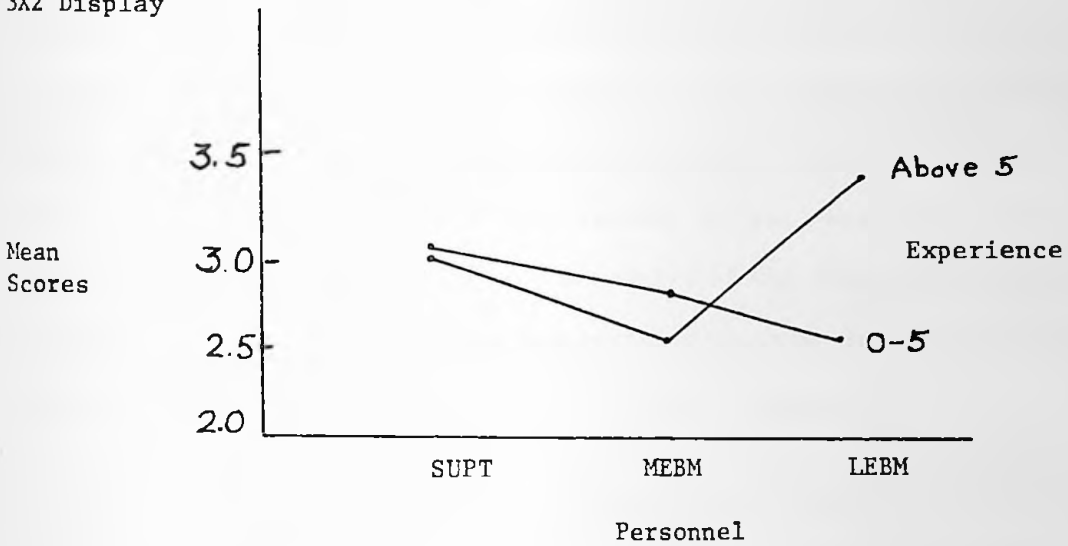
Personnel	Mean	Duncan Display	Number
SUPT	3.115	A	78
Board Members	2.800	B	125

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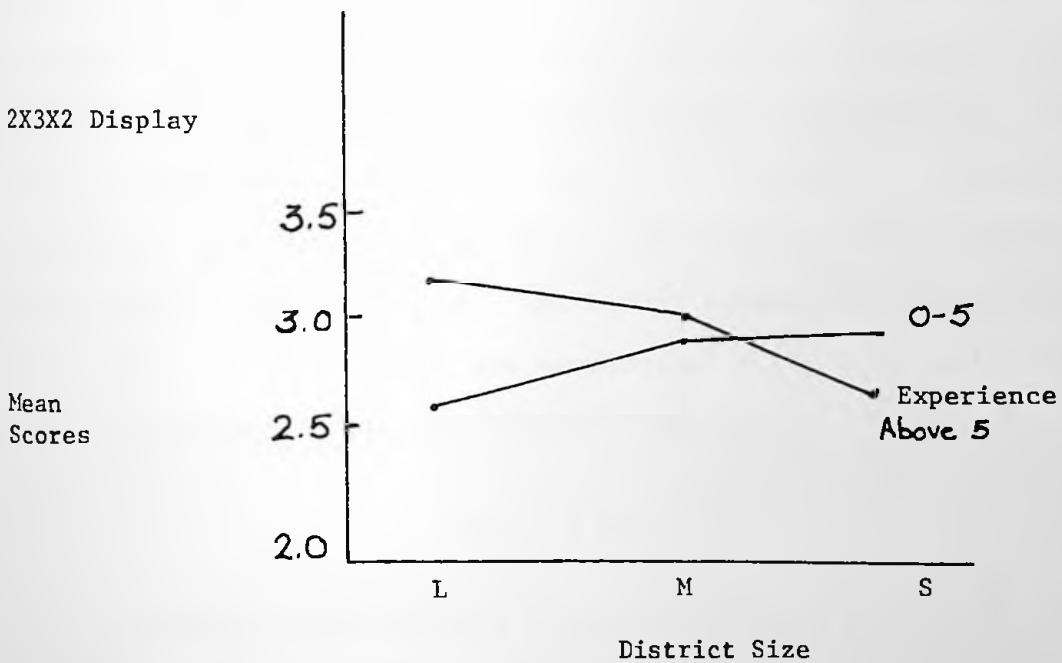
Graph 7

SIGNIFICANT INTERACTIONS AMONG RESPONDENT GROUPS REGARDING  
THE REASONS FOR THE LACK OF TRAINING PROGRAMS  
REASON 5 - TIME

3X2 Display



2X3X2 Display



perceived as most important in terms of their effect on the lack of adequate training programs. Tables 52 and 53 present data from this analysis. One significant F-value was found indicating differences among the groups regarding their perceptions of the reasons. Duncan's Multiple Range Test indicated that there were no significant differences between Reason 4--Interest, Reason 3--Training Programs, and Reason 1--Finance. Likewise, there were no differences between Reason 3--Training Programs, Reason 1--Finance, and Reason 2--Manpower. However, Reason 5--Time was significantly different from the other four reasons and was perceived as the most important one. Table 53 presents the results of the Duncan test listing the reasons for the lack of adequate training programs in order of their importance according to the perceptions of the respondents.

Summary of the Analysis. The responses of the participants in the study were analyzed to determine the perceptions of school management personnel regarding the reasons for the lack of adequate in-service training programs for board members. Five separate reasons were analyzed. A summary of the results is provided in Table 54. In addition to these analyses, an analysis of variance was computed to determine which of the reasons were considered most important. The results indicated that Reason 5--Lack of Time was perceived by the participants in the study as the major reason for the lack of adequate training programs.

#### SUMMARY OF CHAPTER IV

A summary of the results of the data is given for each of the five research questions proposed for this study.

Table 52

SUMMARY OF ANALYSIS TO DETERMINE THE MOST IMPORTANT REASONS  
FOR THE LACK OF ADEQUATE TRAINING PROGRAMS

Items	Means**		
	SUPT	MEBM	LEBM
1. Finance	2.474	2.590	2.517
2. Manpower	2.429	2.431	2.650
3. Training Programs	2.606	2.542	2.921
4. Interest	2.683	2.623	2.791
5. Time	3.115	2.764	2.839

Source	df	SS	MS	F	PR > F
Personnel	2	3.682	1.841	.71	.491
Reasons	4	21.078	5.270	6.22	.001*
Reasons * Personnel	8	9.841	1.230	1.45	.171
Residual	800	677.375	.847		

\*Values below .05 indicate significant differences

\*\*Scale--5 (high) - 1 (low)

Table 53

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST SHOWING SIGNIFICANT  
DIFFERENCES AMONG RESPONDENTS REGARDING THE MOST  
IMPORTANT REASONS FOR THE LACK OF  
TRAINING PROGRAMS

Reasons	Mean	Duncan Display	Number
5. Time	2.921	A	203
4. Interest	2.696	B	203
		B	
3. Training Programs	2.679	C B	203
		C B	
1. Finance	2.524	C B	203
		C	
2. Manpower	2.495	C	203

Table 54

SUMMARY OF THE ANALYSIS OF DATA PERTAINING TO  
THE REASONS FOR THE LACK OF ADEQUATE  
IN-SERVICE TRAINING PROGRAMS

Reasons	Number of Significant F-Values	Sources of Differences	Significant Interactions
1. Finance	0	0	0
2. Manpower	3	0	Personnel*Exper. Size*Experience
3. Training Programs	2	Personnel, Education	0
4. Interest	1	0	Size*Experience
5. Time	5	Personnel	Personnel*Age Size*Experience

Research Question 1. Regarding in-service training programs which are presently being conducted, 38.4 percent of all the participants indicated that their districts had provided training programs for board members during the past two years. Each topic listed was indicated as the subject of an in-service program by at least one individual. Four topics were selected by the respondents as the ones most often included in training programs. They were: (1) Professional Negotiations, (2) Community Relations, (3) Student Rights, and (4) Legal Rights and Responsibilities.

