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# A study of the suitability of developing a local in-service program using the in-basket simulation technique.

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1972

A STUDY OF THE SUITABILITY OF  
DEVELOPING A LOCAL IN-SERVICE PROGRAM  
USING THE IN-BASKET SIMULATION TECHNIQUE

By

ROBERT VINCENT FISH

A Dissertation Submitted to the Graduate School of  
the University of Massachusetts in partial  
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

School of Education  
Amherst, Massachusetts

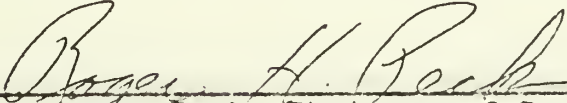
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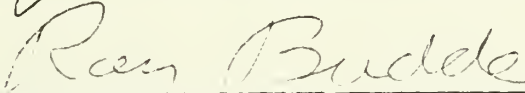
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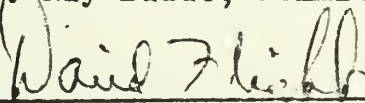
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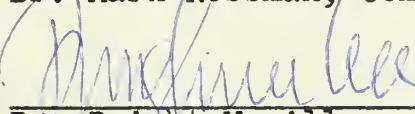
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CHAPTER I  
INTRODUCTION

Today's city schools are at the crossroads of three revolutions--in civil rights, in technology, and in the style of urban life itself. All three are making fantastic demands upon education, and all three must be accommodated through an awkward political process that has never been efficient, even in the best of circumstances. In their report to Health, Education and Welfare Secretary Robert H. Finch in 1970, The Task Force on Urban Education stated: Urban education systems are facing a major challenge to provide appropriate learning experiences for the various life styles of their vast numbers of students.<sup>1</sup> The indicators of this challenge are extremely diverse in their intensity and scope: student unrest on university campuses and in the high schools, local community groups seeking control of their neighborhood schools, clashes with law enforcement agencies, complaints being filed with regard to use of Federal funds, teacher strikes, voter rejection of large city school bond issues, the proliferation of alternate plans for educating students, lack of priority for education in State and local governments. By far, the greatest number of such indicators--interacting on and

intensifying each other--are taking place in our cities.

The schools of this urban crisis, as they now exist, perpetuate the cycle of poverty, the merry-go-round of despair and frustration. They consciously or inadvertently continue to discriminate against the poor and powerless. And yet they are only a part of a broader and more complex situation. A major change has occurred in the perceptions of large numbers of American citizens, specifically, the minority racial and ethnic groups. They are convinced that they have been shortchanged by their fellow American citizens--the white majority--who largely control the social, economic, political, and educational institutions of our nation. Many concerned Americans, educators and non-educators alike, have already taken steps to improve the schools, to eradicate the inadequacies, and to develop programs which will afford the citizens of urban America the same opportunities that other Americans have. The efforts of those who have been trying are commendable. Yet the situation remains critical. Peter Schrag in his book Village School Downtown states that urban education lies at the very heart of the city's agony, constitutes its biggest planning liability, and its greatest debit for the future.<sup>2</sup> He further states "for most Americans the school (after Form 1040) is the prime source of public concern and action."<sup>3</sup> No one has ever moved out of a place because the

streets were poorly paved or the water works inadequate, or even because the cops were believed to be corrupt. But they will leave if the schools are poor.

As we have already stated, the Urban Crisis of today is concerned with more than just educational problems, as a matter of fact the Urban crisis involves much more than making provisions for adequate food, housing, transportation, public utilities, etc. Samuel M. Brownell claims that what is needed are established institutions which bring residents together around common human interests.<sup>4</sup> In the book High School 1980 he states that these established institutions provide anchors for stability, and ways for the development of common concerns which make the difference between a place to live and a place to exist. Fantini and Weinstein hold though that our institutional structures have grown grotesquely large and inflexible.<sup>5</sup> And when these rigid structures--and the people that run them--are pressured with demands for reform, they react with even greater rigidity; our organizations are simply too overgrown and too unwieldy to meet these demands. This is precisely what has happened in and among our various educational institutions also. The first voices to demand quality education for ghetto children, embarrassingly enough, came not from educators but from civil rights leaders, according to Kenneth Clark.<sup>6</sup> He holds that major social change within institutions

usually comes only in response to outside force and seldom in response to self-criticism.<sup>7</sup> Fortunately, periods of crisis offer unusual opportunities for accomplishing change. Fantini and Weinstein quote former United States Commissioner of Education Francis Keppel as exclaiming, "Thank God for the civil rights movement."<sup>8</sup> By so doing, Keppel was lauding the opportunities it afforded for educators to improve education.

If we as educators do not take advantage of the opportunity for change the crisis in the cities will become even more intensified for ultimately the issue of urban education is also the issue of the morale and life of the city itself. The schools have supplanted the market place as the focus of the community. They tie the city together. If they fail--as they are failing--then as Schrag puts it, the community will disintegrate into a congeries of suburbs and renaissance baronies separated by ghettos and violence. If they fail then urban life fails too.<sup>9</sup>

"Anger in the Classroom" is typical of the headings on most articles in educational journals during the past year or two.<sup>10</sup> And there is not a school principal in an American city who cannot identify his urban problems: racial unrest; the need for student involvement; the growing concern of parents and civic groups; the militancy of his teachers; the inadequacy of his buildings to meet the

continuing demands for different programming; and the immediate need for more realistic ways of counseling, programming, and directing students in their search for an education.<sup>11</sup>

In view of these changing conditions in the public schools today, renewal for school administrators can be seen as an absolute necessity. John W. Gardner has pointed out that, "renewal is not just innovation and change. It is also the process of bringing the results of change into line with our purposes."<sup>12</sup> These purposes also face redefinition as we can see by Toffler's comments in Future Shock, "for all this rhetoric about the future, our schools face backward toward a dying system, rather than forward to the emerging new society."<sup>13</sup> Carl Rogers suggests that the successful administrator "will be responsible for organizing the resources of the institution--the teacher, the students, the funds, the equipment and materials in such a way that all of the persons involved can work together toward defining and achieving their own educational goals."<sup>14</sup>

Will educators in secondary education be ready to contend with these immense demands of the 1970's? Will they be able to gain the renewal that John Gardner sees as a necessity? On the basis of past practice they will have too little preparation in meeting new conditions and enlarged problems. "A New Ball Game" is emerging in secondary

education, apparent to even the confirmed traditionalist, that will be in full force during the 1970's.<sup>15</sup> In a survey made by the U.C.E.A. (University Council for Educational Administration) staff they concluded: "Recently published assessments of current in-service programs for educational administrators present a discouraging picture. The U.C.E.A. Central Staff, for example, has observed that there has been much less progress--in terms of organizational innovation and effective synthesis--in continuing education programs than in pre-service programs for school administrators, and this relative failure is identified as one of the major problems which those in universities must seek to resolve within the next five years."<sup>16</sup>

The timeliness and imperativeness of some significant in-service education for school administrators of the 1970's is therefore quite evident.

The study focused on testing the suitability of utilizing the in-basket simulation technique as one of the possible approaches to be included in a comprehensive in-service training program for school administrators.

#### Statement of the Problem

The major objective of the study was to determine the suitability of developing a local in-service program using the in-basket simulation technique and conducting a workshop

for urban secondary school administrators utilizing the locally developed simulation materials.

The purposes of the study were:

1. Develop simulation background and reference materials reflecting the City of New Britain, Connecticut, and the school system thereof, with particular emphasis on the Nathan Hale Junior High School.
2. Develop simulation "in-basket" materials based upon current and significant problems of urban secondary schools as identified by administrators of the six secondary schools of the City of New Britain, Connecticut.
3. Design a format and procedures for use of the developed simulation materials in a workshop for urban secondary school administrators in New Britain, Connecticut.
4. Through the use of "closed" and "open-ended" questions on a written questionnaire, determine the participants' attitudes toward their experience with the locally developed simulation materials.
5. Through the use of "closed" and "open-ended" questions on a written questionnaire, determine the participants' attitudes toward their

- experience with the simulation workshop.
6. Through the use of questions soliciting a rank ordering process, and through a semantic differential scale determine the participants' attitude toward the in-basket simulation approach as it compares with other forms of in-service training for school administrators.
  7. Through an analysis and synthesis of the data develop conclusions and recommendations as to the effectiveness of the simulation background materials and in-basket items; the refinements which should be made in the simulation materials; and the suitability of the utilization and further development of the simulation instructional technique for in-service training of school administrators.

#### Definition of Terms

The following terms were defined operationally as used in this study.

1. Simulation: The creation of realistic exercises to be played by participants in order to provide them with lifelike problem-solving experiences related to their present or future work.
2. Simulation Materials: The materials which



represent a realistic situation. Some represent the background materials on the City of New Britain and its school system. Others represent the problems facing the secondary school principals.

3. In-Basket Item: An administrative problem in printed or written form which represents an incident that would be encountered by the principal in the simulation workshop.
4. Administrator: Generally refers to an individual charged with administrative responsibility, but for the purpose of this study the term will be limited to a local Junior High School principal.
5. Attitude: The degree of positive or negative affect associated with some psychological object.
6. Suitability: The extent to which In-Basket Simulation instruction can be incorporated as an effective component of an in-service program for urban secondary school administrators. The criteria utilized are:
  - A. Potential for future development--the perceptions of the individuals who have participated in the Simulation Workshops concerning the general value of the workshops.
  - B. Participant Motivation and Interest--do the

simulation workshops stimulate the participant to participate in additional activities, or to recommend to others to participate in such activities.

- C. Relationship to other in-service programs--the preferences of the participants to nine in-service educational programs including a locally developed simulation workshop.
- D. The Relevancy of the Workshop--did the workshop present a realistic picture of urban school administrative problems.
- E. Cost--the cost of producing the simulation materials.
- F. Time--the time involved in producing the materials and conducting the workshops.
- G. Participant priorities in terms of time given to the workshop--was the workshop worth the time and what priority would the participant give to the workshop.
- H. The receptivity, evaluation, potency, and activity factors of the simulation workshop--in comparison to the participants' feelings towards other forms of in-service education as shown by use of semantic differential scales.

7. In-Service Program: Any program of study

undertaken after the completion of requirements for certification and during the tenure of service in the field of education.

#### Assumptions in the Study

1. Participants would follow the instructions given in the simulation workshop and react openly and honestly.
2. Participants would react candidly and honestly to questions concerning the strengths, weaknesses, and general value of the simulation materials and workshop.
3. Participants would react to an attitudinal instrument in terms of their own attitudes as felt at the time of responding to the items.

#### Limitations of the Study

1. The simulation background materials were developed by the investigator and a small group of administrators. Therefore the materials might not give a complete picture of the city and school involved in the simulation workshop.
2. The in-basket problems developed as part of this study were based on selected incidents gathered from the six secondary school principals of the

city involved. They may not be representative of the total spectrum of administrative problems on the secondary level throughout the state or country.

3. There was no attempt to validate or to test the reliability of either the achievement or attitudinal instruments used in the study, therefore the findings must be viewed with caution.
4. The experimental and control groups participated in the workshops under different conditions and this might be a factor in their response to the questionnaire.
5. The experimental group consisted of practicing secondary school administrators, whereas the control group consisted of both practicing administrators and those enrolled in administration courses. This might also be a factor in their response to the questionnaire.

#### Design of the Study

The research design used in this study was split into two major categories. First, the development of the simulation materials used in the study and the format for the use of these materials in an in-service simulation workshop.

Second, an assessment design to determine the suitability of the simulation materials and their utilization in a simulation exercise as part of an in-service training program for school administrators.

The simulation materials developed were based on those used by the University Council for Educational Administration in their simulation workshops. These included background materials such as: community monographs, policy handbooks, school handbooks, community cultural and business materials, and related school system data. A series of slides were developed to explain the City of New Britain and its community, as well as Nathan Hale Junior High School and its student body and faculty. In-basket items were prepared through the cooperation of the secondary school administration of the City of New Britain. Three audio taped cassettes of incidents within the city schools were used as interruptions during the simulation workshop.

The assessment design used in the study is summarized in the following sections.

The participants' attitude toward the simulation materials as ascertained by the "closed" question technique. After completion of the simulation workshop each participant was asked to respond to a number of "closed" questions on a written questionnaire. The number and percent of responses made for each response category were determined and each

question was analyzed separately.

The participants' attitude toward the in-basket simulation approach with other in-service approaches. The participants were asked to rank-order a list of nine different in-service approaches. Within the list was included the in-basket simulation approach. Blanks were provided for the respondent to add any approaches which were not included. The data were analyzed two different ways. The first was to determine the number of times each approach was assigned a certain rank value. The second approach was to weigh the responses and determine the weighted mean for each in-service approach on the list.

Through the use of a semantic differential scale the participants were asked to react to two concepts, 1) "The Nathan Hale Junior High simulation workshop as one alternative approach for in-service/pre-service education for urban school administrators," and, 2) "In-service/pre-service educational programs for urban school administrators in which you have participated (excluding the Nathan Hale Junior High Simulation exercise)." The mean polarity scores were determined for the factors of evaluation, potency, activity, receptivity and miscellaneous. These mean scores for the two concepts were subjected to a statistical analysis of variance to determine if the differences in the mean scores reached a level of significance.

The participants' attitude toward the simulation workshop approach as ascertained by the "closed" question technique. The number and percent of responses made for each response category were determined and each was analyzed separately.

A post-test background achievement questionnaire was used. The responses for each category were determined and each was analyzed separately as well as by group.

The perceptions of the investigator were noted. The investigator made notes of his observations and used the notes of three other observers. The data from the notes were analyzed and the findings were considered in making the final conclusions for the study.

#### Treatment of the Data: A Summary

The questions posed by the measurement instruments were used as the framework for the analysis and treatment of the data collected. Since a combination of data-gathering methods were used, the data were presented in such narrative, tabular, or graphic form as is dictated by the data encountered. This was done in order to most appropriately depict the findings. The data were analyzed to provide impersonal and objective responses related to questions posed in the study.

Whenever quantitative analysis of the data were made

the investigator utilized mathematical means, standard deviations, percentages, and analysis of variances. Subjective statements made by the participants were categorized and utilized extensively. The conclusions and recommendations of the study drew heavily on these subjective statements as well as the analysis of the quantified data.

### Study Population

The study population for the present study consisted of two separate groups; the experimental group and the control group. The experimental group for the study were twenty-five secondary school administrators from the City of New Britain, Connecticut. They included secondary school principals, assistant principals, supervisors, coordinators, directors, and the superintendent and assistant superintendent. The control group consisted of twenty-five members of a graduate administration course at the University of Hartford in Hartford, Connecticut. The members of the control group came from the Greater Hartford and Central Connecticut area, and included school administrators on both the elementary and secondary level, teachers seeking administrative certification, and others seeking the same administrative certification.

The simulation workshops were conducted in two different ways. The experimental group participated in an



all-day simulation workshop at New Britain High School in New Britain, Connecticut; the control group met on three consecutive class nights of two hours each at the University of Hartford. The simulation workshops were divided into three sections for this control group.

### Significance of the Study

Schools today are being asked to contribute more and more to the resolution of an ever-growing number of complex social, economic, and political problems. The burdens placed on schools are growing in number and complexity. These problems confronting the school administrator mandate that he keep abreast of the current issues and problems. The increasing responsibilities of his position, however, prevent the administrator from returning to school for any extensive training to meet these new demands. One solution to this problem is the development of a meaningful in-service education program designed for administrators.

Simulation materials and the simulation approach were designed to serve as one component of a comprehensive in-service program for school administrators. A basic function of the simulation approach is to provide a life-like setting coupled with realistic and current materials. The need for this type of in-service opportunity was expressed by the University Council for Educational Administration as

one method for improving in-service education for administrators.

Business and industry, as well as the military, have recognized the need for providing its leaders with continuous training. These groups have spent vast sums of money developing training programs using the simulation approach.

An important component of this study was the opportunity afforded educational administrators to evaluate the simulation materials and approach as an instructional technique for in-service training. The information gathered from the evaluation was collated and analyzed to determine areas of consensus regarding the effectiveness of the materials and workshop.

A unique factor in the study was the locally developed simulation materials and in-basket items. Through analysis of the evaluation data these materials were compared to similar ones produced by the University Council for Educational Administration (U.C.E.A.) which is the leader in the educational field in producing simulation materials.

#### Organization of the Dissertation.

The dissertation consists of six chapters, a selected bibliography and appropriate appendixes. Chapter I describes the problem, its significance, the general design of the study, and the assumptions and limitations are set

forth. Chapter II presents a review of the research and literature related to in-service training and the simulation approach for school administrators. Chapter III explains the background development composition, and use of the simulation materials and technique. In Chapter IV a description of the methodology used in the study is presented. In Chapter V the findings of the study are presented and analyzed. In Chapter VI is found the summary, conclusions, and recommendations.

CHAPTER II  
REVIEW OF RELATED RESEARCH  
AND RELATED LITERATURE

The present study concerned itself with the suitability of using the in-basket simulation approach for in-service education for urban secondary school administrators.

For purposes of clarification the review of the literature and research has been divided into three major sections: 1) a brief overview of in-service training for school administrators over the past fifty years, 2) the emergence of simulation as a training technique, and 3) the development and use of simulation in programs for school administrators.

In-service Training of School Administrators  
over the Past Fifty Years

School administrators prior to 1900 regarded themselves as scholars and educational statesmen. Since the turn of the century the demands upon school administrators intensified and they had to become educational managers and community leaders. Very few administrators were prepared for these challenges. The in-service opportunities for school administrators prior to 1950 were limited to

"professional magazines, publications coming from professional associations, annual conventions, consultation from state departments of education, and from various kinds of on-the-job extension courses conducted by colleges."<sup>1</sup> Thus educational leaders during the first fifty years of the twentieth century had little opportunity for any in-service education once they acquired an administrative position.

Following World War II, various interested groups and professional organizations merged to study the problems confronting educational administrators. The four groups most instrumental in the development phase of the study were the W. K. Kellogg Foundation, the American Association of School Administrators, the National Conference of Professors of Educational Administration, and the Council of Chief State School Officers.<sup>2</sup> Five regional exploratory conferences were established with "the major purposes of identifying and defining the chief problems of American school administrators and of suggesting courses of action to be taken in dealing with these problems."<sup>3</sup> From these conferences it was concluded that: "Perhaps most important of all was the need for effective in-service help to administrators now on the job whose pre-service training was already complete but who still needed the benefit of new research. For them must be found ways of sharing new practices with other administrators."<sup>4</sup> This in-service

education is defined as "planned activities for the instructional improvement of professional staff members."<sup>5</sup>

In 1962, the American Association of School Administrators concluded that to develop and sustain a continuing in-service program for school administrators, attention must be focused on the following 25 crucial points:

1. Insist that local school boards adopt policies to govern the in-service program.
2. Clearly establish the purposes of the program in the initial stages of planning.
3. Involve in the planning process the people who receive the services as well as the people who provide the services.
4. Tailor the program to fit the needs of the particular district in which it will operate.
5. Begin with problems that worry, disturb, and annoy people.
6. Start where the people are, and allow time for growth.
7. Work with people rather than for people.
8. Help people help themselves.
9. Keep the organization simple.
10. Develop the program on a long-range basis.
11. Work toward the development of a policy which makes financial support of the program a joint

responsibility of the state, the local district, and the service-dispensing agency.

12. Make it easy to get a program of services under way.
13. Establish a basis of financial support so that no district will be deprived of services for lack of funds.
14. Avoid financing the program through charges per credit hour to individuals.
15. Bring the right information to bear on the problem at the right time.
16. Maintain flexibility in the program.
17. Seek out and use people with expert knowledge outside the field of education.
18. Help people to do better the jobs immediately before them.
19. Be content with small beginnings, and move step by step into more complex problems.
20. Employ service personnel who can inspire confidence and make a real contribution.
21. Treat people who are receiving the services as the equals of those who provide them.
22. Draw on the subject matter content of many disciplines.
23. Provide funds for probing into new territory and

for demonstration purposes.

24. Recognize that a learning experience in an informal community setting may be as effective as a learning experience in a formal university setting.
25. Place responsibility for giving credit or declining to give credit on the institution that provides the service.

Since the AASA report in 1962 little change has been seen in the in-service programs for school administrators. Howsam, writing in 1966 about the status of university in-service programs for school administrators states:

I am led to venture the expression of the feeling that the overall picture, with relatively few exceptions, is one of sporadic, activities conducted in rather traditional patterns. . . . There was little evidence of any ferment in the area of in-service education. Few responded to the request for information about any new development in prospect. Experimentation may be implied in the reports of some other institutions, but it certainly is not emphasized. One gets the impression that we are, by and large, sitting on our collective hands at a time when we can ill afford to be warming our hands in this fashion.

Culbertson reports in 1969:

Although neglected at the present time by most of the preparatory institutions and related agencies, the continuous in-service education of administrators is one of the more imperative needs for the revitalization of education in our society. To provide these experiences which can effectively assist the trained professional to modify his behavior, to obtain the new knowledge which he needs, and to build new skills based upon contemporary technology is probably the greatest challenge facing the field of educational administration and all of its institutions and agencies today.



Also in 1969, the chairman of the AASA Commission on Professional School Administrators stated:

Content of in-service programs may have been changing somewhat . . . but the resources for in-service education remained largely the same. Professional organizations, universities, and state departments continued to be the primary sources of in-service programs. The techniques used and the resources applied, however, were largely traditional.<sup>9</sup>

The timeliness for instituting relevant in-service programs for school administrators is therefore quite evident, and the reasons for in-service education hardly need recounting. Fundamentally, in-service education programs are important for the following reasons.

