

A STUDY OF PRINCIPALS' PERCEPTIONS OF COMPETENCE IN COMMON
ADMINISTRATIVE ROLES

By

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B.S., South Dakota State University, 1987
M.S., South Dakota State University, 1988

AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the
requirements for the degree

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Department of Curriculum and Instruction

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ABSTRACT

The Study of Principals' Perceptions of Competence in Common Administrative Roles is quantitative. All Kansas principals were surveyed using the Principal's Perception of Competence Survey, an instrument developed by the researcher, to gather the quantitative data.

The issues surrounding the principalship are varied and complex. Many researchers would contend that building principals and the leadership they provide have more impact on school effectiveness than any other person or program. Whether they are beginning or experienced administrators, research suggests that principals must feel confident in their abilities if they are to be effective and make a strong impact on effective school functioning.

The current and future shortage of quality principals is well documented. The present study was designed to identify common administrative roles and responsibilities in which beginning and experienced principals lack competence. In particular, the study identifies and addresses areas in which additional preparation and training of principals should be dedicated, which will assist preparatory programs and school districts. The results of this study will assist professors in university-based leader preparation programs, school district superintendents, and other school district personnel in developing university and site-based programs of preparation and support designed to retain quality school leaders.

The findings of the study are organized around three research questions throughout Chapters IV and V. Discussions of the findings, as well as recommendations for future studies are also organized around the research questions.

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CHAPTER I

Introduction

This chapter includes a formal introduction, an overview of the issues that challenge beginning principals' level of success, a statement of the problem to be addressed, a profile of the purpose of the study, the significance and limitations to the study, a definition of critical terms, and concluding remarks.

OVERVIEW OF THE ISSUES

The job of a school principal is arguably the most important position in any school when considering student achievement and overall school effectiveness. Effective school leadership, in the form of a dedicated, skilled principal, is a key element in creating and maintaining high-quality schools (Cusick, 2003). Individuals holding few other positions in the education field have the opportunity to make such a strong impact on large numbers of students. Considering how important principals are in creating an effective school system, difficulties in recruiting skilled principals could not come at a worse time (Olson, 1999).

The job description of a principal continues to evolve in this era of standards and increased accountability. A wealth of research exists regarding the changing roles of today's principals. For example, Davis, Darling-Hammond, LaPointe, and Meyerson (2005) wrote:

More than ever, in today's climate of heightened expectations, principals are in the hot seat to improve teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and expert overseers of legal, contractual, and policy mandates and initiatives. They are expected to broker the often-conflicting interest of parents, teachers, students, district office officials, unions, state and federal agencies, and they need to be sensitive to the widening range of student needs. As a result, many scholars and practitioners argue that the job requirements far exceed the reasonable capacities of any one person (p. 4).

A great deal of educational research focuses on leadership styles, instructional leadership, curriculum design, and a plethora of other issues that are critical to the success of school principals. In contrast, the research investigating the daily challenges facing principals is limited. Principals at all grade and hierarchical levels are expected to possess expertise in a myriad of issues. Even beginning principals are expected to provide sagacious advice from the moment they enter the schoolhouse. Barth (1998) suggests that an effective principal can make a difference in the lives of numerous students, teachers, parents, and community members from the first moment on the job. One might struggle to find an area of education in which a principal is not expected to be competent enough to advise an entire staff.

While the school principal position provides challenges to even veteran administrators, beginning principals experience unique challenges. The Association for Supervision and Curriculum Development (ACSD; 2005) gathered information from principals regarding their early careers. One elementary school principal with 20 years of experience, Rosemarie Young, described her first day as a school principal as beginning in an unremarkable manner. She noted, "I met another principal who gave me the keys, walked me through the school, and that was it. There wasn't a lot of support; there wasn't a system of internship to prepare you-you just learned as you went" (p. 26). Much has changed since Young's experience, as many schools now have mentoring programs and leadership training for their principals and assistant principals, who may aspire to be promoted to the principal position. Many rural school districts have difficulty recruiting any staff member into the position of building principal, and therefore the idea of providing leadership training becomes moot. Although preparatory programs, school districts, and leadership academies are providing more professional development opportunities for principals than in the past,

ASCD (2005) contends that many new principals continue to find themselves questioning how best to undertake the multiple challenges associated with this role.

When a teacher makes the decision to pursue an administrative degree and ultimately a principal position, he or she does so for a variety of reasons. The manner in which teachers are promoted to the administrative ranks is rather unique to the field of education. The quality of those attending or taking part in building administrator preparatory programs may be part of the problems and/or challenges universities face. Recruiting for these programs typically does not involve selection criteria related to the candidate's potential as a school principal. Candidates are not generally interviewed. The universities and colleges offering the programs typically make no effort to identify potential school leaders. The result is that the pool of candidates from whom districts select principals is generally composed of people who may or may not have any aptitude or desire for the job, or be regarded by their employees as suited for it. Indeed, some have a well-developed distaste for it (Tucker & Coddling, 2002).