Research Question 2. The data analyses pertaining to the school management personnels' perception of the effectiveness of in-service training programs produced five significant F-values. These values indicated differences among the respondent groups. The sources of the difference were experience, personnel, and district size. Mean scores indicated that all of the respondent groups rated their training programs in the satisfactory to effective range.

Research Question 3. Only one significant F-value was found in the analyses related to the participant's perception of the need for providing in-service training for school board members. This value indicated an interaction among the three levels of personnel and the two age categories. Mean scores showed that all of the respondent groups perceived the need for training in the important to very important range.

Research Question 4. Significant differences were found among the respondent groups on five of the eight areas of training which should be included in an in-service training program. The sources of the difference

were personnel, district size, and age of the respondents. In addition a significant interaction occurred among the personnel groups and the experience categories. The following areas were perceived as most important for inclusion in a training program: (1) The Board and the Community, (2) The Board and the Administration, and (3) The Board and School Business Management. The area perceived as least important was: (1) The Board and Auxiliary School Services.

Research Question 5. The data analyses related to the respondents' perception of the reasons for the lack of adequate training programs found significant differences among the groups on two of the five reasons. The sources of the difference were personnel and the educational level of the board members. In addition, significant interactions were indicated among the personnel groups, experience categories, district size, and the ages of the respondents on three of the reasons. The participants in the study indicated that the lack of time was the major reason for the inadequacy of training programs for school board members.

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## SUMMARY

The purpose of this study was threefold. The perceptions of superintendents (SUPT), the most experienced school board members (MEBM), and the least experienced school board members (LEBM) in selected school districts were surveyed to: (1) ascertain the current status of in-service training for school board members at the local district level; (2) determine the areas of training needed by local district school board members; and (3) assess the reasons for the lack of adequate in-service training programs for school board members at the local district level. In more precise terms, this study was undertaken to answer the following research questions:

- (1) What topics are presently being included in in-service training programs for school board members at the local district level?
- (2) What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the effectiveness of in-service training programs to meet the needs of board members?
- (3) What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the need for in-service training of school board members?
- (4) Based upon the perceptions of superintendents, the most experienced school board members, and the least experienced school board members, what areas of training should be included in in-service training programs for school board members at the local district level?



- (5) What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the reasons for the lack of adequate in-service training programs for local district school board members?

The data for the study were collected from 203 respondents representing 80 school districts in the states of Pennsylvania, West Virginia, Maryland, Virginia, and Delaware (Department of Health, Education, and Welfare Region Three). The Washington, D. C. school district was unable to take part in the study because of a board policy prohibiting participation in studies of this nature. Of the 203 respondents, 78 were superintendents, 65 were most experienced school board members, and 60 were least experienced school board members. Both descriptive and inferential statistics were used to analyze the data. In addition to frequency tabulation and percentage clarification, five factorial designs (3 X 3, 3 X 2, 2 X 3, 2 X 2, 2 X 3 X 2) were used in the analysis. Analysis of variance was the primary statistical procedure used to test the data. When significant differences were found among the means of the respondent groups, Duncan's Multiple Range Test was employed to determine the source(s) of the difference.

The following independent variables and levels of each were utilized in the analysis: (1) School Management Personnel: superintendents, most experienced school board members, least experienced school board members, (2) School District Size: small--0-4,999 ADM, medium--5,000-9,999 ADM, and large--10,000 plus ADM; (3) Educational Level of Board Members: high school graduate or less, some college, college graduate; (4) Experience: 0-5 years, above 5 years; (5) Age: below 50 years, above 50 years. The dependent

variable in this study was the perception of the respondents as measured by their responses to the items on the questionnaires. All statistical computations were performed on an IBM 350/75 computer operated at the West Virginia University Computer Center using the Statistical Analysis System (SAS).

## FINDINGS AND CONCLUSIONS

The major findings that emerged from the analysis of the data are presented as they pertain to the respondent characteristics and to each of the five research questions set forth in the statement of the problem.

### Characteristics of the Respondents

Personal Characteristics. A total of 203 respondents including 78 superintendents, 65 most experienced school board members, and 60 least experienced school board members participated in the study. Twelve of the superintendents were from large districts, 17 were from medium size districts, and 49 were from small districts. Twelve of the most experienced board members were from large school districts, 14 were from medium size districts, and 39 were from small districts. Of the 60 least experienced board members, 13 were from large districts, 14 were from medium size districts, and 33 were from small districts.

Ages of the respondents were grouped into two categories, below 50 and above 50. Thirty-two of the superintendents were below 50 and 46 were above 50. Of the 65 most experienced board members, 27 had ages below 50 years and 38 had ages above 50. Forty-eight of the least experienced board members were below 50 and 12 had ages above 50.

The educational level of the superintendents was as follows: 8 held a Master's degree, 36 held a Master's degree plus 30 additional hours, and 34 held either a Ph. D. or an Ed. D. degree. Only 1 of the most experienced board members was not a high school graduate while 16 were high school graduates, 15 had some college, 17 were college graduates, and 16 had received professional or graduate training. The educational level of the least experienced board members showed that 1 had not graduated from high school, 14 were high school graduates, 12 had some college, 9 were college graduates, and 24 had received professional or graduate training.

The range of experience for school superintendents was from 6 months to 27 years. The most experienced board members had served from 2.5 years to 36 years. Experience for the least experienced board members ranged from 2 months to 9 years.

Reasons For Seeking Board Membership. The participants in the study considered the following reasons to have had the most influence on board members deciding to seek membership on the school board:

- (A) Desire to see my own children receive a better education
- (B) Interest in education
- (C) Civic duty and/or community service interest
- (D) Desire for input regarding curriculum issues.

Attitude Toward Education. The attitude of the participants in the study toward education was measured on a scale of 10 (negative) to 50 (positive). The mean scores ranged from 37.7 to 40.1 indicating that all of the respondents had fairly positive attitudes toward education.

Two significant differences were found among the groups. Respondents from large districts had a more positive attitude than respondents from medium and small districts; and the SUPT group had a more positive attitude than the board members as a total group.

Research Question One. What topics are presently being included in in-service training programs for school board members at the local district level?

A total of 78 individuals representing 38.4 percent of all the participants in the study indicated that their school districts had provided in-service training for school board members during the past two years. From a list of 26 topics the participants were asked to check those which had been included in their training programs. Each topic was checked by at least one individual. The following topics were indicated by the respondent groups as the ones used most often as subjects for in-service training:

- A. Professional Negotiations
- E. Community Relations
- J. Legal Rights and Responsibilities
- K. Student Rights.

Research Question Two. What is the perception of superintendents, the most experienced board members, and the least experienced board members regarding the effectiveness of in-service training programs to meet the needs of board members?

The perceptions of the three personnel groups regarding the effectiveness of in-service training programs for board members were found

to be in the satisfactory to effective range. Significant differences among the groups indicated that respondents from medium size districts considered their programs more effective than respondents from large districts. Likewise, the MEBM thought that their programs were more effective than the LEBM; and all subjects who had more than five years experience considered their training programs more effective than those who had less than five.

Research Question Three. What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the need for in-service training of school board members?

Participants in the study perceived the need for providing in-service training for board members as an important aspect of school board operations. Mean scores indicated that all of the respondent groups considered the need for training in the important to very important range. A significant interaction showed that the SUPT group and the LEBM group in the below 50 years age category felt that the need for training was more important than the corresponding groups in the above 50 years category. However, the MEBM group in the below 50 years category did not consider the need for training as important as the MEBM group in the above 50 years category.

A coefficient of  $-.129^*$  indicated that a correlation existed between the respondents' attitude toward education and their perception of the

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\*Scoring of the item pertaining to the importance of providing training was expressed in reverse order thus resulting in a negative coefficient.

importance of providing in-service training for board members. In other words, those subjects who had a positive attitude toward education also tended to feel that in-service training for board members was important.