1. Pre-service preparation of professional staff members is rarely ideal and may be primarily an introduction to professional preparation rather than professional preparation as such.
2. Social and educational change makes current professional practices obsolete or relatively ineffective in a very short period of time. This applies to methods and techniques, tools and substantive knowledge itself.
3. Coordination and articulation of instructional practices require changes in people. Even when each instructional staff member is functioning at a highly professional level, employing an optimum number of the most effective practices, such an instructional program might still be relatively uncoordinated from subject to subject and poorly articulated from year to year.
4. Other factors argue for in-service education activities of rather diverse kinds. Morale can be stimulated and maintained through in-service education, and is a contribution to instruction in itself, even if instructional improvement of any dynamic kind does not occur.<sup>10</sup>

Many feel what is needed to fulfill in-service educational needs is the projection of new structures, mechanisms, and processes for facilitating improved education opportunities for school administrators. Working from this assumption the U.C.E.A. Central Staff has proposed four new approaches:

1. publishing a new periodical which would carry abstracts of reports which have clear and direct relevance to practicing administrators;
2. making available to practitioners video-tapes of interviews with school administrators who have succeeded in implementing innovative solutions to pressing educational problems;
3. designing a set of materials intended to inform administrators of the nature and use of new sources of information relevant to their problems and needs; and
4. developing, through interinstitutional cooperation, plans for experiences and "packages" of materials relating to significant contemporary problems in education, for use in continuing education programs with school administrators in various parts of the country.<sup>11</sup>

Simulation was suggested as an effective medium to handle many of these critical issues described in point four. The technique had had wide use in the military, industrial engineering, economics, psychology, political science, sociology, and business and management. Arthur Rice states the case well for this approach to educational administrator preparation when he declares,

Simulation is the big word today in the scientific approach to all administrative training--

administration is an 'action' role--the administrator must do things. Therefore, any instruction or any attempt to prepare an individual for administration should stress action and decision making --all administration must take place within the context of an organization, and simulation provides such a context, ready-made and identical for all.<sup>12</sup>

Summary. Business and industry, as well as the military, have long recognized the need for providing its leaders with continuous training. Over the past fifty years little has been done to service the needs of the administrators of our public school systems. The problems confronting the school administrator today mandate that he keep abreast of the current issues and problems. Wynn has stated:

For every young person equipped with pre-service education and about to enter the administrative work for the first time, there are about ten veteran administrators struggling with problems on the job, facing the tremendous task of trying to keep abreast of rapid developments. . . . The vast, relatively unexplored area of the future lies in the promotion of continual professional development. . . . There is evidence that present in-service programs are spotty and uncoordinated.<sup>13</sup>

One solution to this problem is a continuing in-service program for school administrators.

### The Emergence of Simulation as a Training Technique

Although Rice states that simulation is the "big word" in administrative training today, much that could be

written on simulation remains unwritten and awaits the development of further empirical evidence for the use of simulation in educational administration programs has just been developed in the 1960's. The simulation method, though, as a training technique, is at least twenty-six hundred years old.<sup>14</sup> Complex games similar to chess, representing war and hunting, were described in man's most ancient historical documents.<sup>15</sup> Today simulation is a widely used word in the military, business, and educational circles. It is a difficult word or system to define, yet it needs description because of its importance as a technique or philosophy. Actually, simulation is an old word with different connotations. Simulation used to and still does mean in some instances "deception" or misrepresentation, such as in television demonstrations--that is, simulating something for the sake of deception. Webster's dictionary still defines simulation as: "to give a false appearance of; feign; to look or act like."<sup>16</sup> Used today in military, business, and educational programs, simulation has quite a different connotation. Twelker defines simulation as "a means for letting learners experience things that otherwise might remain beyond their imagination, a means to practice skills safely and without embarrassment, and perhaps even discover insights into problems now plaguing mankind."<sup>17</sup> Beck and Monroe describe it as "a

methodology for testing alternative decisions under hypothetical conditions."<sup>18</sup> Simulation may be defined as "the creation of realistic games to be played by participants in order to provide them with lifelike problem-solving experiences related to their present or future work," according to Cruickshank.<sup>19</sup> It is simply put by H. Sackman: "Simulation is analogy, and the human capacity for analogy is unlimited."<sup>20</sup> Rice sees simulation as "the reenactment of a situation, or set of circumstances, or an observable problem for which the designer has to make decisions or take other action."<sup>21</sup> The list could go on and on. One further offering, "In Simulation, as in life, reality, like beauty, is in the eye of the beholder."<sup>22</sup> For our purposes, simulation will be defined as: "a decision making exercise structured around a model which represents some aspect of the real world by numbers or symbols that can be easily manipulated in order to facilitate study." This is a combination of many of the definitions put forth in Twelker's book on Simulation Status of the Field.<sup>23</sup>

Simulation then is many things to many people, and it can be traced back to the beginning of time. Its use dates back at least to the Greek war exercises of 600 to 400 B.C.<sup>24</sup> Since then types of simulation have been applied in over 3000 different forms in the military.<sup>25</sup> Examples of military application include aircraft simulators, war games,

and space simulators.

Inspired by the success of the training simulations of the United States Air Force, business and industry saw the possibilities of civilian application of simulation exercises. The first practical game for business management was developed in 1957 by the American Management Association.<sup>26</sup> Since then simulation exercises have appeared in the business and industrial world in over 150 different forms, most of which take the form of management games. Basically the business game is a trial and error method used to gain insight into business problems. Executive training and development is tacking further and further away from the old lecture style and toward case study, in-basket and simulation games. The goal here is not to teach specific techniques but to help develop skill at decision-making, problem-solving and situational leadership.<sup>27</sup> The following selected list of companies now using simulations is indicative of the broad applicability of simulation:<sup>28</sup>

- American Telephone & Telegraph Company
- Boeing Airplane Company
- Burroughs Corporation
- Esso Standard Oil Company
- General Electric Company
- Imperial Oil Company
- International Business Machines
- Kroger Grocery Company
- Pillsbury Company
- Proctor & Gamble Company
- Remington Rand Corporation
- Southern Pacific Railroad
- Standard Oil Company of New Jersey

Thompson Products, Inc.  
United Airlines  
Westinghouse Manufacturing Company

The reason for the extensive use of simulation in the business world is its effectiveness in analyzing systems. Often it is used to design or develop new systems or processes. When an individual wishes to design a new system, it is often difficult to "think on paper"--that is, to attempt to determine all of the potential problems and occasions for decision-making at the abstract level. When this situation arises the representation of reality via simulation offers the designer a powerful technique for developing the system, trying it out, and revising it, all within the confines of a laboratory.

More recently, simulation has found its way into the field of education. In the training of teachers, business students, nurses, dentists, doctors, administrators and students at all levels from kindergarten through college, with the first instructional simulations in professional education introduced by professors of educational administration.

Summary. The emergence of simulation as a training technique shows that it predates the birth of Christ. The Greek military applications were probably the first instances of simulation used as a training technique. Simulation remained primarily within the military ranks for the

next two centuries. The success of simulation as a training technique in the military influenced the business world to apply it to their training programs. The first such application was in 1957 when the American Management Association developed a simulated business game. Educators in the 1960's saw the significance of using simulation as a training technique and adopted it at all levels and in particular in the field of educational administration..

#### The Development and Use of Simulation in Programs for School Administrators

Carl Rogers describes what happens during the process of simulation as:

What are the types of learning that would follow upon this simulation? First, each student would turn to factual resources to develop his own stance on the issue or to justify his point of view. There would be a degree of self-discipline involved in searching for this factual material. The student would find it necessary to make a personal decision based on his informed stand. He would be involved in handling the interpersonal relationships with those who hold different points of view. He would find himself bearing the responsibility for the consequences of his decisions and actions. Throughout the experience, there would be a disciplined commitment to learning, decision, action.<sup>29</sup>

Twelker sees simulation as something else;

In one sense, simulation does not represent as much a tangible thing or process as it does a philosophy. This philosophy is best thought of as a fusion of two worlds--the instructional world and the real-life world. In the instructional world, the



overpowering tendency for the instructor to present information, this information often being piled upon the student in illogical sequence and overabundance. Little regard is given to the student in terms of the real-life world.<sup>30</sup>

The philosophy of simulation also implies that attention should be given to making the learner a participant in a realistic learning experience rather than an observer of a learning experience. Mursell states, "Learning is meaningful in the proportion to which the situation or problem seems real or worthwhile to the learner, and in the proportion to which its essential interrelatedness is emphasized."<sup>31</sup>

Simulation can fulfill these requirements. "Simulation games aren't designed to reproduce reality, but rather to give students realistic insights into the forces producing a situation."<sup>32</sup>

Educational professors, seeing the value of simulation as described above, started to develop and use simulation materials for the preparation of school administrators in the 1960's, and by 1970 most graduate schools of education were using some form of simulation materials or exercises in their educational administration programs. The first such materials were produced in 1957 in "A study of the principal in a simulated elementary school"<sup>33</sup> in a project initiated by Norman Frederikson, who developed the "in-basket technique for studying the administrative

performance of Air Force Officers." He believed that the technique might be useful in studying the work of many other types of administrators, including school administrators. The simulation materials produced in the study were called the Jefferson Township Simulation Materials.

Actually, the study had three major objectives, the third of those being to provide materials and instruments for the study and teaching of school administration.<sup>34</sup> Following this study there was a proliferation of simulation materials. Basically, simulation in education, as in the military and business world, was used in three ways:<sup>35</sup>

1. to evaluate or analyze an existing system (operations analysis)
2. to develop and evaluate a model or plan for a new system (experimentation prediction)
3. to provide a learning environment that represents a life system (training, transfer).

In all cases, relevant conditions are presented, assumptions, hypotheses, or courses of action are fed into the system, and the consequences are observable. As a tool in training, simulation has four principal characteristics:<sup>36</sup>

1. It starts with an analogous situation.  
It represents real environment--to provide practice.
2. It provides for low risk input.  
Learner can make response with irrevocable commitment. Allows student to make mistakes to test alternative actions.

3. It feeds back consequences symbolically.  
The simulated system informs the Learner what would have happened had he responded as he did in the simulated situation.
4. It is replicable.  
Provides an opportunity for iterative procedures in arriving at best solutions.

The Jefferson Township Simulation Materials, the first of the simulation materials, were used for instructing future school administrators in workshops at three universities during 1959. The three universities were the University of Chicago, Stanford University, and Teachers College, Columbia University.

The strengths and limitations of simulation as a training device were developed as an outcome of these workshops. They are: <sup>37</sup>

#### Strengths

- 1) Since simulation presents representations of real administrative situations, the likelihood of desired transfer of learning to on-the-job situations seems to be much more probable with them than with conventional teaching materials and methods.
- 2) Simulation materials seem to be ideal for developing an ability to "see the total picture," since the student continually examines specific problems in relationship to their total context.
- 3) By starting with a representation of real administrative situations, greater responsibility will be placed on the instructor to relate theory and fact. Students will have better opportunities to evolve meaningful relationships between concepts and facts.
- 4) A weakness of traditional programs of preparation is that they deal with what ought to be rather

than what is. The use of simulation materials can help to maintain a balance between what ought to be and what is.

- 5) Simulated materials help a student develop insights about himself, learn scientific concepts, and acquire needed skills.
- 6) Simulated materials are realistic and at the same time susceptible to the control of the instructor.

#### Limitations

- 1) The effective use of any materials depends on the person directing the learning situations. Simulation cannot overcome the ill effects of poor teaching.
- 2) Since simulation is so new as a teaching technique in school administration, there is no body of experience from which instructors can gain help. Many professors are apt to stumble from lack of help.

Hemphill, Griffiths and Frederiksen also report that those who have used simulation are enthusiastic in support of its use in instruction, and many of these instructors report other major advantages such as: Simulation allows for "constructive failure."<sup>38</sup> And "a characteristic of simulation is high participant interest; students become highly motivated. Research has reported greater energy expenditure and indicated a greater degree of resourcefulness in simulation situations than in traditional classroom activities."<sup>39</sup>

It is assumed by Cruickshank and Broadbent and many

others that simulation will result in "attitude change, sensitivity training, and a kind of behavioral modification."<sup>40</sup> And probably the greatest advantage of all is what Stanley Williams calls the transfer of learning to future on the job situations, for transfer occurs best when the learner perceives a relationship between a given situation and one he has experienced previously.<sup>41</sup> Therefore by presenting real administrative situations, simulated materials offer the advantage of greater transfer than other traditional methods of instruction.

Because of these many advantages and encouraged by the reception of the Jefferson Simulation Materials in 1966 and 1967 simulation materials were developed for the superintendency, assistant superintendent for instructional services, assistant superintendent for business management, and the secondary school principalship. In 1969 simulation materials were developed for the community college presidency and leadership games for both elementary and secondary principals. In 1970 materials were developed for an urban junior high school principalship and in 1971 for an urban high school principalship. All of these materials were produced by U.C.E.A., the University Council for Educational Administration, in Columbus, Ohio. During the late 1960's many other institutions and individual professors developed simulation materials both for pre-service educational

administration programs and for in-service programs for practicing school administrators. These in-service simulation programs have provided educational leaders with the opportunity to improve his skills, obtain new knowledge and modify his behavior to meet the new challenges of his position in the 1970's. Beck and Monroe have even suggested that simulation may offer advantages over direct experience in such areas as cost; time control; and experimentation.<sup>42</sup> In determining the value and appropriateness of simulation as an instructional technique to be used in either pre-service or in-service programs for school administrators, Twelker asks one to consider the following advantages:<sup>43</sup>

- 1) Simulations are appropriate when objectives emphasize emotional or attitudinal outcomes.
- 2) Simulations integrate affective and cognitive behavior.
- 3) Simulations initiate sustained learner activity and motivation.
- 4) When the objective is to represent a social or man-machine system in such a way that the learner must interact with it, the system will react to the learner's moves, and the learner can discover the effects of alternative decisions, simulation is useful.
- 5) Simulation, in which a high degree of commitment may be introduced, is useful when emphasis is upon incorporation of the behavior desired within the personal domain of the learner.
- 6) Simulations provide an interesting-sustaining mode that is particularly useful for exercising behavior, particularly under a variety of contexts.

- 7) Simulation is a most powerful means of placing a learner into a desired "set" or "perceptual frame" to sensitize and direct him.

One must also consider the complex variables involved in the four phases of the development process. The four phases being: that of the developer, the administrator, the instructor, and the evaluator, and the following issues should be taken into consideration with every new development.<sup>44</sup>

#### Developer

1. Object of the Simulation: Selection and analysis of system to be simulated.
2. Scope of the Simulation: Replication of total system or replication of a part.
3. Quality of the system employed: Open or closed loop.
4. Game quality: Competitive or noncompetitive.
5. Feedback: General or specific; self or other; availability of normative data, reliability of normative data, presented by man or machine, presented to groups or individuals.
6. Realism: Realistic or symbolic; degree of physical or psychological fidelity required.
7. Content-Process: To teach or to test, combination of.

#### Administrator

1. Placement of Simulation in training program: Early or late.
2. Practice--massed or spaced.
3. Group Size--A function of objectives, instructor and participant characteristics, space, time, etc.

4. Length of simulation: Use of whole or part.

#### Instructor

1. Role of simulation director: Participant or facilitator (catalyst).
2. Motivation: Function of content, instructor's behavior, participant characteristics.

#### Evaluator

1. Specificity of simulation outcomes: General or behavioral.
2. Objectivity or subjectivity in evaluating performance.
3. Transfer of training: Simulation to facilitate transfer; simulation as a situational or predictive test; transfer of what is learned during simulation to real-life situations, i.e., the reference system.

The advantages to be offered are great and with just consideration of the four phrases of the development process simulation offers unique values to education as Paul Twelker states: "It is rare that a student has had the opportunity to practice these techniques in a way that is meaningful."<sup>45</sup>

Summary. The development and use of simulation in programs for school administrators was initiated by Norman Frederiksen in 1957 in "A study of the principal in a simulated elementary school." It was promoted by the University Council for Educational Administration and widely used in the late 1960's in both pre-service and in-service programs for educational administrators. Simulation's advantages



were discussed as well as the issues that should be taken into consideration with each new development.

CHAPTER III  
A DESCRIPTION OF THE BACKGROUND, DEVELOPMENT,  
COMPOSITION, AND FIELD TESTING OF THE  
IN-BASKET SIMULATION MATERIALS

In the previous chapter, an examination was made of in-service training for school administrators over the past fifty years; the emergence of simulation as a training technique; and the development and use of simulation in programs for school administrators. This chapter describes the initiation and development of the simulation materials used in the study and a description of the procedures used in field testing these materials.

Factors Influencing the Initiation and  
Development of the In-Basket Simulation Materials

The initial U.C.E.A. (University Council for Educational Administration) project stemmed from work done by Norm Frederiksen, who developed the "in-basket" technique to study the administrative performance of Air Force officers. He believed that the technique would be helpful for other types of administrators. Frederiksen and John Hemphill developed plans to study school administrators. They developed materials which were used to simulate an elementary school and which were first tested in 1958 at

eleven centers throughout the country with some 232 elementary principals participating in the week-long workshops. Since this time U.C.E.A. has further developed and refined the in-basket simulation materials and remain today the leader in the field.

The present study was undertaken to study the suitability of locally developed in-basket simulation materials. The decision to develop an in-service program utilizing the locally developed in-basket simulation materials as opposed to the U.C.E.A. materials was determined by several factors. These factors included: 1) the lack of simulation materials based on an urban situation, 2) financial considerations, 3) the assumption that locally developed materials could be developed, 4) the assumption that the use of locally developed materials would be more effective for in-service training programs for urban administrators, 5) the ability to concentrate on specific needs of a system from year to year.

U.C.E.A. has now developed or is in the process of developing in-basket simulation materials based on urban situations. The Janus Junior High School and Wilson Senior High School materials are based on urban school systems. The expense of the U.C.E.A. materials is considerable and local school systems would find it difficult to maintain an up-to-date in-service program without considerable expense

using U.C.E.A. materials. Locally developed materials using the equipment and expertise of the personnel within the system is relatively inexpensive and easy to update and maintain. Another factor was that although urban educational administrators have many similar problems each city school system is unique in many respects. Locally developed simulation materials based on the system's unique problems could be an effective part of an in-service program. Easy to change as the situation dictates and also to update. In this respect the local administrators would be considering issues of immediate concern to them and not those of an imaginary system.

This was the rationale established for the development of the locally developed in-basket simulation materials based on the U.C.E.A. materials. The following section presents a description of the background materials.

#### Development of the Simulation

##### Background Materials

The specific background materials developed or selected to represent the city and the school system used in the study were: 1) a community monograph, 2) a map of the City of New Britain, 3) a Chamber of Commerce Bulletin, 4) an organizational chart of the New Britain school system, 5) a school calendar, 6) a teachers handbook, 7) a

student handbook, 8) a staff roster, 9) the daily attendance report, and 10) two sets of 35 mm color slides, one set showing the various aspects of the city and the other of the Nathan Hale Junior High School which was the school used in the study.

The slides of the City of New Britain covered various aspects of city life: business, industry, housing, parks, schools, colleges, downtown area, redevelopment, churches, plazas, hospitals, and most of all, people.

The slides of Nathan Hale Junior High School represented the physical plant, attendance area, teaching areas, old and new programs in progress, traffic patterns, conditions of school, cafeteria, library and other special areas, and the student body and faculty. An individual description of each slide is shown in Appendix A. The intent was to depict the city and school as realistically as possible through this media.

#### Development of Simulated In-Basket Items

The actual in-basket items used in the study were obtained from the six secondary school principals of the City of New Britain and the director of secondary education for the school system. A total of 44 real-life administrative items were submitted. The problem was to select those items which represented significant problems encountered by

secondary school administrators. The individual items were considered in relation to the 12 categories used by U.C.E.A. in the development of the in-basket items in their workshops. These 12 categories are a combination of two analytical frameworks. The first divides the work of school administrators into four major parts: 1) improving educational opportunity, 2) obtaining and developing personnel, 3) maintaining effective interrelationships with the community, and 4) providing and maintaining funds and facilities. The second framework is based on what a man does in an administrative position. The three skills needed are: 1) technical skill, 2) human skill, and 3) conceptual skill. These two frameworks put together result in the following grid:

	Technical (T)	Human (H)	Conceptual (C)
Educational program (E)	ET	EH	EC
Developing personnel (P)	PT	PH	PC
Community relationships (R)	RT	RH	RC
Maintaining Funds & Facilities (F)	FT	FH	FC

The 44 items were classified under the different areas and a total of 13 in-basket items were selected for use in

the simulation workshops. The 13 items were:

- Item 1 - Memo on Discipline Committee (ET)
- Item 2 - Complaint Against Teacher for Physical Abuse (RH)
- Item 3 - Obscene Folder (PH)
- Item 4 - Demands From Student Action Committee (RH)(FH)
- Item 5 - Notice of NBAASD Meeting (ET)
- Item 6 - Industrial Tour (RT)
- Item 7 - Change of Schedule Request from Teacher(EH)(PH)
- Item 8 - Notice from Secretary on Attendance Books (PT)
- Item 9 - Excuse from Faculty Meeting (PH)
- Item 10 - Field Trip Application (RH)
- Item 11 - Official Message No. 16 - Salute to the Flag (PC)(RC)
- Item 12 - Hot Pants Incident (RH)
- Item 13 - Middle School Recommendations (EC)

The actual items used can be seen in Appendix B.

The in-basket items coupled with the methods of presentation added to the realism of the simulation workshop. The items used in the actual workshop were not all presented in the same fashion. Some were presented in the initial principal's in-basket. Other items were provided by the use of tape-recorded interruptions by the principal's secretary. In these three cases the principal's attention was attracted either by the fire alarm ringing, as in interruption #1, or by a knock on the door (tape-recorded) and an excited report by the secretary of an

emergency situation. In the case of the second and third interruptions it was possible to add to the realism of the situation by interrelating some of the in-basket items to the interruptions. The three interruptions during the workshop were: 1) a fire alarm, 2) outsiders handing out pamphlets in the building, 3) the director of the Spanish-action center appears to go over the alleged complaints and demands. The actual transcription of the audio tapes can be seen in Appendix C.

#### Procedures Used to Field Test the Simulation Materials

The field testing of the in-basket simulation materials was conducted in two different cities and under varying conditions. Field tests were conducted at New Britain Senior High School in New Britain, Connecticut, and at the University of Hartford, School of Education in Hartford, Connecticut. The field tests were conducted under different conditions; the New Britain test was in a day-long workshop setting, the University of Hartford group met in a classroom situation on three separate evenings of two hours duration each. The following presentation is an account of the procedures used in conducting the two field tests.

New Britain Test Group. The initial field testing of the in-basket simulation materials was conducted in a one



day workshop setting at New Britain Senior High School Library in New Britain, Connecticut. The individuals participating in the field test were twenty-five practicing secondary school administrators from the City of New Britain, Connecticut. The composition of the group included the superintendent of schools, assistant superintendent of schools, directors, supervisors, and the six secondary principals of the school district and their assistants.