Research Question Four. Based upon the perceptions of superintendents, the most experienced school board members, and the least experienced school board members, what areas of training should be included in an in-service training program for school board members at the local district level?

The perceptions of school management personnel were analyzed in relation to eight areas of training which should be included in an in-service training program for board members. The areas were: (A) The Board and School Business Management, (B) The Board and Student Personnel, (C) The Board and the Community, (D) The Board and Curriculum, (E) The Board and Other Agencies, (F) The Board and the Administration, (G) The Board and Auxiliary School Services, and (H) The Board and Professional Personnel. The specific topics comprising each area are listed in Appendix E. Significant differences were found among the groups on four of the eight areas. The SUPT considered the areas of student personnel, curriculum and instruction, and auxiliary school services less important than either group of board members. However, the SUPT felt that one area, the community, was more important than either of the board member groups. Respondents from large districts considered student personnel as a more important area for inclusion in training programs than respondents from medium and small districts. Likewise the area of curriculum and instruction was considered more important by respondents from large districts than by those from small ones. Participants in the study who were above

50 years of age thought that auxiliary school services was a more important area than those who were below 50 years of age. A significant interaction between the three groups of personnel and the two age levels was indicated on one area, the administration.

The following areas of training (listed in order of importance) were perceived by the respondents as the most important ones for inclusion in training programs for board members:

1. The Board and the Community
2. The Board and the Administration
3. The Board and School Business Management.

The area of training considered least important by the respondents was:

1. The Board and Auxiliary School Services.

Research Question Five. What is the perception of superintendents, the most experienced school board members, and the least experienced school board members regarding the reasons for the lack of adequate in-service training programs for local district school board members?

The perceptions of school management personnel were analyzed in relation to five major reasons for the lack of adequate in-service training programs for school board members. The five reasons were: a lack of (1) Finance, (2) Manpower, (3) Training Programs, (4) Interest, and (5) Time. The specific items comprising each major reason are listed on the questionnaire in Appendix A. Significant differences were found between the groups regarding two of the reasons--Lack of Training Programs and Lack of Time. The lack of training programs was considered more important by the LEBM than by the NEBM. Likewise, participants in the "some college" educational level felt that this reason was more important than participants

in the other educational levels. The SUPT considered the lack of time as a more important reason for inadequate training programs than either the MEBM or the board members as a total group. Significant interactions were indicated among the groups on the following reasons: Manpower, Interest, and Time.

Results of the data analysis revealed that the lack of time was perceived by the respondent groups as the major reason for the inadequacy of in-service training programs for board members. The lack of manpower was perceived as the least important reason.

#### IMPLICATIONS

On the basis of the findings, certain implications seem to be appropriate with respect to in-service training for school board members.

1. Considerable discrepancy was found regarding the effectiveness of in-service training programs which exist at the present time. Therefore, those districts which have programs should concentrate on improving the overall quality of these programs by: (1) encouraging board members participation in the planning of programs; (2) including relevant topics of interest to board members; (3) using a variety of formats in the training sessions; and (4) securing professional assistance in the implementation of the total training program.
2. The responses of the participants in the study indicated that there is a strong desire on the part of superintendents and board members to have comprehensive training



programs for school board members. Therefore, a concerted effort should be focused on the development of programs in those districts where training is not available at the present time. Local districts should seek assistance from the State and National School Boards Associations in the planning of appropriate programs. In addition, research such as that conducted by this writer could prove helpful in determining the direction which training programs should take.

3. Results of this study indicated that superintendents should provide leadership in the initiation and coordination of training programs for school board members at the local district level. However, board members should be highly involved in the planning of these programs.
4. According to the participants in this study school board members want and need training in many areas, particularly community relations, school district administration, and school business management. Special emphasis needs to be placed on providing board members with the knowledge, skills and attitudes in these areas which will enable them to function more effectively in their roles.
5. The lack of time on the part of administrators and board members was indicated as a major reason for the lack of adequate training programs. However, considering the importance placed on the need for training

by both of these groups, it seems that arrangements should be made for providing the necessary time. The following suggestions are offered for consideration:

(1) set aside a part of each regular board meeting for training; (2) schedule special meetings for board member training; (3) schedule week-end training sessions throughout the year; (4) plan a summer workshop for board members; (5) plan cooperative training sessions with neighboring school boards; and (6) encourage board members to attend training programs sponsored by the state and national associations.

6. One of the disclosures of the study was the small amount of research which had been done in the area of school board training. Considerable effort needs to be directed toward studies of this nature which would add research to that conducted by this writer.

#### RECOMMENDATIONS FOR FURTHER RESEARCH

The following recommendations for further research are advanced for consideration.

1. Further study is needed to define the characteristics of effective and ineffective school board members.
2. An investigation should be undertaken to further delineate and define the actual role of school board members.
3. Additional research is needed which concentrates exclusively on the current status of in-service training for

school board members at the local district level. The results of this study have indicated that considerable effort is being directed toward training programs at the local level. Future studies should attempt to determine more precisely what the programs consist of and how effective they are in helping board members.

4. A longitudinal study is needed to determine if, in fact, a board member becomes more effective as a result of a comprehensive in-service training program.
5. Additional research is needed in the area of superintendent-board member relationships. Effort needs to be directed toward determining how specific characteristics of each group affects the over-all functioning of the individuals.
6. While this research project was concerned with school districts in one particular area, it is important to consider the results in relation to other areas. Therefore, it recommended that similar studies be conducted in other areas and that the results of those studies be compared to the ones found in this study.
7. A study similar to the one conducted by this researcher should be undertaken in two to four years to determine if perceptions of the personnel serving at that time are different from those included in this study.

8. To conduct a study similar to this one independent variables in addition to the ones used in this study might be used (i.e., staff ratio, district financial ability, occupational characteristics of citizens, community settings, i.e., urban-rural).

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APPENDICES

APPENDIX A

School District Code: \_\_\_\_\_

SUPERINTENDENT QUESTIONNAIRE

Present Age: \_\_\_\_\_ 18-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ 51-60 \_\_\_\_\_ 61 plus \_\_\_\_\_

Sex: \_\_\_\_\_ M \_\_\_\_\_ F Educational Level Attained: \_\_\_\_\_ MA Degree

\_\_\_\_\_ MA + 30

\_\_\_\_\_ Ph. D. or Ed. D.  
Degree

Number of Years in Present Position: \_\_\_\_\_

Total Number of Years as a Superintendent: \_\_\_\_\_

On the lines below please estimate the number of years of formal education for each board member in your school district. (Include elementary, secondary, college)

\_\_\_\_\_  
\_\_\_\_\_

Present Pupil Population in Your District: \_\_\_\_\_ Number of Schools: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1. In the list below circle one of the numbers preceding each item to indicate your opinion regarding the degree of influence which that item had on a majority of school board members in your district deciding to become members of the board. The number five (5) indicates a very high degree and the number one (1) indicates a very low degree or none at all.

- | High |   |   |   | Low/None |   |
|------|---|---|---|----------|---|
| 5    | 4 | 3 | 2 | 1        | A. Desire to see their own children receive a better education    |
| 5    | 4 | 3 | 2 | 1        | B. Personal gain  |
| 5    | 4 | 3 | 2 | 1        | C. Interest in education  |
| 5    | 4 | 3 | 2 | 1        | D. Wanted to defeat undesirable candidate                         |
| 5    | 4 | 3 | 2 | 1        | E. Civic duty and/or community service interest                   |
| 5    | 4 | 3 | 2 | 1        | F. Asked to run for the board by a particular individual or group |

High				Low/None	
5	4	3	2	1	G. Opposed to increases in school finance
5	4	3	2	1	H. Political ambition
5	4	3	2	1	I. Desire for input regarding curriculum issues
5	4	3	2	1	J. Opposed to certain school board policies
5	4	3	2	1	K. Wanted to see more tax money spent on education
5	4	3	2	1	L. To represent a group in the community
5	4	3	2	1	M. Desired the visibility which membership on the school board could provide
5	4	3	2	1	N. OTHER (Please Specify) _____

2. Read each item carefully and place a check mark (✓) in the column which best expresses your opinion about the statement. Whenever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, check the column which seems most nearly to express your present feeling about the statement. WORK RAPIDLY. Be sure to answer every item.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. The more education a person has the better he is able to enjoy life.					
B. Our schools encourage an individual to think for himself.					
C. There are too many fads and frills in modern education.					
D. Education only makes a person discontented.					
E. School training is of little help in meeting the problems of real life.					
F. Solution of the world's problems will come through education.					

- G. An educated man can advance more rapidly in business and industry.
- H. Education is more valuable than most people think.
- I. A high school education makes a man a better citizen.
- J. Public money spent on education during the past few years could have been used more wisely for other purposes.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
G.					
H.					
I.					
J.					

Definition of Orientation: In this study, orientation will represent instruction provided for a new school board members throughout the first year of board service.

- 3. Does your school district provide orientation programs for new school board members?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If no, please skip to question number 5.

- 4. In your opinion, how effective is the orientation which new school board members receive in your district?

- \_\_\_\_\_ A. Very effective
- \_\_\_\_\_ B. Effective
- \_\_\_\_\_ C. Satisfactory
- \_\_\_\_\_ D. Not very effective

Definition of In-service Training: In this study, in-service training will represent special instruction or training provided at the local district level for all school board members throughout their tenure on the board.

- 5. Has your school district provided in-service training for school board members during the past two years?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If no, please skip to question number 11.

6. Listed below are topics which have been identified in the literature as appropriate areas for inclusion in an in-service training program for all school board members. Place an (X) in the space preceding each topic if your district has conducted an in-service training program in that area during the past two years. If your district has not conducted an in-service program in a particular area leave it blank.

- \_\_\_\_\_ A. Professional Negotiations  
 \_\_\_\_\_ B. Evaluation of Students  
 \_\_\_\_\_ C. Planning and Constructing Physical Facilities  
 \_\_\_\_\_ D. Business Management-Accounting for School Finances  
 \_\_\_\_\_ E. Community Relations  
 \_\_\_\_\_ F. Federal Participation in Education  
 \_\_\_\_\_ G. Evaluation of Educational Program  
 \_\_\_\_\_ H. Personnel Management (Employment-Evaluation-Termination)  
 \_\_\_\_\_ I. Selection of Textbooks  
 \_\_\_\_\_ J. Legal Rights and Responsibilities  
 \_\_\_\_\_ K. Student Rights  
 \_\_\_\_\_ L. Understanding Instructional Program Areas  
 \_\_\_\_\_ M. State's Role in Education (Legislature, State Board, State Department)  
 \_\_\_\_\_ N. Maintenance of Physical Plant  
 \_\_\_\_\_ O. Selection of Superintendent  
 \_\_\_\_\_ P. Pupil Transportation  
 \_\_\_\_\_ Q. Staff Development (Workshops, Conferences, College Courses)  
 \_\_\_\_\_ R. Business Management-Preparation of Budget  
 \_\_\_\_\_ S. Working Relations With Superintendent  
 \_\_\_\_\_ T. Research and Development for Education  
 \_\_\_\_\_ U. Sources of Funding (Taxes, Referenda, Bonds, Levies)  
 \_\_\_\_\_ V. Long Range Planning (Broad Program Goals)  
 \_\_\_\_\_ W. Extra-Curricular Programs (Athletics, Music, etc.)  
 \_\_\_\_\_ X. Food Services Program  
 \_\_\_\_\_ Y. Title IX Implementation (Sex Discrimination)  
 \_\_\_\_\_ Z. Programs For Handicapped Students  
 \_\_\_\_\_ AA. OTHER (Please Specify) \_\_\_\_\_

7. In your opinion, how effective is the total in-service training program for school board members in your district?

- \_\_\_\_\_ A. Very effective  
 \_\_\_\_\_ B. Effective  
 \_\_\_\_\_ C. Satisfactory  
 \_\_\_\_\_ D. Not very effective

8. Reflect for a moment on the most persistent problems which school board members have faced in your district. In your opinion, how effective has the in-service training been in helping them to solve these problems?
- \_\_\_\_\_ A. Very effective  
 \_\_\_\_\_ B. Effective  
 \_\_\_\_\_ C. Satisfactory  
 \_\_\_\_\_ D. Not very effective
9. In your school district, when is in-service training provided for school board members?
- \_\_\_\_\_ A. At the beginning of each fiscal year  
 \_\_\_\_\_ B. Throughout the year  
 \_\_\_\_\_ C. During the summer  
 \_\_\_\_\_ D. At the end of each fiscal year  
 \_\_\_\_\_ E. When the need arises  
 \_\_\_\_\_ F. OTHER (Please Specify) \_\_\_\_\_
- 
10. Who coordinates the in-service training program for school board members in your district?
- \_\_\_\_\_ A. Superintendent  
 \_\_\_\_\_ B. Other administrative personnel  
 \_\_\_\_\_ C. Board President  
 \_\_\_\_\_ D. OTHER (Please Specify) \_\_\_\_\_
- 
11. In your opinion, how much time passes before a majority of new school board members feel competent to serve on the board?
- \_\_\_\_\_ A. Six months  
 \_\_\_\_\_ B. Twelve months  
 \_\_\_\_\_ C. Eighteen months  
 \_\_\_\_\_ D. Twenty-four months  
 \_\_\_\_\_ E. More than twenty-four months
12. How do you rate the performance of the majority of school board members in your district?
- \_\_\_\_\_ A. Very good  
 \_\_\_\_\_ B. Good  
 \_\_\_\_\_ C. Fair  
 \_\_\_\_\_ D. Poor

13. In your opinion, how important is it to provide in-service training for all school board members at the local district level?

- A. Very important
- B. Important
- C. Limited importance
- D. Not important

14. Do you feel that school board members should be required by state law to accumulate a specified number of in-service training hours or credits each year?

- Yes                       No

15. If in-service training programs were provided at the local district level do you feel that most board members would participate voluntarily?

- Yes                       No

16. In your opinion, when should in-service training for school board members take place?

- A. At the beginning of each fiscal year
- B. Throughout the year
- C. During the summer
- D. At the end of each fiscal year
- E. As the need arises
- F. OTHER (Please Specify) \_\_\_\_\_

17. In your opinion, who, at the local district level, should coordinate the in-service training program for school board members?

- A. Superintendent
- B. Other administrative personnel
- C. Board President
- D. OTHER (Please Specify) \_\_\_\_\_

18. Do school board members in your district receive any training information from the State and/or National School Boards Associations which is directly focused on improving their competency as a board member?