The participants were given a brief presentation concerning the development of simulation as an instructional technique and the purposes of the workshop. A printed handout explaining the in-basket simulation technique was then handed out. The printed instructions to the participants were as follows:

#### In-Basket Technique

The In-Basket technique has been widely used in recent years for testing and training administrators in the armed forces, business, and education. Most of the materials for instructional purposes in education have been developed through (UCEA), University Council for Educational Administration.

The In-Basket test consists of facsimiles of the letters, memoranda, and other content of the "in-basket" that is found on most school principals' desks. The learner's task is to consider these various messages and decide what responses he should make that would be appropriate. He does this by keeping a record of the behavior which he carries out in response to each of the problems presented.

Each participant is instructed to bring to this simulated situation (his new job), his own background

of experience and his own knowledge and personality rather than to pretend he is someone else. And he is to take action on any problems arising in a way comparable to any new administrator coming in.

The group was then presented a series of 35 mm color slides showing the various business, housing, educational, and cultural conditions of the City of New Britain, Connecticut. A brief descriptive narration accompanied each slide. A description of each individual item may be seen in Appendix A. Following this presentation, individual folders of background materials were handed out to the participants. They were provided sufficient time to become oriented to the background materials and to discuss them or other information thought to be necessary. Then another series of 35 mm color slides were presented depicting Nathan Hale Junior High School in New Britain, Connecticut; this school was the target school for the simulation workshop. These slides showed school life and programs ongoing in the building as well as the physical plant attendance area and housing patterns. Instructions for the actual in-basket test were then handed out. An attempt was made to structure the situation in such a way as to require the participant to attend to the in-basket problems personally and to make it difficult to postpone the work or assign it to others. The background leading up to the particular situation was explained and the printed instructions to the participants were as follows:

## Introduction to the In-Basket Workshop

This morning, May 13, you are starting your new position as Principal of Nathan Hale Junior High School.

You accepted the position of principal on May 14 but you had already committed yourself to an educational conference over the week end. However, you managed to visit your new office Monday afternoon for a few minutes, at which time, you met your secretary and asked her to get together any materials you should see and put them on your desk. The materials in the envelope are those she has left you.

Both the contents of this envelope and any problems posed by interruptions are part of this "in-basket" test.

Your task is to read these materials and take appropriate actions. You should behave as if you are actually on the job. Use the materials provided to write down everything you decide or plan to do. Write memos to yourself about things you want to do later. Draft letters, if appropriate, for your secretary to prepare. (Record in the form of notes what you say on the phone.) Outline plans or agenda of meetings you want to call. Sign papers, if appropriate.

Everything you decide or do must be in writing. You should always take as much action as you can with the information available to you, but you must avoid making any assumptions that are not reasonably supported by the background information you have been given or by the "in-basket" material itself.

When you prepare a letter, memo, or the like, unless it is obvious from its contents, try to identify it in such a way that we will know to what material you are referring, or simply clip it to the material involved. We know that many of the items would normally be handled more informally, but we must be able to know what you do. Be yourself. Behave as though you were really on the job. Do not merely write descriptions of what you would write; instead, write the actual letters and memos.

In your work you may use any or all of the background materials which have been provided. Are

there any questions about the situation or what you are to do?

The "In-Basket" packets were then handed out and the participants went to work. There were 13 separate items in the packets. These may be seen in Appendix B. At differing intervals during the workshop three audio-taped interruptions were played. The participants' reactions to these interruptions were to be recorded in writing by them.

After the individual participants had completed work on their in-basket items they were asked to set priorities in relation to the thirteen items. They were then given two different decision-analysis forms which they were required to complete for the priority items. These forms were used to ensure consideration of the many various aspects involved in the decision-making, problem-solving process of educational administration today. These decision-analysis forms are shown in Appendix D.

A discussion period followed with participants comparing and analyzing their answers and solutions with those of the other twenty-four participants. The group interaction was both active and varied.

The final aspect of the workshop was the issuing of the evaluation instruments. This was done some time after the actual workshop was run. The evaluation packet given to each participant included: 1) a biographical questionnaire, 2) an objective and subjective questionnaire,

3) a posttest, and 4) a semantic differential. Each of the instruments is shown in Appendix E.

University of Hartford Test Group. The field test conducted at the University of Hartford was arranged by agreement between Dr. Raymond Koch, professor of education at the university, and the author to run the in-basket simulation workshop at three consecutive class meetings of his graduate course EDA562, "Field Services in Educational Administration and Supervision." The individual class members participating in the field test were twenty-five educators from the greater Hartford and New Britain area. The composition of the group included elementary teachers and administrators, secondary teachers and administrators, and central administrative personnel.

The format of the workshop for the university group differed from that of the New Britain group in that it was not given in one day but on three separate occasions. The materials used in the university workshop were the same as those of New Britain. The background materials were presented and discussed at the first session; the in-basket packet was worked on at the second session; and the decision-analysis forms were used in the third session as a catalyst for discussion of the in-basket items. The evaluation instruments were given out at a later fourth class session.

### Summary

This chapter described the methods and procedures used in the development of the simulation materials used in the study. The factors influencing the initiation and development of the New Britain In-Basket Simulation materials were presented along with the various items of background materials. These included: 35 mm slide presentation of the City of New Britain and Nathan Hale Junior High School, background literature of the City of New Britain, handbooks and schedules of Nathan Hale Junior High School, the in-basket items used in the study, the audio-taped interruptions and the evaluation instruments. The format of the field testing of the simulation materials was discussed and the differences were pointed out between the two field test groups.

## CHAPTER IV

### METHODOLOGY OF THE STUDY

In the previous chapter, a description was made of the background, development, composition, and procedures used in the field testing of the in-basket simulation materials. This chapter presents 1) a description of the study population; and 2) a description of the assessment procedures used in attempting to determine the suitability of utilizing the in-basket simulation instructional approach as one alternative in-service training technique for urban secondary school administrators.

#### Study Population

The study population for the present study consisted of two separate groups; the experimental group and the control group. The experimental group for the study consisted of twenty-five practicing secondary school administrators from the City of New Britain, Connecticut. The control group consisted of twenty-five members of the Field Services in Educational Administration and Supervision class at the University of Hartford, in Hartford, Connecticut.

In the following sections a description of the composition of the experimental group as it compares with the control group is presented in relation to the following

factors: 1) sex, 2) age, 3) present position, 4) number of years of administrative experience, 5) system in which the member works, 6) the setting of the school in which the member was employed, and 7) highest academic degree held by the member.

The Composition of the Experimental Group  
Compared with the Control Group  
in Relation to Sex and Age.

The composition of the two groups in relation to the sex and age of the members is presented in Table 1.

TABLE 1

A COMPARISON OF THE COMPOSITION OF THE EXPERIMENTAL GROUP WITH THE CONTROL GROUP IN RELATION TO SEX AND AGE

Characteristic	Experimental Group		Control Group	
	N=25		N=25	
	No.	%	No.	%
Sex:				
Male	20	80	20	80
Female	5	20	5	20
Age:				
21 - 30	0	0	3	12
31 - 40	7	28	9	36
41 - 50	10	40	11	44
51 - Over	8	32	2	8

As illustrated in Table 1, 20 males and 5 females participated in the New Britain workshop indicating that 80% of the participants in the experimental group were male. These are the exact figures for the control group with 80%



male and 20% female.

The data in the table indicate that the largest number of participants (40%) in the experimental group were in the age group 41-50; while the smallest number of participants (0%) was in the age group of 21-30. This compares with 44% of the members of the control group being in the age group of 41-50, which is quite similar to the experimental, whereas the smallest number of participants in the control group (3%) is in the 51 and over category. Approximately three-fourths of the experimental group are in the over 40 category whereas approximately 50% of the control group is under forty.

The above findings indicate that the composition of the experimental group is the same as the control group in relation to sex but substantially different in relation to the age of the members.

The Composition of the Experimental Group  
Compared with the Control Group in  
Relation to the Present Position

The data presented in Table 2 illustrate the composition of the experimental group as compared to the control group as related to the present position of the members.

TABLE 2

A COMPARISON OF THE COMPOSITION OF THE EXPERIMENTAL GROUP WITH THE CONTROL GROUP IN RELATION TO PRESENT POSITION

Characteristic	Experimental Group		Control Group	
	(N=25)		(N=25)	
	No.	%	No.	%
Elementary Teacher	0	0	7	28
Secondary Teacher	0	0	7	28
Total	0	0	14	56
Elementary Assistant Principal	0	0	2	8
Secondary Assistant Principal	7	28	2	8
Total	7	28	4	16
Elementary Principal	0	0	2	8
Secondary Principal	5	20	0	0
Total	5	20	2	8
Central Office Administrators	13	52	5	20

As is illustrated by this data, the experimental group was composed of all secondary educational administrators with the largest single group represented by central office administrators, which made up 52 per cent of the experimental group and 48 per cent being either secondary principals or assistant principals.

In the control group, the largest group represented were teachers (56 per cent). Secondary administrators made up only 8 per cent of the control group and central office administrators 20 per cent.

The results indicate that the control group was not

equivalent to the experimental group in relation to the present position of the participants with 56 per cent of the control group being teachers and 100 per cent of the experimental group being administrators.

The Composition of the Experimental Group Compared with the Control Group in Relation to the Years of Administrative Experience

The data presented in Table 3 show the composition of the experimental group compared with the control group as related to the years of administrative experience of the participants.

TABLE 3

A COMPARISON OF THE COMPOSITION OF THE EXPERIMENTAL GROUP WITH THE CONTROL GROUP IN RELATION TO THE NUMBER OF YEARS OF ADMINISTRATIVE EXPERIENCE

Characteristic	Experimental Group (N 25)		Control Group (N 25)	
	No.	%	No.	%
Number of Years of Administrative Experience				
0 - 1	1	4	1	4
2 - 3	3	12	5	20
4 - 9	14	56	4	16
10 - 15	5	20	0	0
16 - Over	2	8	1	4
Other*	0	0	14	56

\*Participants who were not in an administrative position at the time of the study.

This information indicates that the largest number of members of the experimental group (14) had four to nine years of administrative experience. This category makes up 56 per cent of the members of the experimental group. Eighty-four per cent of the experimental group had four or more years of administrative experience. Of those in the control group with administrative experience, the largest number (5) had two or three years experience which represents 20 per cent of the control group. Eighty per cent of the members of the control group had had less than four years of administrative experience with 56 per cent not having any administrative experience.

These data indicate that there was a substantial difference in the composition of the two groups in relation to years of administrative experience.

The Composition of the Experimental Group  
Compared with the Control Group in Relation  
to the System in which the Member Works and  
Setting of the School or System

The composition of both groups in relation to whether the member works in the New Britain Public School system or elsewhere and the setting of the school in which the member is employed is presented in Table 4.

TABLE 4

A COMPARISON OF THE COMPOSITION OF THE EXPERIMENTAL GROUP WITH THE CONTROL GROUP IN RELATION TO THE SYSTEM IN WHICH A MEMBER WORKS AND THE SETTING OF SCHOOL OR SYSTEM IN WHICH THE MEMBER IS EMPLOYED

Characteristic	Experimental Group		Control Group	
	(N=25)		(N=25)	
	No.	%	No.	%
<b>Geographic Location of System</b>				
New Britain	25	100	3	12
Other	0	0	22	88
<b>Setting of School or System</b>				
Urban	25	100	16	64
Suburban	0	0	7	28
Rural	0	0	2	8

All twenty-five members of the experimental group worked in New Britain. This compares to 12 per cent of the members of the control group.

The data in Table 4 also indicated that the largest number of members in either group were employed in schools within urban settings. For the experimental group this was 100 per cent and for the control group this was 64 per cent. Seven members, or 28 per cent, of the control group worked in suburban settings, while 8 per cent of the members in the control group were from rural settings.

The data in Table 4 indicate that there was a substantial difference between the two groups in relation to the

geographic location in which the members worked and also in the type of setting for the schools in which the members were employed.

The Composition of the Experimental Group  
Compared with the Control Group in Relation  
to the Highest Academic Degree Held

In Table 5 are presented the data illustrating the composition of both groups in relation to the highest academic degree held by the member.

TABLE 5

A COMPARISON OF THE COMPOSITION OF THE EXPERIMENTAL GROUP  
WITH THE CONTROL GROUP IN RELATION TO THE  
HIGHEST ACADEMIC DEGREE HELD

Characteristic	Experimental Group		Control Group	
	(N=25)		(N=25)	
	No.	%	No.	%
Highest Degree Held				
Bachelors	0	0	0	0
Masters	1	4	21	84
6th Year	22	88	4	16
Doctorate	2	8	0	0

These data indicate that the majority of the members of the experimental group had a sixth year of professional study and the majority of the members of the control group had a Masters degree. For the experimental group 22 members, or 88 per cent, had a sixth year of professional study compared to 4 members, or 16 per cent, of the control group.

Two members of the experimental group, or 8 per cent, had Doctorate degrees with no one from the control group in this category. All members of both the experimental and the control group had their Master's degree plus additional academic training.

These data indicate that the two groups were non-equivalent in relation to the highest degree held by the members of the group.

Summary. In the previous sections was presented a description of the composition of the experimental group and the control group involved in this study. From the data presented, it is indicated that the two groups were substantially the same in relation to only one characteristic, that being sex, where 80 per cent of both groups were male and 20 per cent of the members of the two groups were female. The two groups were substantially different in relation to the following characteristics: 1) age, 2) present position, 3) number of years of administrative experience, 4) the system in which the member works, 5) the setting of the school or system in which the member is employed, and 6) the highest academic degree held by the member.

## Methods of Gathering and Processing the Data

The study incorporated five distinct types of assessment procedures to determine the suitability of using the in-basket simulation instructional approach for in-service programs for school administrators. These procedures were 1) a determination of the participant's attitude toward his experience with the simulation materials through the use of "closed" questions on a written questionnaire; 2) a determination of the participant's attitude toward his experience with the simulation materials through the use of "open-ended" questions on a questionnaire; 3) a comparison of the participant's attitude toward the in-basket simulation approach with his attitude toward other forms of in-service education programs, determined through the use of "closed" questions on a questionnaire and through the use of a semantic differential scale; 4) an examination of the cognitive changes that occurred in the participant due to participating in the workshop as determined through the use of a post-test background achievement questionnaire; and 5) a determination of the participant's attitude toward the in-basket simulation workshop as determined by the perceptions of the investigator and three observers. These approaches as they were used in the study are described in the following sections.



The Procedures for Determining the Participant's Attitude toward his Experience with the Workshop through the use of "Closed" Questions

After completion of the simulation workshop each participant was asked to respond to a number of "closed" questions on a written questionnaire. This questionnaire may be seen in Appendix D. These questions related to the participant's attitude toward the simulation materials and workshop. The responses to the questions related to the materials were compared to the responses of U.C.E.A.'s Janus Junior High School simulation workshop questionnaires. These data were obtained from Dr. John A. Blough, Associate Director, University Council for Educational Administration (U.C.E.A.), Columbus, Ohio. The "closed" questions related to the workshop were analyzed by two methods. The first method was to simply examine the number and per cent of times a response category was marked for each question. The second method that was employed was to determine a mean for the group for each question.

The Procedures for Determining the Participant's Attitude toward his Experience with the Workshop through the use of Open-ended Questions

In addition to the "closed" questions, several "open-ended" questions were included in the questionnaire, for the purpose of soliciting attitudinal responses toward the in-basket simulation workshop. These questions were dispersed intermittently throughout the questionnaire and were

included in order to supplement the data collected from the "closed" questions. The purpose for these questions was to solicit responses related to 1) specific changes which the participant feels should be made; 2) the participant's perception of what he had learned from his experience with the simulation workshop; and 3) the major strengths and weaknesses of the simulation workshop.

In order to process and analyze the data generated from the "open-ended" questions, the responses for each question were categorized and the number and per cent of responses for each category were examined. The results from the categorization of these questions were compared with the results of the responses to the "closed" questions to determine if any patterns existed.

The Procedures Used for Determining the Participant's Attitude toward the In-Basket Simulation Approach as Compared with other forms of In-Service Training

Two procedures were used to determine the participant's attitude toward the in-basket simulation approach as compared with other forms of in-service training in which he had participated. The first procedure was a rank-order process in which the participants were asked to rank a list of different in-service approaches in the order of the participant's preference.

The data generated was processed in two different ways. The first method was to determine the number of

times each approach was assigned a certain rank value. The second method was to assign a numerical value to each response and then determine the mean score for the group for each item listed.

The second technique used to determine the participant's attitude toward the in-basket simulation approach was the use of a semantic differential scale. The participants were asked to react to two concepts through the use of semantic differential scales.

Polarity differences were analyzed by assigning values to the possible response positions. Mean polarity scores for the two groups of participants were computed for each question. In addition, all of the polar traits were grouped and averaged to determine the mean polarity scores for five factors: 1) evaluation, 2) receptivity, 3) potency, 4) activity, and 5) miscellaneous.

Statistical significance for the difference between mean polarity scores for the two concepts as related to each of the five factors was determined by t tests. The t scores were determined through an analysis of variance.

#### The Procedures Used in Examining the Cognitive Changes that Occurred in the Participant as a Result of Participating in the Workshop

In an attempt to determine the cognitive changes effected by the in-basket simulation workshop experience, the posttest-only non-equivalent control group design was used.

The measurement used was a background achievement questionnaire. The questions for this test were based on the background materials used in the simulation workshop. These materials included the two slide presentations of the City of New Britain and Nathan Hale Junior High School, and the printed materials about the community and school system that were distributed to the participants of both the experimental group and the control group. The data were analyzed and the difference in the mean scores between the two groups was noted. A copy of the background achievement instrument may be seen in Appendix E.

The Procedures for Incorporating the Perceptions of the Investigator and three observers based on their observations

During the two simulation workshops, the investigator made notes from his observations of the sessions. In addition, three other people also made notes from their observations of the participants in the workshops. Also, the investigator interviewed many of the participants after they had experienced the simulation workshop. The information from these sources was considered in making the final conclusions for the study.

Summary. The five different assessment procedures used in the study to determine the suitability of using the in-basket simulation instructional approach were set forth

and analyzed. The summary and conclusions made for the study were determined through an effort to analyze and synthesize the findings from these five separate approaches. For further detail on the processing of the data see Appendix F. In the following chapter the data are presented and analyzed.

CHAPTER V  
PRESENTATION AND ANALYSIS  
OF THE FINDINGS

The previous chapter described the study population and the method for gathering and analyzing the data. In this chapter the data which were obtained through the use of the evaluating instruments in assessing the simulation materials and attitudes toward the simulation workshop are presented.

The present chapter includes five major categories: 1) the participants' feelings toward the simulation materials used in the workshop as compared to the findings obtained on U.C.E.A.'s simulation materials in their Janus Junior High School workshops; 2) the participants' attitude toward the in-basket simulation workshop; 3) a comparison of the attitudes toward the simulation workshop approach with other forms of in-service training for school administrators; 4) a comparison of the experimental group with the control group on the measurement of achievement as seen from a post-test or by achievement test; and 5) general perceptions of the investigator and three observers from their observations of the participants as they experienced the simulation workshops.

The presentation and the analysis of data were

divided into sections according to the aforementioned five aspects.

A Comparison of the Nathan Hale Junior High School  
Simulation Materials with those of U.C.E.A.'s  
Janus Junior High School Materials

The first section of the evaluative questionnaire deals with the simulation materials. These materials were developed by the investigator for the simulation workshop. They were based on the materials used in the Janus Junior High School Simulation Workshop run by U.C.E.A. Both the experimental and the control groups used the same materials in the Nathan Hale Junior High School Workshops and their responses to the evaluation instrument will be compared not only to each other but to the results of a similar questionnaire conducted by U.C.E.A. after the Janus Junior High School Workshops.

The first question dealt with the general background 35 mm slide presentation on the City of New Britain with respect to the following criteria: (A) technical quality, (B) interest, (C) importance as a source of information for the principal of Nathan Hale Junior High School, and (D) utility as an independent source of information about potential resources and demands upon the school and/or school system.

Table 6 shows the results of what the participants felt about the background slides of New Britain.

As indicated in Table 6 both groups (experimental and control) found the background slides to be good or better (100%) with approximately one-fifth of each group finding them to be outstanding. This compares favorably with the U.C.E.A. results of 96 per cent good or better and 38 per cent outstanding. As is illustrated, almost 100 per cent of the experimental and control groups found the materials to be interesting and again this compares very favorably with the U.C.E.A. findings.

The two groups felt that the slides did give a feeling for the City of New Britain, 7 of the experimental group reported them to be outstanding and 13 of the control group (52%) found them to be outstanding. These data were far better than those recorded by the U.C.E.A. respondents. Both the experimental and control groups responded very favorably to the slides as being valuable as an independent source of information also as 32 per cent of the experimental group and 16 per cent of the control group rated them outstanding and 100 per cent and 96 per cent of the respective groups rating them good or better. This compared to a 56 per cent rating of good or better by the U.C.E.A. group and a 44 per cent rating of poor.

Overall the background slides of the City of New



TABLE 6

BACKGROUND SLIDES OF NEW BRITAIN AS SEEN BY EXPERIMENTAL AND CONTROL GROUPS  
AND COMPARED WITH U.C.E.A. FILM ON MONROE CITY

	<u>U.C.E.A.</u>		<u>New Britain (Experimental Group)</u>		<u>U. of Hartford (Control Group)</u>	
	No.	%	No.	%	No.	%
1) <u>Technical Quality</u>						
a) Outstanding	86	38	6	24	5	20
b) Good	132	58	19	76	20	80
c) Poor	8	4	0	0	0	0
2) <u>Interest</u>						
a) Outstanding	40	18	9	36	5	20
b) Good	150	67	16	64	19	76
c) Poor	35	15	0	0	1	4
3) <u>Giving a "feel" for the City</u>						
a) Outstanding	29	13	7	28	13	52
b) Good	114	51	18	72	12	48
c) Poor	80	36	0	0	0	0
4) <u>Value as an Independent Source of Information</u>						
a) Outstanding	26	12	3	32	4	16
b) Good	98	44	17	68	20	80
c) Poor	97	44	0	0	1	4

Britain, as rated by both the experimental and control groups involved in the study, were found to compare favorably with the findings of the U.C.E.A. group in all four categories.