- Yes                       No



19. If you answered yes to the preceding question, please check the kinds of training information received. (Check as many items as are appropriate)

- A. Professional journals  
 B. Other professional publications  
 C. Training materials, i.e. films, pamphlets, tapes, etc.  
 D. Consultation services at the local district level  
 E. OTHER (Please Specify) \_\_\_\_\_

20. In your opinion, what training sources outside of the local district have been most beneficial to school board members in your district? (Check as many items as are appropriate)

- A. State School Boards Association  
 B. College or University Consultant Services  
 C. National School Boards Association  
 D. State Department of Education  
 E. Independent Consulting Firms  
 F. American Association of School Administrators  
 G. State Association of School Administrators  
 H. OTHER (Please Specify) \_\_\_\_\_

21. In your opinion, what sources outside of the local district should be involved in providing the in-service training for school board members? (Check as many items as are appropriate)

- A. State School Boards Association  
 B. College or University Consultant Services  
 C. National School Boards Association  
 D. State Department of Education  
 E. Independent Consulting Firms  
 F. American Association of School Administrators  
 G. State Association of School Administrators  
 H. OTHER (Please Specify) \_\_\_\_\_

22. In your opinion, from whom do school board members seek assistance first in helping them to solve difficult school board matters? (Check one)

- A. School Board President  
 B. Other School Board Members  
 C. Superintendent  
 D. Other Administrative Personnel  
 E. Citizens in the Community  
 F. State School Boards Association  
 G. OTHER (Please Specify) \_\_\_\_\_

23. In your opinion, who should bear the costs of financing the in-service program for school board members?

- A. Local District
- B. State School Boards Association
- C. State Department of Education
- D. Individual Board Members
- E. OTHER (Please Specify) \_\_\_\_\_

24. Listed below are twenty six topics that are suggested as critical areas which school board members need information about if they are to function effectively in their position. You are asked to rate each topic in terms of its importance for inclusion in the in-service training for school board members at the local district level. Rate the topic by circling one of the numbers preceding each item. The number five (5) indicates very high importance and the number one (1) indicates very low importance.

High					Low	
5	4	3	2	1		A. Professional Negotiations
5	4	3	2	1		B. Evaluation of Students
5	4	3	2	1		C. Planning and Constructing Physical Facilities
5	4	3	2	1		D. Business Management-Accounting for School Finances
5	4	3	2	1		E. Community Relations
5	4	3	2	1		F. Federal Participation in Education
5	4	3	2	1		G. Evaluation of Educational Programs
5	4	3	2	1		H. Personnel Management (Employment-Evaluation-Termination)
5	4	3	2	1		I. Selection of Textbooks
5	4	3	2	1		J. Legal Rights and Responsibilities
5	4	3	2	1		K. Student Rights
5	4	3	2	1		L. Understanding Instructional Program Areas
5	4	3	2	1		M. State's Role in Education-(Legislature, State Board, State Department)
5	4	3	2	1		N. Maintenance of Physical Plant
5	4	3	2	1		O. Selection of Superintendent

High					Low	
5	4	3	2	1		P. Pupil Transportation
5	4	3	2	1		Q. Staff Development (Workshops, Conferences, College Courses)
5	4	3	2	1		R. Business Management-Preparation of Budget
5	4	3	2	1		S. Working Relations With Superintendent
5	4	3	2	1		T. Research and Development for Education
5	4	3	2	1		U. Sources of Funding (Taxes, Referenda, Bonds, Levies)
5	4	3	2	1		V. Long Range Planning (Broad Program Goals)
5	4	3	2	1		W. Extra-Curricular Programs (Athletics, Music, etc.)
5	4	3	2	1		X. Food Services Program
5	4	3	2	1		Y. Title IX Implementation (Sex Discrimination)
5	4	3	2	1		Z. Programs For Handicapped Students
5	4	3	2	1		AA, OTHER (Please Specify)_____

25. Several reasons for the lack of adequate in-service training programs for school board members have been described in recent studies. A number of these reasons are listed below under five main categories. You are asked to rate each of the reasons in terms of its effect on in-service training in your district. Rate each item by circling one of the numbers preceding it. The number five (5) indicates a very large effect and the number one (1) indicates a very small effect.

Large					Small	
5	4	3	2	1		I. <u>FINANCE</u>
5	4	3	2	1		A. Insufficient funds for planning and organizing the in-service training programs.
5	4	3	2	1		B. Insufficient funds to operate programs
5	4	3	2	1		C. Lack of funds to reimburse board members for expenses incurred
5	4	3	2	1		D. OTHER (Please Specify)_____

Large                      Small

II. MANPOWER

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | A. Lack of qualified manpower to plan and<br>organize in-service training programs |
| 5 | 4 | 3 | 2 | 1 | B. Lack of qualified manpower to carry out<br>the training programs                |
| 5 | 4 | 3 | 2 | 1 | C. OTHER (Please Specify) _____  |

III. TRAINING PROGRAMS

- |   |   |   |   |   |  |
|---|---|---|---|---|--|
| 5 | 4 | 3 | 2 | 1 | A. Scarcity of developed training programs     |
| 5 | 4 | 3 | 2 | 1 | B. Lack of information about existing programs |
| 5 | 4 | 3 | 2 | 1 | C. Poor quality of available programs          |
| 5 | 4 | 3 | 2 | 1 | D. Irrelevancy of available programs           |
| 5 | 4 | 3 | 2 | 1 | E. OTHER (Please Specify) _____                |

IV. INTEREST

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | A. Lack of interest on the part of school<br>administrators to plan and coordinate<br>training programs |
| 5 | 4 | 3 | 2 | 1 | B. Lack of interest on the part of board<br>members to participate in training                          |
| 5 | 4 | 3 | 2 | 1 | C. Administrative personnel are unaware of<br>the need for training                                     |
| 5 | 4 | 3 | 2 | 1 | D. School board members are unaware of the<br>need for training   |
| 5 | 4 | 3 | 2 | 1 | E. OTHER (Please Specify) _____   |

V. TIME

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | A. Inadequate time for administrators to plan<br>and coordinate training programs |
| 5 | 4 | 3 | 2 | 1 | B. Lack of time for board members to attend<br>training programs                  |
| 5 | 4 | 3 | 2 | 1 | C. Insights gained would probably be too<br>small to justify the time invested    |
| 5 | 4 | 3 | 2 | 1 | D. OTHER (Please Specify) _____   |

School District Code \_\_\_\_\_

SCHOOL BOARD QUESTIONNAIRE

Present Age: \_\_\_\_\_ 18-30, \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ 51-60, \_\_\_\_\_ 61 plus

Sex: \_\_\_\_\_ M \_\_\_\_\_ F Present Occupation: \_\_\_\_\_

Formal Education Received: \_\_\_\_\_ Some high school  
\_\_\_\_\_ High school graduate  
\_\_\_\_\_ Some College  
\_\_\_\_\_ College Graduate  
\_\_\_\_\_ Professional or Graduate training

Acquired Position on School Board Through: \_\_\_\_\_ Election \_\_\_\_\_ Appointment

Total Years of Service on School Board \_\_\_\_\_

Were All of These Years Served Consecutively? \_\_\_\_\_ Yes \_\_\_\_\_ No

1. In the list below circle one of the number preceding each item to indicate the degree of influence which that item had on your deciding to become a school board member. The number five (5) indicates a very high degree and the number one (1) indicates a very low degree or none at all.

- | High |   |   |   |   | Low/None |   |
|------|---|---|---|---|----------|---|
| 5    | 4 | 3 | 2 | 1 |          |   |
|      |   |   |   |   |          | A. Desire to see my own children receive a better education       |
| 5    | 4 | 3 | 2 | 1 |          | B. Personal gain  |
| 5    | 4 | 3 | 2 | 1 |          | C. Interest in education  |
| 5    | 4 | 3 | 2 | 1 |          | D. Wanted to defeat undesirable candidate                         |
| 5    | 4 | 3 | 2 | 1 |          | E. Civic duty and/or community service interest                   |
| 5    | 4 | 3 | 2 | 1 |          | F. Asked to run for the board by a particular individual or group |

High					Low/None	
5	4	3	2	1		
						G. Opposed to increases in school finance
						H. Political ambition
						I. Desire for input regarding curriculum issues
						J. Opposed to certain school board policies
						K. Wanted to see more tax money spent on education
						L. To represent a group in the community
						M. Desired the visibility which membership on the board could provide
						N. OTHER (Please Specify) _____

2. Read each item carefully and place a check mark (✓) in the column which best expresses your opinion about the statement. Whenever possible, let your own personal experience determine your answer. Do not spend much time on any item. If in doubt, check the column which seems most nearly to express your present feeling about the statement. WORK RAPIDLY. Be sure to answer every item.

- A. The more education a person has the better he is able to enjoy life.
- B. Our schools encourage an individual to think for himself.
- C. There are too many fads and frills in modern education.
- D. Education only makes a person discontented.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A.					
B.					
C.					
D.					

- E. School training is of little help in meeting the problems of real life.
- F. Solution of the world's problems will come through education.
- G. An educated man can advance more rapidly in business and industry.
- H. Education is more valuable than most people think.
- I. A high school education makes a man a better citizen.
- J. Public money spent on education during the past few years could have been used more wisely for other purposes.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
E.					
F.					
G.					
H.					
I.					
J.					

Definition of Orientation: In this study, orientation will represent instruction provided for a new school board member throughout the first year of board service.

3. Does your school district provide orientation programs for new school board members? If no, please skip to question number 6.

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

4. In your opinion, how effective is the orientation which new school board members receive in your district?

- \_\_\_\_\_ A. Very effective
- \_\_\_\_\_ B. Effective
- \_\_\_\_\_ C. Satisfactory
- \_\_\_\_\_ D. Not very effective

5. How effective was the orientation which you received as a new school board member?

- \_\_\_\_\_ A. Very effective
- \_\_\_\_\_ B. Effective
- \_\_\_\_\_ C. Satisfactory
- \_\_\_\_\_ D. Not very effective
- \_\_\_\_\_ E. Non-existent

Definition of In-service Training: In this study, in-service training will represent special instruction or training provided at the local district level for all school board members throughout their tenure on the board.

6. Has your school district provided in-service training for school board members during the past two years?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

If no, please skip to question number 12.

7. Listed below are topics which have been identified in the literature as appropriate areas for inclusion in an in-service training program for all school board members. Place an (X) in the space preceding each topic if your district has conducted an in-service training program in that area during the past two years. If your district has not conducted an in-service training program in a particular area leave it blank.

- \_\_\_\_\_ A. Professional Negotiations
- \_\_\_\_\_ B. Evaluation of Students
- \_\_\_\_\_ C. Planning and Constructing Physical Facilities
- \_\_\_\_\_ D. Business Management-Accounting for School Finances
- \_\_\_\_\_ E. Community Relations
- \_\_\_\_\_ F. Federal Participation in Education
- \_\_\_\_\_ G. Evaluation of Educational Programs
- \_\_\_\_\_ H. Personnel Management (Employment-Evaluation-Termination)
- \_\_\_\_\_ I. Selection of Textbooks
- \_\_\_\_\_ J. Legal Rights and Responsibilities
- \_\_\_\_\_ K. Student Rights
- \_\_\_\_\_ L. Understanding Instructional Program Areas
- \_\_\_\_\_ M. State's Role in Education (Legislature, State Board, State Department)
- \_\_\_\_\_ N. Maintenance of Physical Plant
- \_\_\_\_\_ O. Selection of Superintendent
- \_\_\_\_\_ P. Pupil Transportation
- \_\_\_\_\_ Q. Staff Development (Workshops, Conferences, College Courses)
- \_\_\_\_\_ R. Business Management-Preparation of Budget
- \_\_\_\_\_ S. Working Relations with Superintendents
- \_\_\_\_\_ T. Research and Development for Education
- \_\_\_\_\_ U. Sources of Funding (Taxes, Referenda, Bonds, Levies)
- \_\_\_\_\_ V. Long Range Planning (Broad Program Goals)
- \_\_\_\_\_ W. Extra-Curricular Programs (Athletics, Music, etc.)
- \_\_\_\_\_ Y. Title IX Implementation (Sex Discrimination)
- \_\_\_\_\_ Z. Programs for Handicapped Students
- \_\_\_\_\_ AA. OTHER (Please Specify) \_\_\_\_\_



8. In your opinion, how effective is the total in-service training program for school board members in your district?
- \_\_\_\_\_ A. Very effective  
 \_\_\_\_\_ B. Effective  
 \_\_\_\_\_ C. Satisfactory  
 \_\_\_\_\_ D. Not very effective
9. Reflect for a moment on the most persistant problems which you have faced as a school board member. How effective has the in-service training which you have received been in helping you to solve these problems?
- \_\_\_\_\_ A. Very effective  
 \_\_\_\_\_ B. Effective  
 \_\_\_\_\_ C. Satisfactory  
 \_\_\_\_\_ D. Not very effective
10. In your school district, when is in-service training provided for school board members?
- \_\_\_\_\_ A. At the beginning of each fiscal year  
 \_\_\_\_\_ B. Throughout the year  
 \_\_\_\_\_ C. During the summer  
 \_\_\_\_\_ D. At the end of each fiscal year  
 \_\_\_\_\_ E. When the need arises  
 \_\_\_\_\_ F. OTHER (Please Specify) \_\_\_\_\_
- 
11. Who coordinates the in-service training program for school board members in your district?
- \_\_\_\_\_ A. Superintendent  
 \_\_\_\_\_ B. Other administrative personnel  
 \_\_\_\_\_ C. Board President  
 \_\_\_\_\_ D. OTHER (Please Specify) \_\_\_\_\_
12. In your opinion, how much time passes before a majority of new school board members feel competent to serve on the board?
- \_\_\_\_\_ A. Six months  
 \_\_\_\_\_ B. Twelve months  
 \_\_\_\_\_ C. Eighteen months  
 \_\_\_\_\_ D. Twenty-four months  
 \_\_\_\_\_ E. More than twenty-four months
13. How much time passed before you felt competent as a school board member?
- \_\_\_\_\_ A. Six months  
 \_\_\_\_\_ B. Twelve months  
 \_\_\_\_\_ C. Eighteen months  
 \_\_\_\_\_ D. Twenty-four months  
 \_\_\_\_\_ E. More than twenty-four months

14. How do you rate your performance as a school board member?  
 A. Very good  
 B. Good  
 C. Fair  
 D. Poor
15. In your opinion, how important is it to provide in-service training for all school board members at the local district level?  
 A. Very important  
 B. Important  
 C. Limited importance  
 D. Not important
16. Do you feel that school board members should be required by state law to accumulate a specified number of in-service training hours or credits each year?  
 Yes  No
17. If in-service training programs were provided at the local district level do you feel that most board members would participate voluntarily?  
 Yes  No
18. In your opinion, when should in-service training for school board members take place?  
 A. At the beginning of each fiscal year  
 B. Throughout the year  
 C. During the summer  
 D. At the end of each fiscal year  
 E. As the need arises  
 F. OTHER (Please Specify) \_\_\_\_\_  
 \_\_\_\_\_
19. In your opinion, who, at the local district level, should coordinate the in-service training program for school board members?  
 A. Superintendent  
 B. Other administrative personnel  
 C. Board President  
 D. OTHER (Please Specify) \_\_\_\_\_  
 \_\_\_\_\_
20. As a school board member, do you receive any training information from the State and/or National School Boards Associations which is directly focused on improving your competency as a board member?  
 Yes  No

21. If you answered yes to the preceding question, please check the kinds of training information received. (Check as many items as are appropriate)

- A. Professional journals
  - B. Other professional publications
  - C. Training materials, i.e. films, pamphlets, tapes, etc.
  - D. Consultation services at the local district level
  - E. OTHER (Please Specify) \_\_\_\_\_
- 

22. In your opinion, what training sources outside of the local district have been most beneficial to you as a school board member? (Check as many items as are appropriate.)