In the same manner the participants were asked to respond to the background slides of Nathan Hale Junior High School. The data in Table 7 indicate their reactions to this question.

All except one of the participants of both study groups found the slides of Nathan Hale Junior High to be good or outstanding in all four categories. The two study groups were fairly consistent with each other and in most cases responded as favorably or better to the background slides than the U.C.E.A. group.

TABLE 7

BACKGROUND SLIDES OF NATHAN HALE JUNIOR HIGH SCHOOL AS SEEN BY EXPERIMENTAL AND CONTROL GROUPS AND COMPARED WITH U.C.E.A. SLIDES ON JANUS JUNIOR HIGH SCHOOL

	U.C.E.A.		New Britain (Experimental Group)		U. of Hartford (Control Group)	
	No.	%	No.	%	No.	%
1) <u>Technical Quality</u>						
a) Outstanding	75	33	3	32	5	20
b) Good	138	62	17	68	20	80
c) Poor	11	5	0	0	0	0
2) <u>Interest</u>						
a) Outstanding	73	33	10	40	7	28
b) Good	142	64	15	60	18	72
c) Poor	7	3	0	0	0	0
3) <u>Giving a "feel" for the City</u>						
a) Outstanding	75	34	10	40	12	48
b) Good	133	60	14	56	13	52
c) Poor	12	6	1	4	0	0
4) <u>Value as an Independent Source of Information</u>						
a) Outstanding	49	22	7	28	5	20
b) Good	150	68	18	72	20	80
c) Poor	22	10	0	0	0	0

The audio interruption tapes used in the Nathan Hale Junior High School simulation workshop were evaluated by the participants under three classifications; 1) technical quality, 2) believability, and 3) utility for instruction. Table 8 shows the results of what the participants thought of the audio interruption tapes.

Six respondents or 24 per cent of the experimental group thought the tapes to be of outstanding technical quality and 7 respondents or 28 per cent of the control group felt the same way. All members of the experimental group felt the tapes were good or better technical quality whereas 3 respondents or 12 per cent of the control group thought the tapes were of poor quality. These figures compare with 16 per cent of the U.C.E.A. group rating the tapes outstanding and 4 per cent rating them poor. All members of the experimental group and 22 members or 88 per cent of the control group rated the believability of the tapes to be of good or outstanding quality. This compares to 96 per cent of the U.C.E.A. group rating the tapes good or outstanding. Eleven members or 44 per cent of the experimental group and 12 members or 48 per cent of the control group rated the tapes as outstanding in regard to their utility for instruction whereas 32 per cent of the U.C.E.A. group rated the tapes as outstanding.

The results of Table 8 indicate that the audio

TABLE 3

THE AUDIO INTERRUPTION TAPES OF THE NATHAN HALE JUNIOR HIGH SIMULATION WORKSHOP AS COMPARED TO THE TAPES USED IN THE U.C.E.A. JANUS JUNIOR HIGH SIMULATION WORKSHOP

	U.C.E.A.		New Britain (Experimental Group)		U. of Hartford (Control Group)	
	No.	%	No.	%	No.	%
1) <u>Technical Quality</u>						
a) Outstanding	36	16	6	24	7	28
b) Good	178	79	19	76	15	60
c) Poor	10	49	0	0	3	12
2) <u>Believability</u>						
a) Outstanding	61	28	8	32	11	44
b) Good	152	69	17	68	11	44
c) Poor	8	4	0	0	3	12
3) <u>Utility for Instruction</u>						
a) Outstanding	71	32	11	44	12	48
b) Good	142	65	14	56	11	44
c) Poor	6	3	0	0	2	8

interruption tapes used in the Nathan Hale Junior High School simulation workshop compare favorably with those used by U.C.E.A. in the Janus Junior High School simulation workshops.

The in-basket items used in the study were also rated by the two study groups with regard to their technical quality, believability, and utility for instruction. There was no similar rating of the Janus Junior High in-basket items used by U.C.E.A. Table 9 shows the results of the participants' responses to the in-basket items.

As is illustrated by this table 100 per cent of the participants of both the experimental and control groups rated the in-basket items good or better in all three categories. More than half of the control group rated the in-basket items outstanding in each of the categories. Forty per cent (40%) of the experimental group rated the in-basket items outstanding in technical quality, 68 per cent of the group felt the believability of the items were outstanding and 76 per cent rated their utility for instruction outstanding.

The two study groups were fairly consistent in their ratings of the in-basket items with the control group rating them somewhat better in the first categories of technical quality and believability.

Participants of both study groups were asked in the

TABLE 9

THE IN-BASKET ITEMS AS SEEN BY THE NEW BRITAIN PARTICIPANTS (EXPERIMENTAL GROUP) AND THE UNIVERSITY OF HARTFORD PARTICIPANTS (CONTROL GROUP)

	New Britain		University of Hartford	
	No.	%	No.	%
1) <u>Technical Quality</u>				
a) Outstanding	10	40	14	56
b) Good	15	60	11	44
c) Poor	0	0	0	0
2) <u>Believability</u>				
a) Outstanding	17	68	20	80
b) Good	8	32	5	20
c) Poor	0	0	0	0
3) <u>Utility for Instruction</u>				
a) Outstanding	19	76	19	76
b) Good	6	24	6	24
c) Poor	0	0	0	0

questionnaire for suggestions on improving the content, form, or use of the background materials and in-basket items. The comments made by the respondents were many and wide-ranging and, therefore, somewhat difficult to summarize. However, there were a few categories into which they could be collected. The background slides were generally well received as were the school slides. Many participants felt that more time should be spent on the background materials. The in-basket items were well received also and seen as realistic and believable by all. Some felt that both the audio-interruption tapes and the in-basket items should have included more routine or typical incidents than those used in the workshops.

#### The Participants' Attitude Toward the In-Basket Simulation Workshop

The two procedures which were used to determine the participants' attitude toward the simulation workshop were the use of open and closed questions on the questionnaire. These types of questions are presented separately in the following sections with the data from the closed questions being presented first.

#### Data from the Closed Questions

In Table 10 is presented the results of how the participants in the simulation workshops evaluated the use of



the simulation materials as a teaching technique.

TABLE 10

THE USE OF SIMULATION MATERIALS AS A TEACHING TECHNIQUE AS SEEN BY THE PARTICIPANTS OF THE EXPERIMENTAL AND CONTROL GROUPS

Response	New Britain Group (Experimental Group)		Univ. of Hartford Group (Control Group)	
	No.	%	No.	%
Outstanding	16	64	17	68
Good	9	36	8	32
Poor	0	0	0	0

As indicated by Table 10, sixteen of the twenty-five respondents of the New Britain Group or 64 per cent found the use of simulation materials as a teaching technique to be excellent. Seventeen respondents or 68 per cent of twenty-five University of Hartford Group felt the same way. All participants of both groups responded positively by rating the use of the simulation materials as a teaching technique either good or outstanding. The two groups were fairly consistent also as can be seen by Table 10.

The respondents were asked if this type of experience would be of value in a pre-service or in-service program for secondary school administrators. The results can be seen in Table 11.

TABLE 11

THE VALUE OF AN IN-BASKET SIMULATION WORKSHOP AS PART OF A PRE-SERVICE OR IN-SERVICE PROGRAM FOR SECONDARY SCHOOL ADMINISTRATORS AS SEEN BY THE PARTICIPANTS OF BOTH GROUPS

Response	New Britain Group (Experimental Group)		Univ. of Hartford Group (Control Group)	
	No.	%	No.	%
Yes	25	100	24	96
No	0	0	1	4

All respondents of the New Britain Group rated the value of the workshop as part of a pre-service or in-service program to be positive. Twenty-four members or 96 per cent of the University of Hartford Group responded the same way with one participant responding no. The two groups, experimental and control, were again consistent in their response patterns to this question.

The participants of both workshops were asked if they would like to see this type of instruction in graduate school programs. The data presented in Table 12 indicate their reactions to this question.

TABLE 12

THE INCLUSION OF SIMULATION MATERIALS AS A TEACHING  
TECHNIQUE IN GRADUATE ADMINISTRATION SCHOOL PROGRAMS  
AS REPORTED BY THE PARTICIPANTS OF BOTH GROUPS

Response	New Britain Group (Experimental Group)		Univ. of Hartford Group (Control Group)	
	No.	%	No.	%
Yes	25	100	23	92
No	0	0	1	4
			1*	4

\*No response

As indicated in Table 12 all respondents of the experimental group reported that they would like to see this type of instruction in graduate administration programs. Twenty-three members of the control group responded yes, one responded negatively, and one did not answer this question. With the respective groups responding 100 per cent and 92 per cent positively, again, they were consistent in their response to this question.

The participants were asked if they felt this in-basket simulation workshop presented a realistic picture of urban secondary school administration, and the results of their responses to this question can be seen in Table 13.

TABLE 13

THE FEELING OF THE PARTICIPANTS AS TO THE SIMULATION  
 WORKSHOP PRESENTING A REALISTIC PICTURE OF URBAN  
 SECONDARY SCHOOL ADMINISTRATIVE PROBLEMS

Response	New Britain Group (Experimental Group)		Univ. of Hartford Group (Control Group)	
	No.	%	No.	%
Yes	25	100	22	88
No	0	0	2	8
			1*	4

\*No response

Again, all twenty-five of the participants of the New Britain Group responded positively, feeling that the simulation workshop did present a realistic picture of urban secondary school administrative problems. Twenty-two or 88 per cent of the University of Hartford Group responded positively with two members or 8 per cent of the group responding negatively and again one member, the same one, did not respond to this question as the last one. The vast majority of both the experimental and control groups did respond in similar fashion and this is consistent with their response patterns to previous questions.

The next question asked on the evaluation questionnaire was "did the experience change your attitude toward urban secondary school administrative problems?" Table 14

shows the results of this question.

TABLE 14

DID THE SIMULATION EXPERIENCE CHANGE  
THE PARTICIPANT'S ATTITUDE TOWARD URBAN  
SECONDARY SCHOOL ADMINISTRATIVE PROBLEMS?

Response	New Britain Group (Experimental Group)		Univ. of Hartford Group (Control Group)	
	No.	%	No.	%
Yes	9	36	11	44
No	16	64	14	56

The results to this question were rather interesting. Nine members or 36 per cent of the experimental group said the simulation experience did change their attitude toward urban secondary school problems. Sixteen members of the experimental group or 64 per cent did not feel that the experience changed their attitude toward urban secondary school administrative problems. The control group responded in similar fashion with 11 participants or 44 per cent responding that the experience did change their attitude and fourteen members or 56 per cent of the control group stated that the simulation experience did not change their attitude toward urban secondary school administrative problems. One has to take into consideration here that all of the New Britain Group worked in an urban situation and twelve of the group were either secondary school principals or

assistant principals. Many of the respondents stated next to the question that the experience reaffirmed their attitude not change it. Sixteen members or 64 per cent of the University of Hartford Group worked in an urban setting and some of them also responded that they were familiar with urban school problems and that the workshop experience did not change their attitude but they did believe it presented a realistic picture of urban secondary school administrative problems. Both the experimental and control groups were again consistent with each other in their responses.

Another indication of a participant's attitude toward the simulation workshop experience would be what priority he would set for this experience in relation to the on-going tasks he has to perform. An effort was made to determine the priority that participating in a simulation experience would take in relation to the other tasks that the participant must perform during a typical week. The results to this question can be seen in Table 15.

As indicated by Table 15, four respondents or 16 per cent of the experimental group and five respondents of the control group give the simulation workshop the highest priority. This compares with no respondent in either group giving it the lowest or next to lowest priority. Approximately a third of each group ranked the workshop as either the highest or second to the highest in priority. The

TABLE 15

RESULT OF THE RESPONSE TO THE QUESTION, "DURING THE TYPICAL WORK WEEK HOW MUCH PRIORITY WOULD YOU GIVE TO TAKING TIME OUT TO PARTICIPATE IN A SIMULATION WORKSHOP SUCH AS THE NATHAN HALE JUNIOR HIGH WORKSHOP?"

Response	New Britain (Experimental Group)		U. of Hartford (Control Group)	
	No.	%	No.	%
High Priority (6)	4	16	5	20
(5)	4	16	4	16
(4)	13	52	11	44
(3)	2	8	3	12
(2)	2	8	2	8
(1)	0	0	0	0
Low Priority (0)	0	0	0	0

majority of the participants ranked the workshops at about the mid-point in priority or slightly higher. Of the New Britain group 84 per cent ranked it in the top three categories and 80 per cent of the University of Hartford group did the same. The two groups were fairly consistent in their response patterns and again showed that they rated the simulation workshop fairly high in terms of priority.

Two questions were included in the questionnaire on whether the workshop was threatening to the participants. The responses can be seen in Table 16.

TABLE 16

THE RESULTS OF THE RESPONSE TO THE QUESTION, "DID YOU FIND PARTICIPATING IN THE WORKSHOP WAS THREATENING?"

(A) BECAUSE THE MATERIALS USED INVOLVED PERSONNEL AND ACTUAL CASES OF YOUR OWN SCHOOL DISTRICT

(B) BECAUSE OF THE INTERACTION NECESSARY IN THE WORKSHOP

Response	New Britain Group (Experimental Group)		Univ. of Hartford Group (Control Group)	
	No.	%	No.	%
<u>"A"</u>				
Yes	1	4	0	0
No	24	96	24	96
			1*	4
<u>"B"</u>				
Yes	1	4	0	0
No	24	96	24	96
			1*	4
*No response				

One of the twenty-five respondents or 4 per cent of the experimental group felt that participating in the workshop was threatening under category A or B. No respondent in the control group felt that the workshop was threatening under either category A or B. One participant in the control group did not respond to either question. Twenty-four respondents of each group or 96 per cent of the total 50 participants in the two workshops did not feel threatened either because of the interaction involved or the materials used. The New Britain group (Experimental) was composed of,



as previously stated, secondary school administrators for the City of New Britain and were familiar with the situations and personnel involved in the simulation. The University of Hartford group (Control) was composed of people from many different areas and environments. Therefore it is interesting to note the similarity of the two groups' responses to these questions.

In Table 17 is presented the results of how interesting the experiences in the simulation workshop were to the participants.

TABLE 17

RESULT OF THE RESPONSES TO THE COMPLETION OF THE STATEMENT, "DID YOU FIND PARTICIPATING IN THE IN-BASKET SIMULATION NATHAN HALE JUNIOR HIGH SCHOOL . . .?"

Response	New Britain (Experimental Group)		U. of Hartford (Control Group)	
	No.	%	No.	%
Very interesting	21	84	20	80
Somewhat interesting	4	16	5	20
Neither interesting nor boring	0	0	0	0
Somewhat boring	0	0	0	0
Very boring	0	0	0	0

As is illustrated by Table 17, 80 per cent or better of both groups found the in-basket simulation to be very interesting, while none of the participants found the

simulation to be boring or somewhat boring. All of the participants found the in-basket simulation to be interesting and the groups were fairly similar in the response pattern.

The respondents were asked how valuable the in-basket simulation was to their own learning and their responses may be seen in Table 18.

A majority of the respondents of both the experimental and control groups felt that participating in the simulation was a very valuable learning experience. All twenty-five participants of the New Britain simulation workshop and twenty-three of the twenty-five participants of the University of Hartford workshop felt the simulation was of some value to their own learning. Two participants of the University of Hartford group responded that the simulation was neither valuable nor worthless as far as their own learning. None of the participants found it to be of no worth to their own learning.

The respondents were then to respond to a question asking whether the experience gained from participating in the simulation workshop was worth the time spent on it. The data presented in Table 19 indicate their reactions to this question.

TABLE 18

RESULT OF THE RESPONSES TO THE COMPLETION OF THE STATEMENT, "DID YOU FIND PARTICIPATING IN THE IN-BASKET SIMULATION NATHAN HALE JUNIOR HIGH . . ."

Response	New Britain (Experimental Group)		University of Hartford (Control Group)	
	No.	%	No.	%
A very valuable learning experience	14	56	15	60
A learning experience of some value	11	44	8	32
An experience which was neither valuable nor worthless as far as my own learning	0	0	2	8
An experience somewhat worthless	0	0	0	0
An experience which was completely worthless	0	0	0	0

TABLE 19

RESULT OF THE RESPONSES TO THE COMPLETION OF THE STATEMENT, "DO YOU FEEL THE EXPERIENCE GAINED FROM PARTICIPATING IN THE WORKSHOP . . ."

Response	New Britain (Experimental Group)		University of Hartford (Control Group)	
	No.	%	No.	%
Was definitely worth the amount of time spent on it	21	84	16	64
Was probably worth the amount of time	2	8	7	28
May or may not have been worth the amount of time	1	4	1	4
Was probably not worth the amount of time	0	0	1	4
Was definitely not worth the amount of time	1	4	0	0

As illustrated above, 84 per cent of the New Britain group and 64 per cent of the University of Hartford group felt that the experience had definitely been worth the time spent in the workshop. Twenty-three respondents or 92 per cent of both the New Britain and the University of Hartford groups felt the experience was worth the amount of time to some degree. One member of the University of Hartford group responded that the experience may or may not have been worth the amount of time spent in the workshop. And one member of the New Britain group responded it definitely was not worth the amount of time although he qualified his answer by stating that not enough time was allowed for the simulation workshop.

The information in Table 20 shows the choice of whether or not the respondents would have participated in the workshop after they knew what a simulation workshop was.

From the data in Table 20, it would appear that 96 per cent of the participants of both groups would have either probably or definitely participated in the simulation workshop had they had the choice and knowing what it was like. Over three-quarters (76%) of the experimental group and 64 per cent of the control group would definitely have done so. One member of the New Britain group did not know whether he would or not and one member of the

TABLE 20

RESULT OF THE RESPONSES TO THE COMPLETION OF THE STATEMENT, " NOW THAT YOU KNOW WHAT AN IN-BASKET SIMULATION WORKSHOP IS LIKE, AND IF YOU HAD A CHOICE, WOULD YOU . . ."

Response	New Britain (Experimental Group)		University of Hartford (Control Group)	
	No.	%	No.	%
Have definitely participated in the workshop	19	76	16	64
Have probably participated in the workshop	5	20	8	32
Not know whether I would or would not have participated in the workshop	1	4	0	0
Have probably not participated in the workshop	0	0	1	4
Have definitely not participated in the workshop	0	0	0	0

University of Hartford group thought he probably would not.

The next question asked was whether the respondents would participate in additional simulation workshops. The data in Table 21 show the results.

TABLE 21

RESULTS OF THE RESPONSE TO THE QUESTION, "IF YOU HAD THE OPPORTUNITY WOULD YOU PARTICIPATE IN ADDITIONAL SIMULATION WORKSHOPS?"

Response	New Britain (Experimental Group)		Univ. of Hartford (Control Group)	
	No.	%	No.	%
Yes, definitely	14	56	12	48
Yes, probably	10	40	12	48
I don't know	1	4	1	4
Probably not	0	0	0	0
Definitely not	0	0	0	0

As illustrated above, 96 per cent of both the New Britain group and the University of Hartford group indicated positive responses. Of this total 96 per cent, approximately 50 per cent of each group, indicated they would definitely participate in additional simulation workshops. No respondent in either group gave a negative answer and only one member of each group indicated he did not know.

The next question was about the participant's attitude toward recommending participation in a simulation workshop to a fellow administrator. Table 22 shows the

results of this question when asked of the participants in the two workshops.

TABLE 22

RESULTS OF THE RESPONSE TO THE QUESTION, "HOW EXCITED WOULD YOU BE IN RECOMMENDING TO A FELLOW ADMINISTRATOR THAT HE/SHE PARTICIPATE IN THE SIMULATION WORKSHOP?"

Response	New Britain (Experimental Group)		Univ. of Hartford (Control Group)	
	No.	%	No.	%
Very excited	10	40	13	52
Somewhat excited	15	60	11	44
No feeling either way	0	0	1	4
Would be reluctant to recommend it	0	0	0	0
Definitely would not recommend it	0	0	0	0

Table 22 shows that nearly all of the participants, 100 per cent of the New Britain group and 96 per cent of the University of Hartford group would be positive about recommending the workshop to a fellow administrator. One respondent of the University of Hartford group had no feeling either way. The majority of the University of Hartford group (52%) and 40 per cent of the New Britain group would be very excited about recommending the simulation workshop to a fellow administrator.



Summary. The data in the first two parts of this chapter appear to indicate that the participants in both the New Britain and the University of Hartford workshop had a positive attitude toward their experiences with the simulation materials. Throughout the first two parts of the chapter the two groups, although different in character and makeup, reacted in a quite similar fashion to the "closed" questions posed to them on the questionnaire. In Tables 6 through 9 both groups reacted quite positively toward the simulation materials and the results compared favorably with the responses received by U.C.E.A. to their questionnaire. In the second part of the "closed" question section the two groups reacted again in a similar fashion and in a very positive way. In Tables 10 through 22 the group reacted again in a similar fashion and in a very positive direction on each question dealing with the simulation workshops.

#### Data from the Open-ended Questions

The following section deals with the findings obtained from the open-ended questions used in the evaluation questionnaire. The purpose of these questions was to supplement the information obtained from the participants' responses to the closed questions. In the following parts of this section are presented the results of the categori-

zation of the responses made to some of these open-ended questions and statements.

For three of these questions the respondent was asked to complete the statements. The first statement was "I would spend time participating in a simulation workshop (such as the Nathan Hale Junior High one) only if . . . ." The results of the categorization of the responses made to this question are presented in Table 23.

TABLE 23

THE RESULTS OF THE CATEGORIZATION OF THE RESPONSES MADE TO THE OPEN ENDED STATEMENT "I WOULD SPEND TIME PARTICIPATING IN A SIMULATION WORKSHOP (SUCH AS THE NATHAN HALE JUNIOR HIGH ONE) ONLY IF . . . ."

Categories	Number & Per Cent of Responses Made in Each Category			
	Experimental		Control	
	No.	%	No.	%
Without Reservation	2	8	3	12
If as good as Nathan Hale Workshop	6	24	2	8
It was as relevant as this one	4	16	10	40
Of value to me	2	8	0	0
Realistic	4	16	2	8
Sufficient time were allowed	5	20	3	12
If it was a requirement	0	0	1	4
Did not respond	<u>2</u>	<u>8</u>	<u>4</u>	<u>16</u>
Totals	25	100	25	100

As is illustrated above, there was a wide range of responses to such an open-ended question. The responses were grouped into the nine categories seen in Table 23. There was no definite pattern between the experimental and control groups. Six members (24%) of the experimental group responded they would spend time participating in a simulation workshop if it was as good as the Nathan Hale workshop. Only two members of the control group or 8 per cent responded similarly. Four members of the experimental group or 16 per cent would participate if the workshop was as relevant as the Nathan Hale one. Ten members or 40 per cent of the control group responded in a similar fashion. Five members of the experimental group or 20 per cent responded that they would participate only if sufficient time were allowed. Three members or 12 per cent of the control group responded in a like manner. Two members of the experimental group and four of the control group did not respond to this question. The results from this open-ended question did not provide any conclusive evidence as to whether the participants would spend time participating in another simulation workshop, although most participants responded positively about the workshop.

The next question was: "I would definitely not spend time participating in a simulation workshop (such as the Nathan Hale Junior High one) if . . . ." The results of

the categorization of the responses made to this question are presented in Table 24.

TABLE 24

THE RESULTS OF THE CATEGORIZATION OF THE RESPONSES MADE TO THE OPEN ENDED QUESTION "I WOULD DEFINITELY NOT SPEND TIME PARTICIPATING IN A SIMULATION WORKSHOP (SUCH AS THE NATHAN HALE JUNIOR HIGH ONE) IF . . . ."

Categories	Number & Per Cent of Responses Made in Each Category			
	<u>Experimental</u>		<u>Control</u>	
	No.	%	No.	%
a) Not planned as well as Nathan Hale Workshop	6	24	2	8
b) It didn't have good instructor	1	4	1	4
c) Results were not made available	2	8	0	0
d) It combined theory and practical	2	8	2	8
e) Weren't realistic	5	20	7	28
f) No reason I wouldn't	2	8	1	4
g) It took school time	2	8	1	4
h) Evaluated by it	0	0	1	4
i) It was forced	0	0	1	4
j) Enough time was given	2	8	2	8
k) No response	3	12	7	28

As is shown in Table 24, ten participants did not respond to this question. Of those that did 24 per cent of the experimental group stated they would not spend time

participating in a workshop if it was not well planned and another 20 per cent stated they would not participate if the workshop was not realistic. In comparison 8 per cent of the control group stated they would not participate if the workshop was not well planned and another 28 per cent would not participate if it was not realistic. The other response categories were chosen by just one or two of the respondents. Again the results of the responses to this question were inconclusive. The respondents wanted the workshop to be realistic and well planned.

The third open-ended question in this section asked the participants to: "Briefly state what you feel you have learned from this simulation workshop." The results of the responses to this question can be seen in Table 25.

The results appear to indicate that, for the majority of the participants of the simulation workshops, they gained a new insight and awareness of urban school problems. Twelve members or 48 per cent of the experimental group and fifteen members or 60 per cent of the control group indicated this response to the question. Eight members or 32 per cent of both groups felt they learned more about the decision making process. Eight members of the experimental group (32%) and nine of the control group (36%) indicated they learned that simulation was an effective method of instruction. And four members of the experimental group felt

that the sharing of viewpoints was a learning factor as did three members of the control group. As indicated in Table 25, the reason for the number of responses being greater than the number of respondents is the fact that many members of both the experimental and control groups gave more than one response to the question.

TABLE 25

THE RESULTS OF THE CATEGORIZATION OF THE RESPONSES MADE TO THE OPEN ENDED QUESTION "BRIEFLY STATE WHAT YOU FEEL YOU HAVE LEARNED FROM THIS SIMULATION WORKSHOP."

Categories	Number & Per Cent of Responses Made in Each Category			
	Experimental		Control	
	No.	%*	No.	%*
More about the decision making process	8	32	8	32
Simulation as an effective instructional method	8	32	9	36
Insight and awareness of urban school problems	12	48	15	60
Sharing of viewpoints	4	16	3	12
No response	0	0	3	12

\*Many respondents stated more than one.

At the end of the questionnaire the participants were asked to state what they thought the major strengths and weaknesses of this simulation workshop approach were. The results of the categorization of these responses are presented in Tables 26 and 27.

Table 26 shows the results to the question "What do you feel the major strengths of the simulation workshop approach as an in-service technique are:."

TABLE 26

THE RESULTS OF THE CATEGORIZATION OF THE RESPONSES MADE TO THE OPEN ENDED QUESTION "WHAT DO YOU FEEL THE MAJOR STRENGTHS OF THE SIMULATION WORKSHOP APPROACH AS AN IN-SERVICE TECHNIQUE ARE."

Categories	Number & Per Cent of Responses Made in Each Category			
	Experimental		Control	
	No.	%*	No.	%*
Insight into role of principal	8	32	12	48
Problem-solving (decision making) techniques	12	48	8	32
Realistic	10	40	15	60
Group interaction	4	16	3	12
Involvement	7	28	5	20
Did not respond	0	0	1	4

\*Many respondents gave more than one response.

The data indicate that many respondents gave more than one factor as strengths, therefore the total number of responses for the experimental group is 41 and the number for the control group is 43. Ten members of the experimental group (40%) and fifteen members (60%) of the control group thought that the realism of the simulation workshop was a major strength. Insight into the role of the

principal was the choice of 32 per cent of the experimental group and 48 per cent of the control group. Twelve members (48%) of the experimental group indicated that the problem-solving techniques involved were a major strength and 32 per cent of the control group felt the same. The involvement in the workshop approach was listed as a major strength by 28 per cent of the experimental group and 20 per cent of the control group. Exactly half of all participants mentioned the realism of the workshop and 40 per cent of all participants mentioned the insight into the role of the principal and the problem-solving techniques used as major strengths.

Table 27 shows the weaknesses, indicated by the participants, of the workshop approach.

Eight members or 32 per cent of the experimental group indicated no weaknesses were apparent and five members or 20 per cent of the control group gave the same response. Nine participants or 18 per cent of the total group (experimental and control) indicated that careful preparation of materials is necessary or this would be a weakness of the approach. Seven members of the combined groups felt that the difficulty involved in coming to a decision was a weakness. Ten members of the control group or 40 per cent of the group thought that the time element was a factor. Only three members of the experimental group



indicated this choice. This apparent weakness as indicated by the control group might be a result of the workshop setting for this group as opposed to the setting for the experimental group. The control group (the University of Hartford Graduate Group) had their workshop fragmented into three sessions as opposed to the experimental group which had an all day workshop.

TABLE 27

THE RESULTS OF THE CATEGORIZATION OF THE RESPONSES MADE TO THE OPEN ENDED QUESTION "WHAT DO YOU FEEL THE MAJOR WEAKNESSES OF THE SIMULATION WORKSHOP APPROACH AS AN IN-SERVICE TECHNIQUE ARE."

Categories	Number & Per Cent of Responses Made in Each Category			
	<u>Experimental</u>		<u>Control</u>	
	No.	%*	No.	%*
None	8	32	5	20
Careful preparation of materials necessary	4	16	5	20
Background information	0	0	1	4
Individualizing the workshop	3	12	1	4
Difficulty with people of various backgrounds involved	3	12	1	4
Difficult to come to a decision	3	12	4	16
Pressure	3	12	1	4
Time	3	12	10	40
Did not respond	2	8	2	8

\*Many respondents gave more than one response.

Summary. The results from the open-ended questions appear to indicate a favorable attitude toward the in-basket simulation approach just as the closed question results did. The results did not provide any conclusive evidence as the closed questions seemed to, but they did seem to indicate that if simulation workshops were well developed and well conducted the respondents would favor them. The realism involved in the simulation approach was another factor of importance to the participants. The majority of the participants in the two workshops thought that the workshops provided them with an insight into and awareness of urban school problems. The major weakness of the workshops conducted in this investigation was the time element, that is, the amount of time spent in the workshop itself was not sufficient to properly take advantage of the opportunities that participation in a simulation workshop provides.

A Comparison of the Attitudes Toward  
the Simulation Approach with other  
Forms of In-Service Training for  
School Administrators

The participants of both groups were asked to rank order a list of nine in-service approaches according to preference. This was done in an attempt to determine the

participants' attitude toward the in-basket simulation approach as compared with other approaches to in-service training the respondents had the opportunity to participate in. There was additional space at the end of the question for any other in-service programs the participants wished to list. The data presented in Tables 28, 29 and 30 provide the results of this rank ordering process.

As is illustrated from these tables twelve members of the experimental group (48%) and eight members (32%) of the control group gave the simulation workshop the highest ranking. When grouped with the second and third choices of preference (out of nine), twenty members of the experimental group (80%) and fourteen members of the control group (56%) ranked the simulation workshops as their first, second, or third preference. When the two groups (Experimental and Control) preferences are totaled together, the simulation workshops were preferred over the other forms of in-service approaches. Twenty out of the total fifty participants (40%) ranked the simulation workshop as their highest preference. When the first three choices of the participants were totaled, 34 participants of the workshops or 68 per cent ranked the simulation workshops as one of their first three preferences. No one in the experimental group ranked the simulation workshop as one of their last four choices and only one member of the control group ranked the

TABLE 28

RESULTS OF THE RESPONSES TO THE RANKING OF IN-SERVICE APPROACHES  
 IN THE ORDER OF PREFERENCE--NEW BRITAIN EXPERIMENTAL GROUP

Approach	Pattern of Ranking and Number of Responses Made*								
	1	2	3	4	5	6	7	8	9
Attend an administrative conference to listen to speakers	1	0	0	1	3	6	3	6	1
Attend an administrative conference involving a number of seminars	0	5	6	5	2	4	0	0	0
Visiting a neighboring school district	0	7	6	6	1	0	1	0	1
Participate in a local simulation workshop	12	4	4	2	0	0	0	0	0
Have a discussion group session with other administrators from district	8	7	2	2	2	0	1	0	0
Attend a university simulation workshop	1	1	4	5	5	2	2	2	0
Attend a sensitivity session	0	0	0	0	4	4	5	2	7
Attend a local or national convention	0	0	2	0	2	5	5	7	1
Attend a university course	1	0	2	1	0	1	3	6	8

\*Three did not respond to this question.

TABLE 29

RESULTS OF THE RESPONSES TO THE RANKING OF IN-SERVICE APPROACHES  
IN THE ORDER OF PREFERENCE---UNIVERSITY OF HARTFORD CONTROL GROUP

Approach	Pattern of Ranking and Number of Responses Made*								
	1	2	3	4	5	6	7	8	9
Attend an administrative conference to listen to speakers	1	1	1	1	0	2	2	8	6
Attend an administrative conference involving a number of seminars	0	6	5	4	2	1	3	1	0
Visit a neighboring school district	6	5	1	4	3	1	2	0	0
Participate in a local simulation workshop	8	3	3	4	3	0	1	0	0
Have a discussion group session with other administrators from district	3	6	7	1	2	2	1	0	0
Attend a university simulation workshop	2	2	2	5	5	2	3	1	0
Attend a sensitivity session	0	1	2	2	2	6	4	1	4
Attend a local or national convention	0	0	2	1	2	5	5	5	2
Attend a university course	0	1	0	0	1	3	1	6	10

\*Three did not respond to question.

TABLE 30

## GROUPING OF THE RESULTS FROM TABLES 28 AND 29 (RANKING OF IN-SERVICE APPROACHES)

Approach	Total Number of Responses Made					
	1, N.B.*	2, UofH**	3	4, N.B.	5, UofH	6, 7, 8, and 9 N.B. UofH
Attend an administrative conference to listen to speakers	1	3	10	3	10	16
Attend an administrative conference involving a number of seminars	11	11	11	9	0	4
Visit a neighboring school district	13	12	7	8	2	2
Participate in a local simulation workshop	20	14	2	7	0	1
Have a discussion group session with other administrators from district	17	16	4	5	1	1
Attend a university simulation workshop	6	6	12	12	4	4
Attend a sensitivity session	0	5	8	12	14	9
Attend a local or national convention	2	2	7	8	13	12
Attend a university course	3	1	2	4	17	17

\*New Britain Experimental Group

\*\*University of Hartford Control Group

workshop as one of their last four choices. Therefore only 2 per cent of the total participants in the simulation workshops ranked them lower than fifth out of nine possible choices.

The three forms of in-service approaches which ranked closest to the simulation approach were: 1) discussion groups with other administrators from the district, 2) visit to a neighboring school district, and 3) attending an administrative conference involving a number of seminars. Approximately 34 per cent of the participants ranked the discussion groups as one of their first three choices, 26 per cent of the participants listed a visit to a neighboring school district as one of their first three choices and 22 per cent listed a conference involving seminars as one of their first three choices. The number of participants of the control group that chose the discussion group as one of their first three choices (16) was greater than the number (14) that chose the simulation workshop.

The lowest ranking given to any of the nine approaches was to attendance at a university course. Seventeen members of experimental group (68%) as well as seventeen of the control group (68%) ranked this approach as one of their last three choices. Fourteen members or 56 per cent of the experimental group ranked the sensitivity session as the next lowest with 52 per cent of the same group rating

attendance at a convention the third lowest. Sixteen members (64%) of the control group ranked listening to speakers as their second lowest preference and twelve members or 48 per cent ranked attendance at a convention the third lowest. Only 3 per cent of all participants ranked attendance at a university course in their top three ratings and only 8 per cent of the participants ranked either attending a convention or listening to speakers as one of their top three choices. Five participants or 10 per cent ranked a sensitivity session as one of their top three choices, all five of these participants from the control group.

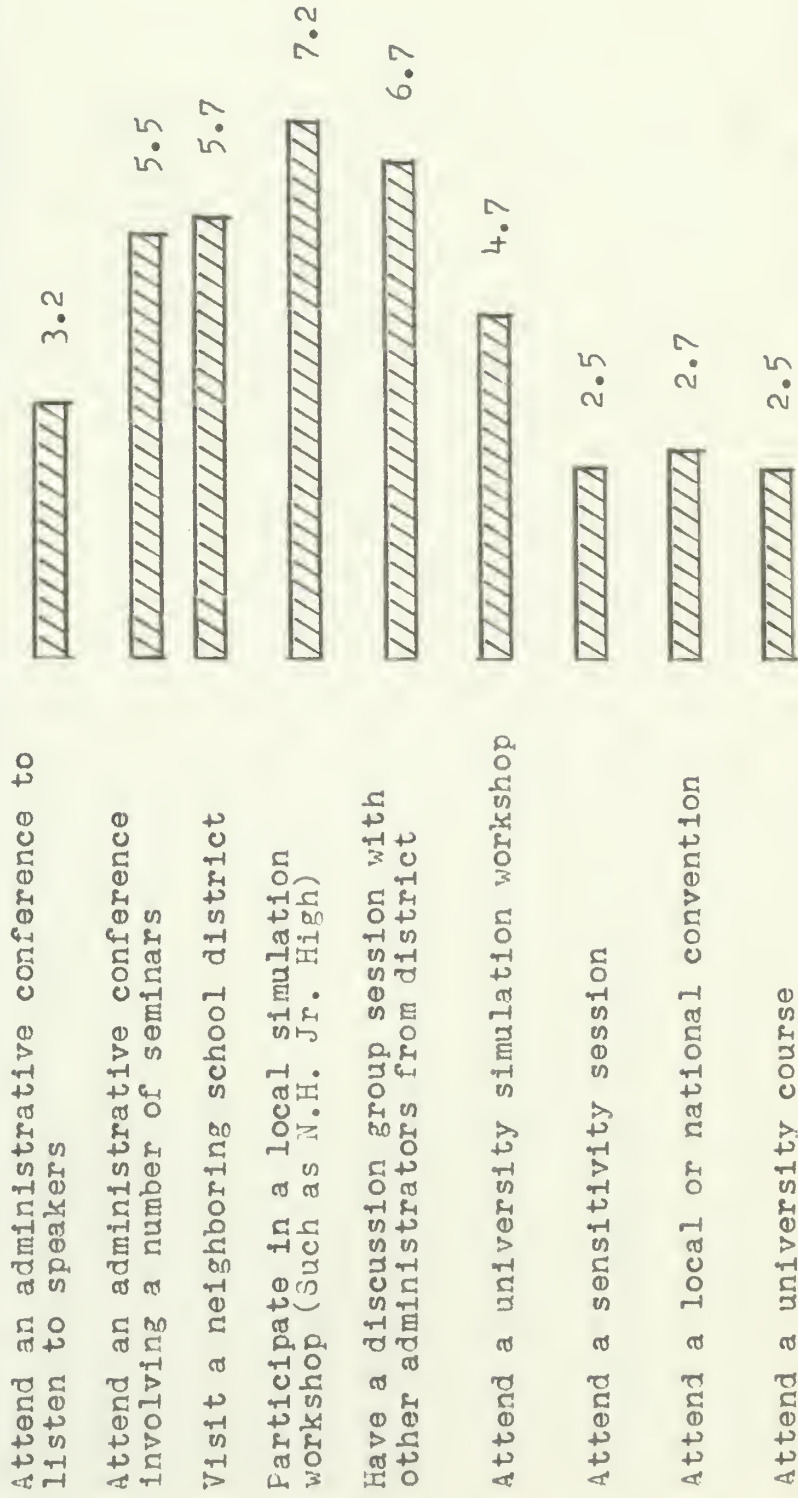
The rank-order scores of Tables 28 and 29 were weighted and the means of these weighted scores for each approach were determined. The graphs presented in Figures 1 and 2 provide a visual comparison of the order of preference for the nine in-service approaches listed on the questionnaire as seen by the two groups (experimental and control).

As illustrated by these figures, the mean of the weighted score for the simulation workshops was 7.2 with the experimental group and 6.4 with the control group. The lowest ranking approach was the university course which had a mean of 2.5 with the experimental group and 2.0 with the control group. The sensitivity approach tied for the lowest rank of 2.5 with the experimental group. The two



FIGURE I

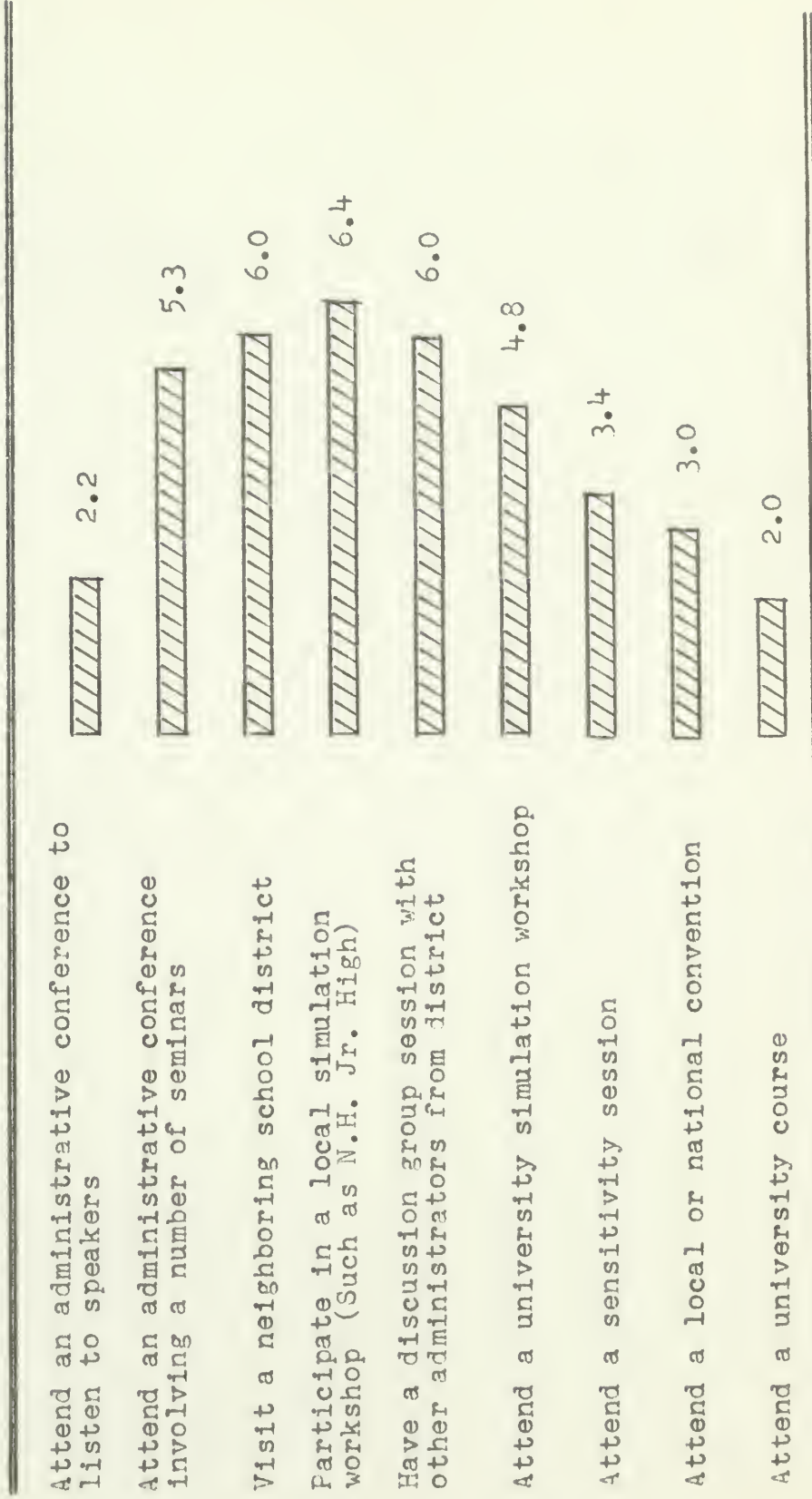
THE PREFERENCES OF THE EXPERIMENTAL GROUP TO VARIOUS FORMS OF IN-SERVICE TRAINING FOR SCHOOL ADMINISTRATORS AS DETERMINED THROUGH CALCULATING THE MEANS OF WEIGHTED SCORES GAINED THROUGH A RANK-ORDERING PROCESS



See Appendix F for further detail on the processing of the data.

FIGURE II

THE PREFERENCES OF THE CONTROL GROUP TO VARIOUS FORMS OF IN-SERVICE TRAINING FOR SCHOOL ADMINISTRATORS AS DETERMINED THROUGH CALCULATING THE MEANS OF WEIGHTED SCORES GAINED THROUGH A RANK-ORDERING PROCESS.