- A. State School Boards Association
  - B. College or University Consultant Services
  - C. National School Boards Association
  - D. State Department of Education
  - E. Independent Consulting Firms
  - F. American Association of School Administrators
  - G. State Association of School Administrators
  - H. OTHER (Please Specify) \_\_\_\_\_
- 

23. In your opinion, what sources outside of the local district should be involved in providing the in-service training for school board members? (Check as many items as are appropriate)

- A. State School Boards Association
  - B. College or University Consultant Services
  - C. National School Boards Association
  - D. State Department of Education
  - E. Independent Consulting Firms
  - F. American Association of School Administrators
  - G. State Association of School Administrators
  - H. OTHER (Please Specify) \_\_\_\_\_
- 

24. In your opinion, from whom do school board members seek assistance first in helping them to solve difficult school board matters? (Check one)

- A. School Board President
  - B. Other School Board Members
  - C. Superintendent
  - D. Other Administrative Personnel
  - E. Citizens in the Community
  - F. State School Boards Association
  - G. OTHER (Please Specify) \_\_\_\_\_
-

25. In your opinion, who should bear the costs of financing the in-service training program for school board members?

- A. Local District  
 B. State School Boards Association  
 C. State Department of Education  
 D. Individual Board Members  
 E. OTHER (Please Specify) \_\_\_\_\_

26. Listed below are twenty six topics that are suggested as critical areas which school board members need information about if they are to function effectively in their position. You are asked to rate each topic in terms of its importance for inclusion in the in-service training program for school board members at the local district level. Rate the topic by circling one of the numbers preceding each item. The number five (5) indicates very high importance and the number one (1) indicates very low importance.

High					Low	
5	4	3	2	1	A.	Professional Negotiations
5	4	3	2	1	B.	Evaluation of Students
5	4	3	2	1	C.	Planning and Constructing Physical Facilities
5	4	3	2	1	D.	Business Management-Accounting for School Finance
5	4	3	2	1	E.	Community Relations
5	4	3	2	1	F.	Federal Participation in Education
5	4	3	2	1	G.	Evaluation of Educational Programs
5	4	3	2	1	H.	Personnel Management (Employment-Evaluation-Termination)
5	4	3	2	1	I.	Selection of Textbooks
5	4	3	2	1	J.	Legal Rights and Responsibilities
5	4	3	2	1	K.	Student Rights
5	4	3	2	1	L.	Understanding Instructional Program Areas
5	4	3	2	1	M.	State's Role in Education (Legislature, State Board, State Department)
5	4	3	2	1	N.	Maintenance of Physical Plant
5	4	3	2	1	O.	Selection of Superintendent
5	4	3	2	1	P.	Pupil Transportation
5	4	3	2	1	Q.	Staff Development (Workshops, Conferences, College Courses)
5	4	3	2	1	R.	Business Management-Preparation of Budget
5	4	3	2	1	S.	Working Relations With Superintendent
5	4	3	2	1	T.	Research and Development for Education
5	4	3	2	1	U.	Sources of Funding (Taxes, Referenda, Bonds, Levies)
5	4	3	2	1	V.	Long Range Planning (Broad Program Goals)
5	4	3	2	1	W.	Extra-Curricular Programs (Athletics, Music, etc.)
5	4	3	2	1	X.	Food Services Program
5	4	3	2	1	Y.	Title IX Implementation (Sex Discrimination)
5	4	3	2	1	Z.	Programs for Handicapped Students
5	4	3	2	1	AA.	OTHER (Please Specify) _____

27. Several reasons for the lack of adequate in-service training programs for school board members have been described in recent studies. A number of these reasons are listed below under five main categories. You are asked to rate each of the reasons in terms of its effect on in-service training in your district. Rate each item by circling one of the numbers preceding it. The number five (5) indicates a very large effect and the number one (1) indicates a very small effect.

Large					Small	
						I. <u>FINANCE</u>
5	4	3	2	1		A. Insufficient funds for planning and organizing the in-service training programs
5	4	3	2	1		B. Insufficient funds to operate programs
5	4	3	2	1		C. Lack of funds to reimburse board members for expenses incurred
5	4	3	2	1		D. OTHER (Please Specify) _____
<hr/>						
						II. <u>MANPOWER</u>
5	4	3	2	1		A. Lack of qualified manpower to plan and organize in-service training programs
5	4	3	2	1		B. Lack of qualified manpower to carry out the training programs
5	4	3	2	1		C. OTHER (Please Specify) _____
<hr/>						
						III. <u>TRAINING PROGRAMS</u>
5	4	3	2	1		A. Scarcity of developed training programs
5	4	3	2	1		B. Lack of information about existing programs
5	4	3	2	1		C. Poor quality of available programs
5	4	3	2	1		D. Irrelevancy of available programs
5	4	3	2	1		E. OTHER (Please Specify) _____
<hr/>						
						IV. <u>INTEREST</u>
5	4	3	2	1		A. Lack of interest on the part of school administrators to plan and coordinate training programs
5	4	3	2	1		B. Lack of interest on the part of board members to participate in training
5	4	3	2	1		C. Administrative personnel are unaware of the need for training
5	4	3	2	1		D. School board members are unaware of the need for training
5	4	3	2	1		E. OTHER (Please Specify) _____
<hr/>						

Large					Small
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	
5	4	3	2	1	

V. TIME

- A. Inadequate time for administrators to plan and coordinate training programs
  - B. Lack of time for board members to attend training programs
  - C. Insights gained would probably be too small to justify the time invested
  - D. OTHER (Please Specify)\_\_\_\_\_
-

APPENDIX B

January 7, 1978

Dear Superintendent:

Your help is urgently needed!

As a part of my graduate work at West Virginia University, I am preparing a dissertation concerning in-service training for school board members. This study will be conducted in Region Three which includes Washington, D. C., and the states of Pennsylvania, West Virginia, Virginia, Maryland, and Delaware. The National School Boards Association and each of the state associations have indicated their willingness to assist with the study.

Enclosed you will find three questionnaires--one for one of the most experienced members of your board, one for one of the least experienced members, and a questionnaire for you. Would you please distribute the other two questionnaires to the proper school board members?

The superintendent's questionnaire contains twenty-five (25) items concerning your perception of school board in-service training and requires about fifteen (15) minutes to complete. The superintendent's view point on these issues will complement the data collected from school board members. Your reply, therefore, is extremely important if the study is to be meaningful. No individual names nor school districts will be identified in the study. The questionnaires have been coded for the purpose of grouping the data for analysis.

I sincerely appreciate your taking the time from your busy schedule to assist me with this study. I am convinced that if changes in education are to occur, people like yourself, who are working in the field must determine the direction which these changes will take. This is an opportunity for you and two of your board members to participate in some basic research. I will be more than happy to provide you with a copy of the results of the study.

Naturally the success of this study depends on the responses of superintendents and board members. I trust that you will see fit to encourage your board members to respond and that you will complete your questionnaire and return it in the self-addressed envelope at your earliest convenience. My goal is to have all the questionnaires returned by January 28. Your help in meeting this deadline will be greatly appreciated.

Sincerely,

William C. Fox

I am pleased to endorse this study by Mr. Fox. It is my belief that the study will be of benefit to school board members and school administrators.

Thank you for your kind assistance.

Richard Meckley

Professor of Education Administration  
West Virginia University



January 7, 1978

Dear Board Member:

Your help is urgently needed!

As a part of my graduate work at West Virginia University, I am preparing a dissertation concerning in-service training for school board members. This study will be conducted in Region Three which includes Washington, D. C., and the states of Pennsylvania, West Virginia, Virginia, Maryland, and Delaware. The National School Boards Association and each of the state associations have indicated their willingness to assist with the study. Questionnaires have been mailed to the superintendent, one of the most experienced board members and one of the least experienced board members in each district.

The enclosed questionnaire contains twenty-seven (27) items concerning your perception of school board in-service training and requires about fifteen (15) minutes to complete. Your reply is extremely important if the study is to be meaningful. No individual names nor school districts will be identified in the study. The questionnaires have been coded for the purpose of grouping the data for analysis.

I sincerely appreciate your taking the time from your busy schedule to assist me with this study. If changes in education are to occur, people like yourself, who are involved at the local district level, must determine the direction which these changes will take. This is an opportunity for you to have input into some basic research on a very important phase of education. I will be more than happy to provide you with a copy of the results of the study.