See Appendix F for further detail on the processing of the data.

groups were fairly consistent in their ratings as can be seen in Figures 1 and 2.

A second technique used to determine the participant's attitude toward the simulation workshop was the use of the semantic differential scale technique. The participants were asked to react to two concepts: 1) "The Nathan Hale Junior High Simulation Workshop as one alternative approach for in-service/pre-service education for urban school administrators" and 2) "In-service/pre-service educational programs for urban administrators in which you have participated (excluding the Nathan Hale Junior High Simulation exercise).

The data illustrated in Tables 31 and 32 show the results of the participants' responses to the semantic differentials as these responses relate to the factors of: 1) evaluation, 2) receptivity, 3) potency, 4) activity, and 5) miscellaneous.

As is illustrated in Table 31, which shows the responses of the experimental group, the mean polarity score for the concept of the simulation approach, in relation to the evaluative factor, was 5.0 (S.D.=.22) as compared to 3.3 (S.D.=1.23) for the concept of in-service programs excluding the simulation approach. The difference in these mean scores (1.7), appears to be significant at the .005 level analysis of variance.

TABLE 31

THE RESULTS OF THE RESPONSES OF THE EXPERIMENTAL GROUP TOWARD THE SIMULATION APPROACH COMPARED WITH OTHER FORMS OF IN-SERVICE TRAINING FOR URBAN SCHOOL ADMINISTRATORS, AS RELATED TO EVALUATIVE, RECEPTIVITY, POTENCY, ACTIVITY, AND MISCELLANEOUS FACTORS DETERMINED THROUGH THE USE OF THE SEMANTIC DIFFERENTIAL

Factor	Mean Polarity Score (Sum of weighted responses)			Difference in Scores
	Simulation Approach Score (S.D.)	Other Forms of In-Service Score (S.D.)		
Evaluative	5.0	3.3	1.23	1.7*
Receptivity	4.9	4.3	.24	.6**
Potency	4.6	4.0	.39	.6***
Activity	4.7	3.6	.25	1.1*
Miscellaneous (See Table 33)	4.7	3.9	.44	.8***

\*Significant at .005 level analysis of variance

\*\*Significant at .05 level analysis of variance

\*\*\*Significant at .025 level analysis of variance

See Appendix F for Processing of Data and Interpretation of Scores.

TABLE 32

THE RESULTS OF THE RESPONSES OF THE CONTROL GROUP TOWARD THE SIMULATION APPROACH COMPARED WITH OTHER FORMS OF IN-SERVICE TRAINING FOR URBAN SCHOOL ADMINISTRATORS, AS RELATED TO EVALUATIVE, RECEPTIVITY, POTENCY, ACTIVITY, AND MISCELLANEOUS FACTORS DETERMINED THROUGH THE USE OF THE SEMANTIC DIFFERENTIAL

Factor	Mean Polarity Score (Sum of weighted responses)		Difference in Scores
	Simulation Approach Score (S.D.)	Other Forms of In-Service Score (S.D.)	
Evaluative	4.9 .32	3.7 .37	1.2*
Receptivity	4.7 .51	3.2 .26	1.5**
Potency	4.5 .22	3.0 .15	1.5*
Activity	4.7 .81	2.8 .17	1.9*
Miscellaneous (See Table 34)	4.5 .54	3.4 .29	1.1*

\*Significant at .005 level analysis of variance

\*\*Significant at .025 level analysis of variance

See Appendix F for Processing of Data and Interpretation of Scores.

The mean polarity scores relating to the factor of receptivity for the simulation workshop as compared to other forms of in-service training are 4.9 (S.D.=.29) and 4.3 (S.D.=.24). The difference between these scores is .6, which is significant at the .05 level analysis of variance. In relation to the potency factor, the difference between the mean score for the simulation workshop, 4.6 (S.D.=.16) and other forms of in-service training 4.0 (S.D.=.39) was .6 and this difference is significant at the .025 level. The scores relating to the factor of activity were 4.7 (S.D.=.88) and 3.6 (S.D.=.25) with a difference of 1.1 which is significant at the .005 level. The last factor measured was miscellaneous and the mean scores respectively were 4.7 (S.D.=.34) and 3.9 (S.D.=.44) with a difference of .8 which is significant at the .025 level.

In comparison with these scores for the experimental group the responses of the control group which can be seen in Table 32 are even more positive toward the simulation approach. The differences between the mean polarity scores for the factors of evaluation, potency, activity, and miscellaneous are all significant at the .005 level with the difference for the factor of receptivity being significant at the .025 level.

In both cases, that is with the experimental and the control groups, the lowest mean polarity score for any one

of the factors as they relate to the simulation workshop is higher than any of the scores as they relate to other forms of in-service training. These results as seen in Tables 31 and 32 indicate that the participants have a positive general reaction toward their simulation workshop experience as compared to other forms of in-service training for administrators, with the University of Hartford group reaction being to a greater extent than the New Britain group.

The results of the miscellaneous factor group were individually analyzed according to the polar traits of (tense--relaxed) (non-threatening--threatening) (inferior--superior) (relevant--irrelevant) and (near--far). The results of the responses to this group may be seen in Table 33 for the Experimental Group and in Table 34 for the Control Group.

As is illustrated in Table 33, the mean scores for the polar trait of (tense--relaxed) were the same for the simulation approach as well as the other forms of in-service training as seen by the experimental group. The mean polarity scores relating to the polar trait of (non-threatening--threatening) for the simulation workshop as compared to other forms of in-service training are 4.4 (S.D.=1.41) and 3.9 (S.D.=1.28). The difference between these scores, .5, is significant at the .5 level analysis

of variance. In the next three factors there was a significant level of variance (.005) between the mean scores for the simulation workshop and other forms of in-service training. These three polar traits were (inferior--superior) (relevant--irrelevant and (near--far).

The results of the responses of the control group toward the simulation approach compared with other forms of in-service training as related to these same five polar traits can be seen in Table 34. In relation to the polar trait of (tense--relaxed), the control group mean polarity score was 3.6 (S.D.=1.56) for the concept of the simulation approach as compared to 3.8 (S.D.=1.08) for the concept of in-service programs excluding the simulation approach. The difference in these mean scores (-.2) is significant at the .85 level of variance. Therefore it would appear that the respondents felt a little more tense in the simulation workshop than in other forms of in-service programs. The .85 level is not significant though. The mean polarity scores relating to the polar trait of (non-threatening--threatening) are 4.7 (S.D.=1.82) for the simulation workshop and 3.7 (S.D.=1.53) for other forms of in-service training. The difference between these scores (1.0) is significant at the .05 level analysis of variance. The next two polar traits (inferior--superior) and (relevant--irrelevant) are both significant at the .005 level which is very



significant. Both of the scores for these traits were significantly higher for the simulation workshop as compared to other forms of in-service training. The last polar trait listed under the miscellaneous factor was (near--far). The mean polarity scores for this trait were 4.2 (S.D.=1.72) and 3.3 (S.D.=1.39) with the difference in scores being .9. This is significant at the .100 level analysis of variance.

Summary. The participants of the simulation workshops appeared to rank them highly when compared with eight other in-service approaches, with 68 per cent ranking the simulation workshop as one of their first three preferences. Only one participant ranked the simulation approach lower than fifth out of nine possible approaches.

The participants also appeared to be more positive toward the simulation workshop approach as one alternative approach for in-service/pre-service education than the other educational programs in which they had participated. The responses to the semantic differentials measuring this are more positive toward the simulation approach on all factors measured and the differences appear to be significant.

TABLE 33

THE RESULTS OF THE RESPONSES OF THE EXPERIMENTAL GROUP TOWARD THE SIMULATION APPROACH COMPARED WITH OTHER FORMS OF IN-SERVICE TRAINING FOR URBAN SCHOOL ADMINISTRATORS, AS RELATED TO THE POLAR TRAITS OF (TENSE--RELAXED) (NON-THREATENING--THREATENING) (INFERIOR--SUPERIOR) (RELEVANT--IRRELEVANT) AND (NEAR--FAR) OF THE MISCELLANEOUS FACTOR GROUP DETERMINED THROUGH THE USE OF THE SEMANTIC DIFFERENTIAL

Polar Trait	Simulation Approach		Mean Polarity Score (Sum of weighted responses) Other Forms of In-Service		Difference in Scores
	Score (S.D.)	Score (S.D.)	Score (S.D.)	Score (S.D.)	
Tense--Relaxed	4.2	1.48	4.2	1.15	0
Non-Threatening--Threatening	4.4	1.41	3.9	1.28	.5*
Inferior--Superior	4.9	.80	3.6	1.46	1.3**
Relevant--Irrelevant	5.2	.83	3.9	1.62	1.3**
Near--Far	4.9	1.06	3.7	1.23	1.2**

\*Significant at .15 level analysis of variance

\*\*Significant at .005 level analysis of variance

See Appendix F for Processing of Data and Interpretation of Scores.

TABLE 34

THE RESULTS OF THE RESPONSES OF THE CONTROL GROUP TOWARD THE SIMULATION APPROACH COMPARED WITH OTHER FORMS OF IN-SERVICE TRAINING FOR URBAN SCHOOL ADMINISTRATORS, AS RELATED TO THE POLAR TRAITS OF (TENSE--RELAXED) (NON-THREATENING--THREATENING) (INFERIOR--SUPERIOR) (RELEVANT--IRRELEVANT) AND (NEAR--FAR) OF THE MISCELLANEOUS FACTOR GROUP DETERMINED THROUGH THE USE OF THE SEMANTIC DIFFERENTIAL

Polar Trait	Mean Polarity Score (Sum of weighted responses) Other Forms of			Difference in Scores	
	Simulation Approach Score (S.D.)	In-Service Score (S.D.)	In-Service Score (S.D.)		
Tense--Relaxed	3.6	1.56	3.8	1.08	-.2*
Non-Threatening--Threatening	4.7	1.82	3.7	1.53	1.0**
Inferior--Superior	4.6	1.02	3.0	1.67	1.5***
Relevant--Irrelevant	5.2	.86	3.3	1.67	1.9***
Near--Far	4.2	1.72	3.3	1.39	.9****

\*Significant at .85 level analysis of variance

\*\*Significant at .05 level analysis of variance

\*\*\*Significant at .005 level analysis of variance

\*\*\*\*Significant at .100 level analysis of variance

See Appendix F for Processing of Data and Interpretation of Scores.

A Comparison of the Experimental Group  
with the Control Group on the  
Measurement of Achievement as Seen  
from a Post-test Only Achievement Test

In this section is presented the results from the post-test achievement questionnaire on the background materials used in the in-basket simulation workshop. A series of ten objective questions about the City of New Britain and the Nathan Hale Junior High School Community were asked in a written questionnaire at the conclusion of the workshop. This background achievement questionnaire may be seen in Appendix D. In Table 33 the results of the responses made to the achievement test by the experimental and control groups can be seen.

The data in Table 33 indicate that the experimental group, which was composed of New Britain School System personnel, were very consistent in their answers to the background achievement questionnaire. Also that the control group, which consisted of twenty-five members of a graduate school class at the University of Hartford, was very consistent in itself and in comparison with the New Britain group.

In the first question 25 members of the experimental group (100%) correctly identified New Britain as an industrial city and 24 members of the control group (96%) gave

TABLE 35

RESULTS OF THE RESPONSES TO THE BACKGROUND ACHIEVEMENT  
QUESTIONNAIRE BY THE EXPERIMENTAL AND CONTROL GROUPS

Categories	Number & Per Cent of Responses Made in Each Category			
	<u>Experimental</u>		<u>Control</u>	
	No.	%	No.	%
1) Term which best describes New Britain:				
a) Residential			1	4
b) Industrial	25	100	24	96
c) Agricultural				
d) Rural				
e) Suburban				
2) New Britain is known as the:				
a) Hardware City	25	100	23	92
b) Insurance Capitol				
c) Flag Capitol				
d) Brass City			2	8
e) Elm Tree City				
3) Description in socio-economic terms of population of New Britain:				
a) Middle to upper			1	4
b) Lower	1	4		
c) Lower to middle	15	60	22	88
d) Middle	9	36	2	8
e) Upper				
4) Largest growing ethnic group in New Britain:				
a) Polish	8	32	12	48
b) Italian	1	4		
c) Black			1	4
d) Puerto Rican	16	64	12	48
e) German				
5) What College is located in New Britain:				
a) CCSC	25	100	25	100
b) Tunxis				
c) WCSC				
d) ECSC				
e) GHCC				

TABLE 35 (Continued)

Categories	Number & Per Cent of Responses Made in Each Category			
	<u>Experimental</u>		<u>Control</u>	
	No.	%	No.	%
6) Which Housing Project is <u>not</u> in New Britain:				
a) Mount Pleasant			1	4
b) Corbin Heights				
c) Stowe Village	20	80	18	72
d) Oval Grove	12*	48	4**	16
*7 gave both				
**2 did not know				
7) Best description of physical plant of Nathan Hale Junior High:				
a) Modern			2	8
b) Adequate	5*	20	4	16
c) Antiquated	18*	72	14	56
d) Reasonable	4	16	5	20
e) Good				
*2 gave both				
8) Student Population at Nathan Hale Junior High is:				
a) Racially mixed	23	92	20	80
b) Nearly all Spanish			2	8
c) Nearly all White	2	8	3	12
d) Nearly all Black				
9) Cafeteria and Library at Nathan Hale best described as:				
a) Satisfactory	2	8	2	8
b) Not satisfactory	17***	68	15	60
c) Fair	6	24	6	24
d) Excellent				
e) Good	2	8	(2)	
***2 gave two answers: cafeteria not satisfactory library good			No response	
10) How many public secondary schools in New Britain:				
a) 9				
b) 4			6	24

TABLE 35 (Continued)

Categories	Number & Per Cent of Responses Made in Each Category			
	Experimental		Control	
	No.	%	No.	%
10) (Continued)				
c) 11			4	16
d) 6	25	100	11	44
e) 8				
			(4)	
			No response	

like responses. Only one member of the control group incorrectly identified New Britain as a residential city.

What the city was commonly known as was the next question and 100 per cent of the experimental group correctly identified it as the Hardware City as well as 92 per cent of the control group. Two members of the control group identified the city incorrectly.

Twenty-four members or 96 per cent of both the experimental and control groups described the population of the City of New Britain as being in either the lower to middle or middle class in socio-economic terms. One member of the experimental group responded that New Britain was in the lower socio-economic class and one member of the control group said the middle to upper class. Both groups for the most part were fairly similar in their responses.

With regard to the largest growing ethnic group in New Britain, again twenty-four members of each group

indicated either the Polish or the Puerto Rican communities were growing the fastest. In this category sixteen members of the experimental group or 64 per cent indicated the Puerto Rican community and 32 per cent indicated the Polish community as the fastest growing. This differed from the control group where twelve members or 48 per cent indicated one or the other. In actuality the Puerto Rican community is the fastest growing with the Polish community right behind.

All members of the two groups responded correctly that CCSC (Central Connecticut State College) was the college that was located in the City of New Britain.

Twenty members of the experimental group and eighteen members of the control group correctly answered that of the four housing projects mentioned in the questionnaire, Stowe Village was the only one not located within the City of New Britain. Twelve members of the experimental group responded that the Oval Grove housing unit was not in New Britain, with seven of these twelve stating both Stowe Village and Oval Grove as not being in the city. Two members of the control group did not respond to this question.

The physical plant of Nathan Hale Junior High School was described as antiquated by 18 members or 72 per cent of the experimental group and the other members stated that the plant was either reasonable or adequate. No one in the



experimental group gave the school a good or modern rating. Fourteen members or 56 per cent of the control group responded that the school was antiquated and nine members or 36 per cent said it was either reasonable or adequate. No one in the control group said the school was good but two members of this group incorrectly responded that the school was modern. The great majority of the two groups responded in a similar fashion.

Twenty-three members of the experimental group (92%) and 20 members of the control group (80%) correctly responded that the student population at Nathan Hale Junior High School was racially mixed. Two members of the experimental group said the student population was nearly all white and three members of the control group responded in a similar fashion. Two members of the control group responded that the student body was nearly all Spanish.

The two test groups responded in a very similar fashion to the question of how best to describe the cafeteria and library facilities at Nathan Hale. Seventeen members of the experimental group (68%) and fifteen members of the control group (60%) described the facilities as not satisfactory. Six members of each group responded that the facilities were fair and two members of each group stated the facilities were satisfactory. Two members of the experimental group responded that the cafeteria was unsatis-

factory but that the library was good.

The last question on the background achievement questionnaire was the only one of the ten where the two groups were far apart in their answers. All members of the experimental group responded correctly that there were six public secondary schools in the City of New Britain whereas only eleven members or 44 per cent of the control group gave the correct answer. Six members of the control group gave four as their answer which represents only the number of the secondary junior high schools and five members of the group incorrectly answered that there were eleven secondary schools. Four members of the control group did not respond to this question.

Summary. The experimental group of the study, which was composed of New Britain School System Administrative personnel did very well on the background achievement questionnaire as would be expected. The control group on the other hand, which was a graduate school class in educational administration at the University of Hartford, also did very well on the questionnaire. On only one question was there a significant difference between the responses of the two groups.

These results must be viewed with some caution due to the fact that the control group, although not equivalent to the experimental group in certain factors, was nevertheless

composed of educators from the greater Hartford and Central Connecticut area and therefore would probably have some prior knowledge about the school system. There is also an uncertainty concerning the validity and reliability of the background achievement questionnaire which was used in the study.

General Perceptions of the Investigator and  
Three Observers Based on their Observations  
of the Participants as they Experienced  
the Simulation Workshops

The perceptions presented in this section were formulated by the investigator utilizing three distinct techniques. The techniques employed were:

- 1) Direct observation of the participants as they engaged in the simulation workshops.
- 2) The use of the written notes and verbal comments of three observers from their observations of the participants as they experienced the simulation workshops.
- 3) Informal interviews with participants following the simulation workshops.

The investigator was the instructor in both workshops conducted in the study. Through observation of the participants in the workshops several factors were obvious to the investigator. The simulation technique was generally well received by the participants in the two workshops. The attention given to the workshop and the simulation materials

was excellent in both cases. Although there were two different settings for the workshops the participants seemed to be attentive throughout. In the case of the New Britain workshop the participants experienced a one day program whereas the University of Hartford workshop was conducted in three afternoon sessions of two hours each. In the latter case it took a short time to get reoriented to the simulation workshop each successive week. The participants were very receptive and attentive to the materials used in the workshop also. In the case of the New Britain participants, the materials were descriptive of their own city and school system and were well received. The University of Hartford participants were experiencing these types of materials for the first time and displayed a certain amount of enthusiasm and receptivity to them. This aspect will be followed up in the third part of this section.

During the actual workshops the investigator observed that some of the participants seemed to be unwilling or at least somewhat leery of participating in the discussion going on at that time. For the most part the participants as a whole did take part in the discussions on the in-basket items.

The observers used in the study made many of the same observations as the investigator. They felt that the participants for the most part were attentive during the

workshops, receptive to the materials used and one observer noted the enthusiasm of the participants during the workshop. They felt the introductory background slides were well received. One observer noted that there were numerous questions about the background materials and another felt that the time given for the background materials was too curtailed. All the observers mentioned the attention of the participants given to the in-basket items. The group response and group discussion by the participants was noted by all three observers. One observer felt the different approaches used on the same in-basket item were good inductive processes that most participants liked. Another observer felt that the participation was good but it was difficult to move on to the next question. The same observer also stated that on some questions four or five of the participants monopolized the discussion and he felt it necessary to get greater participation. The relevance of the in-basket items was mentioned by the three observers and they felt this was partially responsible for the attentive behavior of the participants.

The third technique utilized by the investigator was the informal interview with the observers and participants of the two in-basket simulation workshops. Almost everyone interviewed mentioned the relevancy of the simulation materials. The participants of the New Britain workshop felt

that the simulation exercise was an excellent means of in-service education. The line administrators mentioned the factors of sharing opinions and attitudes on the in-basket items and also the decision-making process as valuable in-service items. The staff administrators often mentioned not only the relevance of the workshop but a new appreciation of the principal's role in an urban secondary school situation. The participants of the New Britain workshop felt that in-basket simulation exercises would be of greater benefit to them than many of the more conventional methods of in-service education. The members of the University of Hartford class that participated in the simulation workshop responded in a similar fashion by stating that the in-basket items had more potential for pre-service programs than many of the conventional methods used today.

There were many comments on the decision-making process involved in the workshop. Many felt that the interaction and involvement necessary was a positive factor. Others responded that it was a psychologically engaging experience and this was the reason for the enthusiasm and interaction shown by most participants involved in the workshops. On the other hand, some of the participants mentioned the possibility of friction between the participants because of the interaction necessary in the simulation exercise. A couple of the participants went on to

mention the need for instructor control of the situation because of this possibility of friction.

Another factor brought out by many was the wedding of administrative theory and practice apparent in the simulation workshop. This was most important to some who felt that this factor was not evident in their other experiences of pre-service or in-service education. Participants in both workshops stated that this was most important to them; in the New Britain group, they mentioned the fact of dealing with real administrative problems that they came across daily and the opportunity of developing insights into these problems and also their own administrative techniques through the group interaction. Members of the University of Hartford group felt the simulation workshop was an ideal place to work on these simulated in-basket items not only because of their relevance but they felt the workshop was a "safe" place for them to make and discuss their decisions.

Three factors were mentioned by participants of both groups that they felt should be improved for future workshops. The time allocation for the workshop was the one mentioned most often especially in the University of Hartford workshop. Some participants of this workshop did not feel enough time was given to the background or orientation materials. They also mentioned that the continuity of the exercise was broken by the three different class

sessions and felt that was a negative factor. Others in the University of Hartford exercise felt that enough time was not given to the discussion phase of the in-basket items. Some felt rushed in this phase and one mentioned he did not get too involved because he felt he would be cut off by others during the discussion. The New Britain participants, who participated in a one-day workshop did not respond in this manner as much as the University of Hartford group but some members did feel that there should be a greater time allocation for the simulation workshop because each in-bakset item brings up so many theories, concepts, or ideas that a far greater period of time is necessary for each item. Another negative factor brought out by some participants of both groups was a combination of the orientation aspect of the workshop and lack of materials. Some participants felt that they needed more time for the orientation part of the program and wanted more materials to properly orient themselves to the situation. This was true moreso of the University of Hartford participants than the New Britain participants. A couple of participants also felt they needed more background materials if they were to make decisions on the diverse problems brought up during the simulation workshop.

Summary. From the results of the observations of the investigator and three other observers plus interviews with



participants following the simulation exercises, it appears that the in-basket simulation concept is seen as an effective technique for both pre-service and in-service programs for urban school administrators. The participants expressed a desire for this type of instruction and enthusiasm for future in-service or pre-service programs using the simulation technique. They felt the simulation workshop would help prospective or practicing administrators gain the understandings and competencies necessary to effectively meet the problems apparent in today's urban secondary schools.

The participants felt that the time allocations for this type of program should be carefully planned and sufficient time be given to make it effective. They stated that the materials used for the workshop should be well planned also and there should be a multitude of such materials in order that the participants might become properly orientated to the situation and have enough background information to allow them to make the decisions necessary in the simulation exercise.

CHAPTER VI  
SUMMARY, CONCLUSIONS  
AND RECOMMENDATIONS

The purpose of this study was to determine the suitability of developing a local in-service program using the in-basket simulation technique and conducting a workshop for urban secondary school administrators utilizing the developed simulation materials. In the previous chapter the findings were presented and analyzed. In the present chapter the methodology used in the study will be reviewed briefly and a summary of the findings will be presented. This will be followed by the conclusions reached from these findings. The recommendations based upon the findings and conclusions of the study will then be set forth.

The Method

In order to determine the suitability of the in-basket simulation instructional approach as one of the possible approaches to be included in a comprehensive in-service training program for school administrators, fifty participants were asked to participate in one of two simulation workshops which had been developed. These participants included twenty-five practicing secondary school administrators from the City of New Britain, Connecticut, and

twenty-five members of the Field Services in Educational Administration and Supervision class at the University of Hartford in Hartford, Connecticut. The university group consisted of elementary and secondary teachers, principals, and central office personnel. Usable data obtained from these participants by use of questionnaires and evaluative instruments were obtained and utilized.

The study incorporated five different types of assessment procedures to determine the suitability of the simulation approach. These methods were (1) a determination of the participant's attitude toward his experience with the simulation materials through the use of "closed" questions on a written questionnaire; (2) a determination of the participant's attitude toward his experience with the simulation materials through the use of "open-ended" questions on a questionnaire; (3) a comparison of the participants' attitude toward the in-basket simulation approach with their attitude toward other forms of in-service education programs, determined through the use of "closed" questions on a questionnaire and through the use of a semantic differential scale; (4) an examination of the cognitive changes that occurred in the participant due to participating in the workshop as determined through the use of a post-test background achievement questionnaire; and (5) a determination of the participant's attitude toward

the in-basket simulation workshop as determined by the perceptions of the investigator and three observers. These approaches as they were used in the study are described in Chapter IV.

#### Summary

The following are the summaries of the findings as they relate to the assessment approaches used in the study.

#### The Participants' Attitude toward the Simulation Materials: Results Summarized

The data appear to indicate that the participants in both the New Britain and the University of Hartford workshops had a positive attitude toward their experience with the simulation materials. Throughout the questionnaire, the two test groups, although different in character and makeup, reacted in a quite similar fashion to the "closed" questions posed to them on the questionnaire. In every category, both groups reacted positively toward the simulation materials and the results compared favorably with the responses received by U.C.E.A. to their questionnaire. The results from the open-ended questions appear to indicate a favorable attitude toward the simulation materials just as the closed question results did. The background materials were generally well received as were the in-basket items, which were seen as both realistic and believable.

A Comparison of the Participants'  
Attitude toward the In-basket Simulation  
Approach and other In-service Approaches:  
Results Summarized

Both groups (experimental and control) appear to prefer the simulation workshops over other forms of in-service education. Twenty of the fifty participants (40%) ranked the simulation workshop as their highest preference. When the first three choices of the participants were totaled, 34 participants or 68 per cent ranked the simulation as one of their first three choices. Only one member ranked the simulation workshop lower than fifth out of nine possible choices.

The Comparison of the Experimental  
and Control Groups on the Measurement  
of Achievement; Results Summarized:

Both groups did very well on background achievement test. The comparison of the results of the scores was interesting because on only one item was there a significant difference between the responses of the two groups. This was on the number of public secondary schools in the City of New Britain. All members of the experimental group answered this question correctly whereas only 44 per cent of the control group gave the correct answer. These results show that although the experimental group, composed of the New Britain School System administrators did very well on the background achievement test, the control group,

which consisted of members of a graduate school class at the University of Hartford, also did very well on the questionnaire except for the one question on the number of public secondary schools in New Britain.

These results must be viewed with some caution due to the fact of non-equivalent nature of the two groups and the validity and reliability of the background achievement questionnaire which was used in the study.

The Perceptions of the Investigator  
and the Observers based on their  
Observations of the Participants

From the results of 1) the investigator's observations of the participants as they participated in the simulation workshops; 2) the notes of three observers who did likewise; and 3) from interviews with the participants following the workshops; it appears that the simulation approach was well received by the participants and is seen by them as an effective technique for both pre-service and in-service education. The participants felt that if the time allocations for the workshop and the materials used in them were well planned they would be interested and enthusiastic about future programs using the simulation technique.

## Conclusions

The conclusions of this study were based upon the analysis and summary of the data and findings presented in the study, on the literature and research reviewed as part of the study, and on the development and use of the simulation materials by the investigator as a part of the study. These conclusions are as follows:

1. The simulation workshop approach is seen by the participants as being of value as one aspect of an in-service training program.
2. The simulation workshop approach is seen by the participants as both interesting and exciting. The respondents indicated the willingness to spend the time participating in the simulation workshop and of recommending the simulation technique to others.
3. The simulation workshop approach is perceived as being as good as or better than other forms of in-service training for administrators, for learning certain concepts and skills.
4. Simulation materials representing realistic urban secondary administrative problems can be locally developed.
5. The cost of developing a local in-service simulation program is both reasonable and realistic for a school system. The actual cost of this study outside of paper and machine usage was approximately ten dollars for the

purchase and processing of the film for the 35 mm slides. The "in-house" costs would include the equipment used for producing the simulation materials and the time spent on the project by the personnel within the system. The personnel costs would depend on the scope of the program and the expertise of those involved.

6. The time involved in the development of the simulation workshop is no more than the time spent developing other forms of in-service training for administrators.

7. Participants of the simulation workshops see them as definitely worth the time and would give priority to them during their average workweek.

8. The participants' feelings were more positive toward the simulation workshop approach as one alternative approved for in-service/pre-service education than toward other educational programs in which they had participated. This was shown in their responses to the factors of receptivity, evaluation, potency, and activity, and certain miscellaneous factors on a semantic differential scale.

9. Adequate orientation must be given for the proper use of the simulation materials in a workshop setting.

10. Time allocations for simulation workshops must be carefully planned and enough time allowed for the participants to not only become properly oriented but also for their full participation in the activities.



## Recommendations

Recommendations for further study were based upon the findings and conclusions of this study and upon the experiences of the investigator in developing the simulation materials.

1. Further simulation materials should be developed for use in pre-service/in-service training programs for school administrators.

2. Studies should be initiated for the purpose of developing a reliable, validated research design for comparing performance with simulated administrative tasks and on-the-job administrative performance.

3. The simulation technique should be incorporated as one approach in local in-service programs for school administrators.

4. Further studies should be made to develop and test the usefulness of the simulation technique in all phases of educational administration in both pre-service and in-service programs.

5. Further studies should be conducted pertinent to the assessment of training.

F O O T N O T E S

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<sup>9</sup>Eric Clearinghouse on Educational Administration, The School Principalship: Crisis in Middle Management (Washington, D. C.: American Association of School Administrators, 1970), p. 7.

<sup>10</sup>Harris, op. cit., p. 4.

<sup>11</sup>Culbertson, op. cit., p. 374.

<sup>12</sup>Gerald R. Rasmussen, A Meaningful In-Service Program for the Neglected School Administrator (Journal of Secondary Education, March 1969, Vol. 44, No. 3), p. 130.

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APPENDICES

APPENDIX A

## 35 mm. Slides of the City of New Britain

Description of Slides

1. Welcome to New Britain
2. Entrance Sign on Town Line
3. Scene of city from highest point in city
4. City Hall
5. City Library
6. United States Post Office
7. Children's Museum and Library and Y.M.C.A.
8. New Britain General Hospital
9. New Britain Memorial Hospital
10. St. Maurice Roman Catholic Church
11. St. John Lutheran Church and State Armory
12. St. Mark's Episcopal Church
13. Russian Orthodox Church
14. Trinity Methodist Church
15. South Congregational Church
16. New Hope Church of God in Christ
17. Central Park (Looking north toward City Hall)
18. Central Park (Looking west)
19. Central Park
20. West side business on Main Street
21. Crossing of Myrtle and Main Streets
22. Shoppers and students entering bus
23. Newstand on Main Street
24. Palace Theatre (One of two in town)
25. Arch Street
26. Broad Street
27. American Hardware Manufacturing Corporation Parking Lot
28. Railroad tracks in Whiting Street Industrial Area
29. Fafnir Bearing Company
30. Downtown Public Library
31. Tomasso Sand and Stone Quarry
32. Tomasso Sand and Stone Quarry
33. Stanley Works Parking Area
34. Booth Street--multi-level dwellings
35. Commercial Street--downtown rooming house
36. Landclearing in downtown redevelopment project
37. Franklin Street--demolition for highway
38. Franklin Street--demolition for highway
39. Old Police and Fire Headquarters
40. New Police and Court House
41. Superior Court Building
42. New Howard Johnson's
43. Milewski Park in redevelopment area

35 mm. Slides of the City of New Britain  
(Continued)

Description of Slides

44. Wading pool at Walnut Hill Park
45. Highways (Central Corridor)
46. Lafayette Street Housing
47. Willow Street Housing
48. Arch Street Housing
49. Shopping Area
50. Corner of Broad and High Streets (Business and apartment)
51. Looking north up High Street from Broad Street
52. West Street
53. Hartford Avenue Redevelopment
54. Willow Street
55. John Downey Drive--New Industrial Park
56. Mount Pleasant Housing
57. John Downey Drive
58. Pinnacle Heights Housing
59. Pinnacle Heights Housing
60. Pinnacle Heights Housing
61. Pinnacle Heights Housing
62. Pinnacle Heights Housing
63. Individual homes in west end of City
64. Mountain Drive
65. Dayle Drive
66. Home on Hart Street
67. Central Connecticut State College Administration  
Building
68. Central Connecticut State College Classroom Building
69. Gaffney Elementary School
70. Sheltered Workshop
71. E. C. Goodwin Technical School
72. Students in school yard
73. Mary Immaculate High School
74. Slade Junior High School
75. New Smalley Elementary School
76. Burritt Elementary School
77. Smith Elementary School
78. East Side Recreational Area
79. East Side Recreational Area
80. Burritt Recreational Area

## 35 mm. Slides of Nathan Hale Junior High School

Description of Slides

1. Welcome to Nathan Hale Junior High School
2. Front entrance of Nathan Hale Junior High School
3. School Yard of Nathan Hale Junior High School
4. Side Parking Area (Faculty)
5. Alcove between old building and newer addition
6. Students in school yard
7. Students in teacher parking area
8. Students near side entrance
9. Students near side entrance
10. Secretaries in Main Office
11. Bulletin Board in Main Office
12. Assistant Principal's Office
13. Main Corridor
14. Trophy Case in Main Corridor
15. Student Locker Area
16. Display Case in Main Corridor
17. Audio-Visual Equipment Room
18. Industrial Arts Shop
19. Classroom scene
20. Science Class
21. Industrial Arts Class
22. Metal Shop
23. Home Economics Class
24. Principal's Office
25. English Classroom
26. Graphic Arts Classroom
27. Library
28. Library
29. Faculty Lunchroom
30. Student Lunchroom
31. Student Lunchroom
32. Student Lunchroom
33. Boys' Physical Education Class in school yard
34. Girls' Physical Education Class in school yard
35. Boys' Physical Education Class in school yard
36. Auditorium preparation for Spring musical
37. Auditorium seating
38. Choir practicing
39. Students looking out windows
40. Students leaving school at the end of day
41. Students leaving school at the end of day
42. Students leaving school at the end of day
43. Students leaving school at the end of day

APPENDIX B

## NEW BRITAIN PUBLIC SCHOOLS

New Britain, Connecticut

INDEX

- Item 1 - Memo on Discipline Committee
- Item 2 - Complaint Against Teacher for Physical Abuse
- Item 3 - Obscene Folder
- Item 4 - Demands From Student Action Committee
- Item 5 - Notice of NBAASD Meeting
- Item 6 - Industrial Tour
- Item 7 - Change of Schedule Request from Teacher
- Item 8 - Notice from Secretary on Attendance Books
- Item 9 - Excuse from Faculty Meeting
- Item 10 - Field Trip Application
- Item 11 - Official Message No. 16 - Salute to the Flag
- Item 12 - Hot Pants Incident
- Item 13 - Middle School Recommendations

Item No. 1

CALL BACK MEMO

To Mr. NelsonDate 5/14/71 Time 3<sup>25</sup>

Name \_\_\_\_\_

Tel. No. \_\_\_\_\_ Ext. \_\_\_\_\_

Of \_\_\_\_\_

City \_\_\_\_\_

Please Call Sal Verde

Returned Your Call \_\_\_\_\_

Will Call Again \_\_\_\_\_

Message Discipline Committeemeeting - Wednesday, 5/19 -at the hill 7<sup>30</sup> P.M.Received by S.A.



185 Marimac Road  
New Britain, Conn.

Mr. Ralph Gantz  
Superintendent of Public Schools  
27 Hillside Place  
New Britain, Conn.

We, the parents of Reginald Williams wish to file a formal complaint against Mr. Capozzi a teacher of mathematics at Nathan Hale Junior High School. My son was kicked in the rear and grabbed by the neck forcing him to a seat. The incident occurred Friday, May 14, beginning of the sixth period as my son along with about 15 or 20 other students were looking out of the hallway windows at the demonstrating students outside. Only my son, who is black, was accorded this unwarranted treatment.

We have filed a warrant arrest of the teacher; but forces are at work trying to dissuade us from this course of action.

We have also seen the teacher in the office of the vice principal on Monday, May 17, 1971.

It is our desire to have our grievance appropriately addressed and would like our son placed in another math class until the board has rendered reprimanding action.

We are available to meet for a hearing with the teacher before your committee any time this week.

Hoping for an early reply,

Sincerely,

*Gloria Williams*

Mr. & Mrs. Ronald Williams

*Note: Mr. Nelson  
call me immediately  
on this matter  
RMJ*

Item No. 3

New Britain Public Schools  
New Britain, Conn.

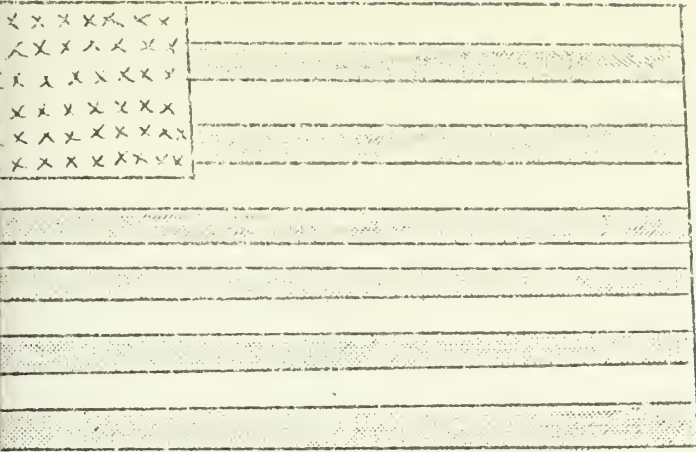
MEMO

DATE: May 10, 1971

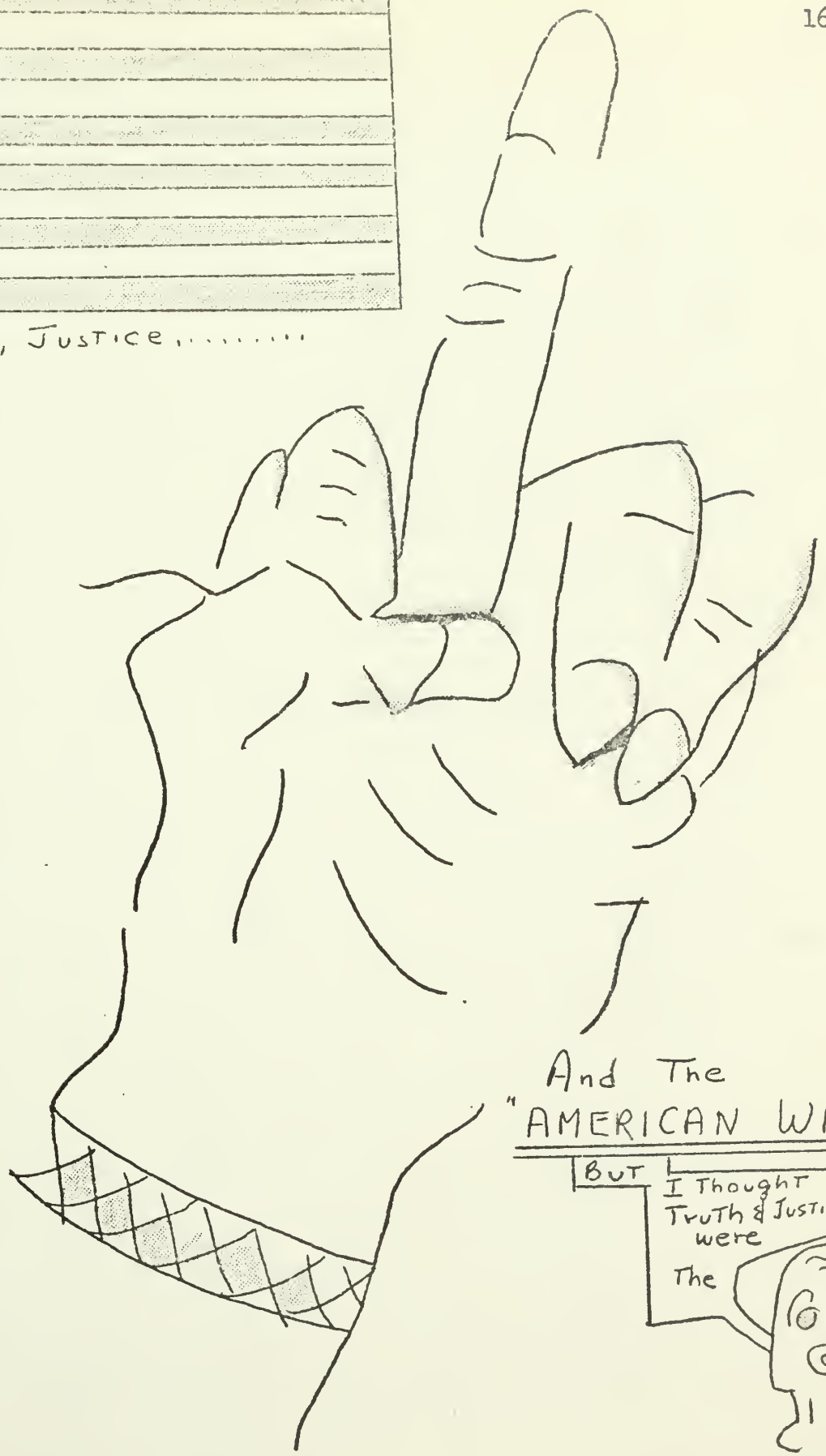
TO: Mr. Nelson  
FROM: Miss Schweitzer  
SUBJECT: Obscene folder

This folder was submitted by  
Claudette Hooker to Mrs. Bernadt and rejected  
If I know the Hooker's, they'll be  
in to see you.

Anna

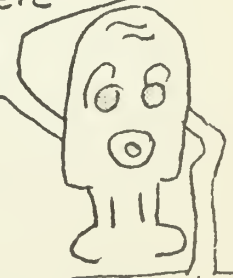


" Truth, Justice, .....



And The  
"AMERICAN WAY"

BUT I Thought  
Truth & Justice  
were  
The



American Way!!!!

NATHAN HALE STUDENT ACTION COMMITTEE

WE THE STUDENTS OF NATHAN HALE JUNIOR HIGH SCHOOL, WANT TO BE EDUCATED IN THE SCHOOLS, NOT ON THE STREETS. WE ARE AGAINST SUSPENSION BECAUSE IT DEPRIVES US OF OUR RIGHT TO A FREE PUBLIC EDUCATION.

WE ALSO DON'T WANT TEACHERS IMPOSING PHYSICAL VIOLENCE UPON US. THEY SHOULD TRY TO COMMUNICATE TO US WITHOUT PHYSICAL VIOLENCE OR THEY ARE FAILING AT THEIR JOBS.

THERE ARE CERTAIN RULES WE ALSO FEEL THAT NEED TO BE REVISED OR DONE AWAY WITH. (REGARDING CAFETERIA REGULATIONS, DRESS CODES, RESTRICTION OF MOVEMENT AND GRADING PROCEDURES.)

FINALLY WE INSIST THAT THE QUALITY OF THE CAFETERIA FOOD BE IMPROVED AND/OR THE PRICES LOWERED. (THE SANDWICHES AND SODA ARE WATERY, THE PIZZAS ARE SOUR, ETC.)

THEREFORE WE PRESENT THE FOLLOWING DEMANDS:

- (1) END SUSPENSION
- (2) END TEACHER BRUTALITY
- (3) CHANGE OR END OUTDATED REGULATIONS
- (4) IMPROVE CAFETERIA FOOD

NATHAN HALE STUDENT ACTION COMMITTEE

SUPERVISOR: Mrs. Cassino

Franky Vasquez  
Gary Staton  
Anita Vasquez  
Lucy Colon  
Cynthia Hemingway  
Wally Staton  
Carmen Cassino  
Paul Hayes  
Bobby Cassino  
Mark Paganetti  
Dave Lazicki  
Cecile Martin  
Lynn Jackson

IMC:

P.S. WE WANT AN ANSWER TOMORROW!