Naturally the success of this study depends on the responses of superintendents and board members. I trust that you will see fit to complete your questionnaire and return it in the self-addressed envelope at your earliest convenience. My goal is to have all the questionnaires returned by January 28. Your help in meeting this deadline will be greatly appreciated.

Sincerely,

William C. Fox

I am pleased to endorse this study by Mr. Fox. It is my belief that the study will be of benefit to school board members and school administrators.

Thank you for your kind assistance.

Richard Meckley  
Professor of Education Administration  
West Virginia University

APPENDIX C

January 24, 1978

Dear Superintendent:

Recently I mailed three questionnaire to you related to research on the topic of in-service training for school board members. Questionnaires have been returned by:

\_\_\_\_\_ Board Member With Most Experience

\_\_\_\_\_ Board Member With Least Experience

\_\_\_\_\_ Superintendent.

The success of this study depends on the return of all three questionnaires from each district. Will you, once again, assist me by urging those individuals in your district who have not responded to do so as quickly as possible?

Thank you so much for your help.

Sincerely,

William C. Fox

APPENDIX D

February 4, 1978

Dear Superintendent:

Several weeks ago three questionnaires related to the topic of in-service training for school board members were sent to you. You were asked to distribute one questionnaire to one of the most experienced members of your board, one to one of the least experienced members, and to complete one questionnaire yourself. I appreciate your willingness to assist with this research. To date questionnaires have been returned by:

\_\_\_\_\_ Superintendent

\_\_\_\_\_ Board Member With Most Experience

\_\_\_\_\_ Board Member With Least Experience

The target date for return of the questionnaires was January 28. Since I have not received all of the questionnaires from your district I am enclosing additional copies for those individuals who have not responded.

The response from the five state area has been very good. However, to validate the results of my study, it is important for your district to be represented. If possible, I would like to receive all three questionnaires from each district. This will allow me to analyze matched sets of responses and will add considerable depth to the study.

I sincerely appreciate the fact that you were kind enough to distribute the first copies of the questionnaire. I trust that you will see fit to assist me, once again, by distributing the enclosed copies to the appropriate individuals and by urging them to respond as soon as possible.

Thanking you in advance, I remain,

Sincerely,

William C. Fox

February 4, 1978

Dear Board Member:

Several weeks ago questionnaires related to the topic of in-service training for school board members were sent to the superintendent and two board members in your district. The target date for return of the questionnaires was January 28. Since I have not received your questionnaire I am sending you a second copy.

The response from the five state area has been very good. However, to validate the results of my study, it is important for your district to be represented. If possible, I would like to receive all three questionnaires from each district. This will allow me to analyze matched sets of responses and will add considerable depth to the study.

To have a meaningful study, it is imperative that the responses of board members be included. Therefore, would you please take a few minutes to complete the questionnaire and return it as soon as possible? Your help will be greatly appreciated.

Thanking you in advance, I remain,

Sincerely,

William C. Fox

APPENDIX E

## TOPICS INCLUDED IN AREAS OF TRAINING

- A. The Board and School Business Management
  - D. Business Management--Accounting for School Finances
  - R. Business Management--Preparation of Budget
  - U. Sources of Funding (Taxes, Referenda, Bonds, Levies)
- B. The Board and Student Personnel
  - B. Evaluation of Students
  - K. Student Rights
- C. The Board and the Community
  - E. Community Relations
- D. The Board and Curriculum and Instruction
  - G. Evaluation of Educational Programs
  - I. Selection of Textbooks
  - L. Understanding Instructional Program Areas
  - W. Extra-Curricular Programs (Athletics, Music, etc.)
  - Z. Programs for Handicapped Students
- E. The Board and Other Agencies
  - F. Federal Participation in Education
  - M. State's Role in Education (Legislature, State Board, State Department)
- F. The Board and the Administration
  - J. Legal Rights and Responsibilities
  - O. Selection of Superintendent
  - S. Working Relations with Superintendent



- T. Research and Development for Education
- V. Long Range Planning (Broad Program Goals)
- G. The Board and Auxiliary Services
  - C. Planning and Constructing Physical Facilities
  - N. Maintenance of Physical Plant
  - P. Pupil Transportation
  - X. Food Services Program
- H. The Board and Professional Personnel
  - A. Professional Negotiations
  - H. Personnel Management (Employment--Evaluation--Termination)
  - Q. Staff Development (Workshops, Conferences, College Courses)

## ABSTRACT

The purpose of this study was threefold. The perceptions of the school superintendent, one of the most experienced school board members, and one of the least experienced school board members from each district included in the study were surveyed to: (1) ascertain the current status of in-service training for school board members at the local district level; (2) determine the areas of training needed by local district school board members; and (3) assess the reasons for the lack of adequate in-service training programs for school board members at the local district level.

A stratified random sample of school districts in Region Three (a division used by the Department of Health, Education and Welfare) was selected for inclusion in the study. Region Three is comprised of Washington, D. C. and the states of Delaware, Maryland, Virginia, West Virginia, and Pennsylvania. Data related to the topic were secured by means of a mailed questionnaire.

Both descriptive and inferential statistics were used in analyzing the data. The primary statistical procedure employed was analysis of variance. All computations were performed on an IBM 360/75 computer operated at the West Virginia University Computer Center using the Statistical Analysis System (SAS).

The major findings that emerged from the analysis of the data were:

1. A total of 38.4 percent of all the participants in the study indicated that in-service training programs for

board members were being provided in their school districts.

2. In those districts where in-service training for board members was provided the following topics were used most often as subjects for the programs:
  - A. Professional Negotiations
  - B. Community Relations
  - C. Legal Rights and Responsibilities
  - D. Student Rights.
3. Perceptions of both superintendents and school board members regarding the effectiveness of in-service training programs ranged from satisfactory to effective.
4. The perceptions of the participants in the study regarding the need for providing in-service training programs for school board members ranged from important to very important.
5. The following areas of training (listed in order of importance) were perceived as the most important ones for inclusion in training programs for board members:
  - A. The Board and the Community
  - B. The Board and the Administration
  - C. The Board and School Business Management.
6. The lack of time on the part of board members and school administrators was perceived by the participants in the study as the major reason for the lack of adequate in-service training programs.

## VITA

Name: William C. Fox  
Address: 433 Lawnview Drive  
Morgantown, West Virginia 26505  
Date and Place of Birth: March 17, 1939  
Ronceverte, West Virginia  
Parents' Names: William C. and Alice Hodges Fox  
Wife's Name: Alta W. Fox  
Children's Names: Charles W., Bryan D.

## Education:

Elementary: Ronceverte Elementary School  
Secondary: Greenbrier High School  
College: Concord College, Athens, West Virginia  
B.S. Degree - 1961  
West Virginia University, Morgantown, West Virginia  
M.A. Degree - 1966  
University of Virginia, Charlottesville, Virginia  
Additional Graduate Work -- 1967-1969  
Salisbury State College, Salisbury, Maryland  
Additional Graduate Work--1970-1972  
West Virginia University, Morgantown, West Virginia  
Candidate for Ed. D. Degree - 1978

## Experience:

Grant County Schools, Petersburg, West Virginia  
Teacher, Supervisor, Assistant Principal--1961-1967  
Orange County Schools, Orange, Virginia  
General Supervisor--1967-1969  
Laurel School District, Laurel, Delaware  
Director of Education--1969-1976  
Salisbury State College, Salisbury, Maryland  
Assistant Professor (part-time)--1973-1976  
West Virginia University, Morgantown, West Virginia  
Graduate Assistant--1976-1978

## APPROVAL PAGE

Wilson I. Gautier  
Dr. Wilson I. Gautier

H. Edward Lilley  
Dr. H. Edward Lilley

Ranjit K. Majumder  
Dr. Ranjit K. Majumder

Perry D. Phillips  
Dr. Perry D. Phillips

May 30, 1978  
Date

Richard Meckley  
Dr. Richard Meckley, Chairman