NEW BRITAIN ASSOCIATION OF ADMINISTRATORS, SUPERVISORS, & DIRECTORS

NOTICE OF ANNUAL MEETING

TO ALL MEMBERS - IMPORTANT MEETING!

DATE: May 20, 1971 - Thursday

TIME: 3:45 P.M.

PLACE: Slade Jr. High Library

AGENDA

1. Minutes of Previous Meeting
2. Treasurer's Report
3. Nominating Committee Report
4. Report on Court Case to date
5. Negotiating Committee - Board's Contract Proposal
  - a. Position vacancies
  - b. Grievance Case
6. New Business
  - a. Election of officers
  - b. Annual Meeting, social
7. Old Business
8. Other
9. Adjournment

Arthur H. Kevorkian  
President

NEW BRUNSWICK PUBLIC SCHOOLS  
GUIDANCE DEPARTMENT

May 10, 1971

To: All Principals  
From: Donald G. Paris, Director of Guidance  
Subject: 1971 Industrial Tours

The second Industrial Tour of 1971 will take place at Stanley Works on Tuesday, May 25, 1971. This tour will begin at 9:00 a.m. and will last until 2:30 p.m.

Complete information concerning the program will be sent to the teacher(s) you designate to attend.

Mr. Gantz has authorized the utilization of substitute teachers for this tour. However, should no substitute be available, the designated teacher is not to be released to make the tour.

Please submit the name of the teacher(s) to be released to me by Friday, May 14<sup>th</sup>, in order that we may complete plans.

In addition, please release at least the vocational counselor in the high schools.

All supervisors, directors and coordinators are invited to participate. Please indicate to me your intention by Friday, May 14<sup>th</sup>.

Item No. 7

NEW BRITAIN PUBLIC SCHOOLS

New Britain, Conn.

MEMO:

DATE: May 18, 1971

TO: Mr. Nelson

FROM: Miss Schweitzer

SUBJECT: Schedule for Mr. Kramer

Mr. Kramer is President of the New Britain  
Teachers' Union

The printing on the right side of the letter  
is Mr. Cabelus

Ann

To: Mr. Cabelus

From: Donald Kramer

Re: Subject, class and schedule preferences 1971 - 1972

1. Subject: 7<sup>th</sup> grade Math

2. Schedule:

A. Request that 7A and/or 7B be part of my classload.

*Why?*

B. Request individual student programs to extent possible.

*What do you mean*

C. Request homogeneously grouped classes where B is not

possible. Would be willing to take 2 or 3 low groups.

*Not in best interest of school or pupils*

D. Request ESL scheduling return to previous pattern.

Attendance at academic classes 5 days or none.

Would be willing to teach classes made-up exclusively

*Not in best interests of students*

of these students.

Suggest - 2 groups - Spanish Speaking  
European background

E. Suggest and would be willing to participate in experimental program of classes set-up by sex.

*Segregation*

F. Request Plan & AA periods 3rd or 4<sup>th</sup> periods.

*So have others + you have them*

G. Cafeteria Supervision: Would prefer not to have it,

but if assigned, would request it be 5 days a week

with no homeroom assignment at all.

*I'd prefer you not to have it. but have little choice*



Item No. 8

JUST A REMINDER

Attendance Books

Some have not done  
their Cumulative  
since March or April

Item No. 9

MR. NELSON:

MAY I be excused FROM THE FACULTY MEETING TODAY! WE ARE HAVING OUR KITCHEN REMODELED AND THE PLACE IS A MESS! I WANT TO GO HOME AND HELP MY WIFE CLEAN UP! THANK YOU!

WILLIAM JENSEN!

P.S. I have been working ALL week-end, WE STILL HAVE A LOT TO DO,

APPLICATION FOR FIELD TRIP

School Nathan Hale Class Honors Eng. Teacher Mrs. Cornick

Date of trip 6/9/71 leave 9 A.M. Return 9 P.M.

Destination New York City Distance from N.B. 90 miles

Facility to be visited Imperial Theatre

Purpose of the trip to see the musical "Hair"

No. of Pupils: In the class 41 No. going\* 41

Cost per pupil: \$ 10.00 (approx) Please check: Pupil pays

Cost defrayed by ( )

Mode of travel: Bus  Train Car Walk

To what learning area does this pertain? (Underscore)

- Music Social Studies Home Economics
- Art Mathematics Business Education
- Drama Science Guidance
- Journalism Language Health
- English Industrial Arts Other \_\_\_\_\_

Recommended by \_\_\_\_\_

Date submitted 5/13/71

\* State reasons for those not going.

NEW BRITAIN PUBLIC SCHOOLS

NEW BRITAIN, CONN.

MEMO: Official Message No. 16                      DATE: May 12, 1971.  
TO: All Principals, Administrators, Teachers  
FROM: Superintendent of Schools  
SUBJECT: Salute to the Flag; Rubella Inoculations

Salute to the Flag

The following regulation was established by the Board of Education at its meeting on Monday, May 10, 1971:

"Students should stand and not be disruptive in any fashion while the salute to the flag or the singing of the national anthem is in progress."

It is suggested that in the case of pupils who are reluctant to respond on grounds of conscience, deference be made in their behalf which is reasonable.

Rubella Inoculations

At the meeting on Monday evening, May 10, 1971, it was unanimously voted by the Board of Education that in accordance with the recommendation of Dr. George Zalkan, Director of Health, inoculations for rubella (German measles) be mandatory for all pupils entering the public schools for the first time in September 1971.

Ralph M. Gantz  
Superintendent of Schools

May 14, 1971

Dear Mr. Dobek:

I resent your sending my daughter, Elisa, home Friday for wearing hot pants. I have been in your school on a number of occasions and have seen much worse apparel on some of the girls; everything from dirty blue jeans to Army shirts.

My daughter and I have discussed this matter and feel that she was unjustly sent home. She was dressed decently and in the accepted style of the day, and she will continue to wear them in the future unless I see a ruling from the Board of Education to the contrary.

Sincerely,

*Harold M. Mercer*

Harold M. Mercer, Ph.D.

*Mr. Nelson:  
I want "backing"  
on this one.  
Walt*

# New Britain Public Schools

New Britain, Conn.

174

MEMO:

DATE: May 17, 1971

TO: Mr. Nelson

FROM: Dr. Howley, Director of Secondary Education

SUBJECT: "Middle School Concept"

I would like to have your recommendation as to the Middle School Concept which the Board of Education hopes to implement in September of 1972.

Evaluate the strengths and weaknesses of the middle school program as you envision it.

Please have your preliminary outline ready for our May 25<sup>th</sup> Secondary School Principals' meeting.

Mary Howley

APPENDIX C

Narration of Audio Taped Interruptions

Interruption #1

A Fire Alarm Signal Rings for 30 seconds.

Interruption #2

Secretary:

Mr. Nelson! Mr. Nelson! those men, they're  
down in the hall passing out leaflets.

Interruption #3

Secretary:

Mr. Nelson, Mr. Hector Rivera of the Spanish  
Action Center is here to see you about the  
demands of the Spanish-speaking students.



APPENDIX D

NEW BRITAIN SECONDARY SCHOOL ADMINISTRATIVE WORKSHOP

Form I

ITEM NO.	ISSUE(S)	BASIC ASSUMPTIONS UNDERLYING YOUR SOLUTIONS	SHORT-RANGE SOLUTIONS OUTCOMES	LONG-RANGE SOLUTIONS
				178



APPENDIX E

BIOGRAPHICAL QUESTIONNAIRE

New Britain Simulation Workshop

Name \_\_\_\_\_ Address \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Marital status \_\_\_\_\_

Present position \_\_\_\_\_

Number of years in position \_\_\_\_\_

Number of years in system \_\_\_\_\_

Number of years as teacher \_\_\_\_\_

Number of years as administrator \_\_\_\_\_

Highest degree held: B.A. \_\_\_\_\_ M.A. \_\_\_\_\_ 6th year \_\_\_\_\_ Doctorate \_\_\_\_\_

Type of school or school district you are presently employed by:

Urban \_\_\_\_\_ Suburban \_\_\_\_\_ Rural \_\_\_\_\_ Regional \_\_\_\_\_ Technical \_\_\_\_\_

Other \_\_\_\_\_ Public \_\_\_\_\_ Private \_\_\_\_\_

Have you ever participated in a simulation exercise before? Yes \_\_\_\_\_ No \_\_\_\_\_

Was it an educational simulation? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, please specify: \_\_\_\_\_

Enrollment of school: 0 - 500 \_\_\_\_\_ 1,500 - 2,000 \_\_\_\_\_

500 - 1,000 \_\_\_\_\_ 2,000 - plus \_\_\_\_\_

1,000 - 1,500 \_\_\_\_\_

Enrollment of district: 0 - 1,000 \_\_\_\_\_ 10,000 - 15,000 \_\_\_\_\_

1,000 - 5,000 \_\_\_\_\_ 15,000 - 20,000 \_\_\_\_\_

5,000 - 10,000 \_\_\_\_\_ 20,000 - plus \_\_\_\_\_

## EVALUATION QUESTIONNAIRE

New Britain Simulation Workshop  
Nathan Hale Junior High School

DIRECTIONS: This questionnaire has been designed to obtain your reactions to the simulation exercises you have experienced during the workshop. These response forms will be used to evaluate the effectiveness of this workshop and the likely utility of the simulation materials and techniques which have been used in the workshop.

Your responses should reflect your true feelings concerning each item of the questionnaire. If the space provided is not sufficient, use the back of the page to make further comments. Thank you for your cooperation.

- I. This first part of the questionnaire deals with the materials used in the simulation activity. Please evaluate the general background 35 mm. slide presentation, on the City of New Britain with respect to the following criteria: (A) technical quality, (B) interest, (C) importance as a source of information for the "principal" of Nathan Hale Junior High School, (D) utility as an independent source of information about potential resources and demands upon the school and/or school system.

1. Technical quality: Outstanding \_\_\_\_\_ (a) Good \_\_\_\_\_ (b) Poor \_\_\_\_\_ (c)

2. Interest: Outstanding \_\_\_\_\_ (a) Good \_\_\_\_\_ (b) Poor \_\_\_\_\_ (c)

3. Importance as a source for giving you a feel for the City of New Britain: Outstanding \_\_\_\_\_ (a) Good \_\_\_\_\_ (b) Poor \_\_\_\_\_ (c)

4. Utility as an independent source of information about potential resources and demands upon the school and/or school system: Outstanding \_\_\_\_\_ (a) Good \_\_\_\_\_ (b) Poor \_\_\_\_\_ (c)

Please evaluate the 35 mm. slide presentation on Nathan Hale Junior High School with respect to the following criteria: (A) technical quality, (B) interest, (C) importance as a source of information for the "principal" of Nathan Hale Junior High School, (D) utility as an independent source of information about potential resources and demands upon the school and/or school system.

5. Technical quality: Outstanding \_\_\_\_\_ (a) Good \_\_\_\_\_ (b) Poor \_\_\_\_\_ (c)

6. Interest: Outstanding \_\_\_\_\_ (a) Good \_\_\_\_\_ (b) Poor \_\_\_\_\_ (c)

7. Importance as a source for giving you a feel for the City of New Britain:  
Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

8. Utility as an independent source of information about potential resources and demands upon the school and/or school system:  
Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

Please evaluate the audio interruption tapes with respect to the following criteria: (A) technical quality, (B) believability, (C) probable utility as an instructional device in a simulation workshop.

9. Technical quality: Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

10. Believability: Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

11. Probable utility as an instructional device in a simulation workshop:  
Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

Please evaluate the in-basket items with respect to the following criteria: (A) technical quality, (B) believability, (C) probable utility as an instructional device in a simulation workshop.

12. Technical quality: Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

13. Believability: Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

14. Probable utility as an instructional device in a simulation workshop:  
Outstanding \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_  
(a) (b) (c)

15. What suggestions do you have for improving the content, form, or use of the background materials?

16. What suggestions do you have for improving the content, form or use of the in-basket problems?

17. Please use the remainder of this page for any additional comments and/or suggestions about the materials used in the institute.  
(Use reverse side if necessary.)



4.

II. The second part of the questionnaire will focus on the workshop itself.

1. As a result of your experience in the workshop, how would you evaluate the use of simulation materials as a teaching technique:

Outstanding \_\_\_\_\_ (a)      Good \_\_\_\_\_ (b)      Poor \_\_\_\_\_ (c)

2. Do you feel that this type of experience would be of value in a pre-service or in-service program for secondary school administrators:

Yes \_\_\_\_\_ (a)      No \_\_\_\_\_ (b)

3. Would you like to see this type of instruction in graduate administration programs:

Yes \_\_\_\_\_ (a)      No \_\_\_\_\_ (b)

4. Do you feel that this workshop presented a realistic picture of urban secondary school administration:

Yes \_\_\_\_\_ (a)      No \_\_\_\_\_ (b)

5. Did the experience change your attitude toward urban secondary school administrative problems:

Yes \_\_\_\_\_ (a)      No \_\_\_\_\_ (b)

For the following question place an X between the :\_\_ : which best represents your feeling.

6. During the "typical" workweek how much priority would you give to taking time out to participate in a simulation workshop such as the Nathan Hale Junior High Workshop.

High Priority :\_\_ :    :\_\_ :    :\_\_ :    :\_\_ :    :\_\_ :    :\_\_ :    :\_\_ :    Low Priority

Please complete the following statements:

7. I would spend time participating in a simulation workshop (such as the Nathan Hale Junior High one) only if \_\_\_\_\_

\_\_\_\_\_

8. I would definitely not spend time participating in a simulation workshop (such as the Nathan Hale Junior High one) if \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. For anyone to develop any more simulation workshops, it would

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---

10. Briefly state what you feel you have learned from this simulation workshop.

Did you find participating in the workshop was threatening?

11. Because the materials used involved personnel and actual cases of your own school district Yes \_\_\_\_\_ No \_\_\_\_\_

12. Because of the interaction necessary in the workshop Yes \_\_\_\_\_ No \_\_\_\_\_

13. Did you find participating in the in-basket simulation "Nathan Hale Junior High School"

- \_\_\_\_\_ a. very interesting
- \_\_\_\_\_ b. Somewhat interesting
- \_\_\_\_\_ c. neither interesting nor boring
- \_\_\_\_\_ d. somewhat boring
- \_\_\_\_\_ e. very boring

14. Did you find participating in the in-basket simulation "Nathan Hale Junior High School"

- \_\_\_\_\_ a. a very valuable learning experience
- \_\_\_\_\_ b. a learning experience of some value
- \_\_\_\_\_ c. an experience which was neither valuable nor worthless as far as my own learning
- \_\_\_\_\_ d. an experience somewhat worthless
- \_\_\_\_\_ e. an experience which was completely worthless

6.

15. Do you feel the experience gained from participating in the workshop
- a. was definitely worth the amount of time spent on it
  - b. was probably worth the amount of time
  - c. may or may not have been worth the amount of time
  - d. was probably not worth the amount of time
  - e. was definitely not worth the amount of time
16. Now that you know what an in-basket simulation workshop is like, and if you had a choice, would you
- a. have definitely participated in the workshop
  - b. have probably participated in the workshop
  - c. not know whether I would or would not have participated in the workshop
  - d. have probably not participated in the workshop
  - e. have definitely not participated in the workshop
17. If you had the opportunity would you participate in additional simulation workshops
- a. yes, definitely
  - b. yes, probably
  - c. I don't know
  - d. probably not
  - e. definitely not
18. How excited would you be in recommending to a fellow administrator that he/she participate in the simulation workshop
- a. very excited
  - b. somewhat excited
  - c. no feeling either way
  - d. would be reluctant to recommend it
  - e. definitely would not recommend it
19. If you were given the opportunity to participate in the following in-service educational programs, rank the following in the order of your preference. Start with numeral one for your highest preference.
- a. attend an administrative conference to listen to speakers
  - b. attend an administrative conference involving a number of seminars

- \_\_\_\_\_ c. visit a neighboring school district
- \_\_\_\_\_ d. participate in a local simulation workshop  
(such as Nathan Hale Junior High)
- \_\_\_\_\_ e. have a discussion group session with other  
administrators from my district
- \_\_\_\_\_ f. attend a university simulation workshop
- \_\_\_\_\_ g. attend a sensitivity session
- \_\_\_\_\_ h. attend a local or national convention
- \_\_\_\_\_ i. attend a university course
- \_\_\_\_\_ j. other

20. What do you feel the major strengths of the simulation workshop approach as an in-service technique are:

21. What do you feel the major weaknesses of this simulation workshop approach as an in-service technique are:

22. Please use the remainder of this page for any additional comments and/or suggestions about the simulation exercise.  
Thank You.

## SEMANTIC DIFFERENTIAL

## INSTRUCTIONS

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In completing this scale, please make your judgments on the basis of what these things mean to you. You will find two concepts to be judged and beneath them a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair : X : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : unfair  
or

fair : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : X : : \_\_\_ : unfair

If you feel that the concept is quite closely related to one end of the scale or the other (but not extremely), you should place your check-mark as follows:

strong : \_\_\_ : : X : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : weak  
or

strong : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : X : : \_\_\_ : : weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active : \_\_\_ : : \_\_\_ : : X : : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : passive  
or

active : \_\_\_ : : \_\_\_ : : \_\_\_ : : \_\_\_ : : X : : \_\_\_ : : \_\_\_ : : passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing which you are judging. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

Space : \_\_\_ : : \_\_\_ : : \_\_\_ : : X : : \_\_\_ : : \_\_\_ : : \_\_\_ : : dangerous

Be sure to check every scale for every concept --- do not omit any.



Nathan Hale Junior High Workshop  
Background Achievement Questionnaire

CIRCLE THE CORRECT ANSWER (LETTER)

1. Which of the following would best describe New Britain?
  - a. Residential
  - b. Industrial
  - c. Agricultural
  - d. Rural
  - e. Suburban
2. New Britain is known as the:
  - a. Hardware City
  - b. Insurance Capitol
  - c. Flag Capitol
  - d. Brass City
  - e. Elm Tree City
3. How would you describe the population of New Britain in socio-economic terms
  - a. Middle to upper
  - b. Lower
  - c. Lower to middle
  - d. Middle
  - e. Upper
4. What is the largest growing ethnic group in New Britain?
  - a. Polish
  - b. Italian
  - c. Black
  - d. Puerto Rican
  - e. German
5. What college is located in New Britain?
  - a. CCSC
  - b. Tunxis
  - c. WCSL
  - d. ECSC
  - e. GHCC
6. Which of the following housing projects is not in New Britain?
  - a. Mount Pleasant
  - b. Corbin Heights
  - c. Stowe Village
  - d. Oval Grove
7. How would you describe the physical plant of Nathan Hale Junior High?
  - a. Modern
  - b. Adequate
  - c. Antiquated
  - d. Reasonable
  - e. Good

8. The student population of Nathan Hale Junior High is:
- Racially mixed
  - Nearly all Spanish
  - Nearly all White
  - Nearly all Black
9. The cafeteria and library facilities at Nathan Hale Junior High can best be described as:
- Satisfactory
  - Not satisfactory
  - Fair
  - Excellent
  - Good
10. In the school district of New Britain, there are how many public secondary schools?
- 9
  - 4
  - 11
  - 6
  - 8





APPENDIX F

Processing of the Data used in the study

- 1) The Likert-type five scale response categories:  
Two categories that solicited responses indicating positive attitudes, two categories that solicited responses indicating negative attitudes, and one category that solicited a response indicating a neutral attitude.
- 2) The Rank-Order Process (Figures I and II, pp. 113, 114)

The collected data was processed by 1) computing the number of times each approach was ranked according to order preference; and 2) assigning to each response a numerical value and determining for each answer the weighted mean score. The assigned numerical values were:

Rank	Assigned Numerical Value
1	9
2	8
3	7
4	6
5	5
6	4
7	3
8	2
9	1

- 3) The Semantic Differential Scale

The five factors and related groups of polar traits used in the semantic differential scale are listed below.

- (1) Evaluation = (good - bad)--(untimely - timely)--  
 (pleasant - unpleasant)--(comfortable -  
 uncomfortable)--(meaningless - meaning-  
 ful)--(useless - useful)--(true - false)  
 --(skeptical - believing)--(promising -  
 disappointing)
- (2) Receptivity = (boring - interesting) (rough - smooth)  
 (attentive - inattentive)
- (3) Potency = (weak - strong) (free - constrained)  
 (prohibitive - permissive) (shallow - deep)
- (4) Activity = (active - passive) (still - moving)  
 (slow - fast) (complex - simple)
- (5) Miscellaneous = (tense - relaxed) (non-threatening -  
 threatening) (inferior - superior)  
 (relevant - irrelevant) (near - far)

The polarity differences were assigned values to the seven possible response positions as shown below.

Good: 6 : 5 : 4 : 3 : 2 : 1 : 0 : Bad

The mean polarity scores relating to the two concepts were computed for the experimental group and the control group. Then the twenty-five polar traits were put into the five groups. Then the mean polarity group scores were computed to obtain the mean polarity scores for the factors: 1) evaluation, 2) receptivity, 3) potency, 4) activity, and 5) miscellaneous. The five sets of polar traits listed under miscellaneous were individually analyzed.

The statistical significance for the difference between mean polarity for the two concepts as related to each of the five factors was determined by t tests. The t scores were determined through an analysis of variance.

There were six questions utilizing the Likert-type five scale categories for soliciting responses. These questions contained five categories: two categories that solicited responses indicating positive attitudes, two categories that solicited responses indicating negative attitudes, and one category that solicited a response indicating a neutral attitude. The question shown below is an example of this type.

Did you find participating in the in-basket simulation  
"Nathan Hale Junior High School"

- \_\_\_\_\_ a. very interesting
- \_\_\_\_\_ b. somewhat interesting
- \_\_\_\_\_ c. neither interesting nor boring
- \_\_\_\_\_ d. somewhat boring
- \_\_\_\_\_ e. very boring

The procedure utilized in processing and analyzing the data from questions incorporating Likert-type categories was to compute the number and percentage of the responses marked for each of the categories. As shown in the example above the categories were lettered from (a) to (e). The (a) and (b) categories denoted positive attitudes in comparison to the (d) and (e) categories which denoted negative responses.

The (c) category denoted a neutral response. The categories indicating positive attitudes, (a) and (b), and the categories indicating negative responses, (d) and (e), were combined, in most cases, to determine whether attitudes were positive or negative in direction.

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