Many teachers begin learning the professional responsibilities and roles of principals when they first make the decision to pursue a career in school administration. They also learn valuable information during their college preparatory programs that helps prepare them to be successful. Once the degree is earned, all other licensure prerequisites are met, the interview is complete, and their first principal job is secured, many beginning principals may question how prepared they are for their specific assigned duties.

It is hypothesized that most beginning principals have very little knowledge of what the job of a principal actually entails. Building administrators at all levels will face situations every day that they may or may not be prepared to handle. The current study may produce

information that will be helpful for future beginning principals when they enter the profession. As a result of this study, beginning principals may become more able to deal with the multitude of unanticipated tasks they will face. The inclusion of all Kansas principals in the study will determine what areas are problematic for all principals, and those areas that are specifically challenging for beginning principals.

STATEMENT OF THE PROBLEM

The position of the school principal has been researched using a wide variety of methods and has focused on almost every possible aspect of the job. There is no question that the principal's job description has continually changed and evolved since the inception of the position. Furthermore, the increase in the number of duties and responsibilities associated with this role is the major factor keeping qualified applicants from making the move into the principalship (Cusick, 2003). The current nationwide principal shortage is also a concern. Hayes (2004) reported that according to the Department of Labor, 40% of the nation's 93,200 principals are nearing retirement, and 42% surveyed districts surveyed noted they already have a shortage of qualified candidates for open principal positions.

Preparatory programs also have adapted to the changing role of the principal. Davis et al. (2005) claim that principals play a vital role in setting the direction for successful schools, but existing knowledge is sparse regarding the best ways to prepare and develop highly qualified principals.

The vast majority of research surrounding the principalship is largely philosophical and theoretical. The study of educational instructional theory and philosophy is invaluable to the overall process of preparing effective principals, but fails to address many tasks that beginning principals will face on a daily basis. The current research is extremely limited in

terms of the routine tasks that principals must prove competency in if they hope to be effective and make a career of educational administration. The present research may fill the void by identifying the administrative responsibilities that pose the greatest challenge for beginning principals and identifying the sources of greatest assistance for overcoming these challenges. Initial success in any new position is directly correlated to future success, effectiveness, and longevity in the profession. In addition, the present study may determine that experienced principals continue to find some aspects of the job challenging and will provide guidance to school district's staff development programs.

THE RESEARCH QUESTIONS

In order to address the issues described above, the following research questions were the focus the study:

1. What level of competence do principals in Kansas perceive themselves to have with respect to common school administrative responsibilities?
2. Is there a difference between beginning principals' perceptions and experienced principals regarding competence with respect to common school administration responsibilities?
3. Is there a difference in beginning and experienced principals' perceptions of competence in relation to their personal characteristics (gender, age, and years of administrative experience) or their situational characteristics (grade configuration served, building size, and district size)?

PURPOSE OF THE STUDY

The purpose of this study was to determine the level of competence that beginning and experienced principals perceive they have in regard to a number of critical and common

administrative responsibilities. All principals in Kansas were asked to complete a survey to describe their perceived competence level in a wide variety of tasks school principals routinely complete.

Principals typically become competent and effective in dealing with the tasks and responsibilities associated with their role, but there is a paucity of research regarding how they come to achieve competence in these areas. Once beginning principals identify their responsibilities, it may be possible for them to determine whether those tasks and responsibilities were more or less challenging than they expected. Although many programs exist to assist principals in preparing for their ever-changing role, identifying the tasks principals find to be most challenging may provide direction and identify areas that need additional attention. The current literature is very limited with respect to the daily tasks for which beginning administrators are ill-prepared, and the present research will contribute to the literature by identifying the administrative responsibilities that are perceived to be challenging to beginning and experienced principals. In addition, the present study will determine which administrative responsibilities are problem areas for all principals, and which are specific to beginning principals. By identifying which areas are problematic for principals with varying levels of experience, it will be possible to target recommendations to preparatory programs, principal training programs, and local school district's induction, mentoring, and staff development programs.

SIGNIFICANCE OF THE STUDY

The field of education will continually face the challenge of beginning principals entering the profession with the expectation they will be competent in the wide variety of roles they will encounter. Identifying administrative responsibilities that continue to be

challenging for experienced principals will assist school districts in enhancing the competency of all principals.

In Kansas during the 2004-05 school year, 1,146 individuals served as building principals; 472 were 50-59 years old, and 51 were 60 years old and older. Using the Kansas Public Employees Retirement System (KPERs) formula, 43% of Kansas principals will be at or near retirement age in less than ten years [Kansas State Department of Education (KSDE), 2005]. As these veteran principals begin to retire, beginning principals will face the challenges associated with replacing the majority of experienced building administrators. If public education is expected to not only maintain the status quo but also to continually improve during these changing times, the preparation and competency of beginning principals becomes of paramount importance.

The results of this study identify the areas in which the plethora of preparatory programs, induction activities, and ongoing administrative staff development activities should focus in order to adequately prepare beginning principals to enter the profession as prepared and competent school administrators. The competency of these beginning principals directly related to the effectiveness of the schools they lead in the future.

Beginning principals will encounter issues and tasks for which they have never been trained to manage in a professional manner. By identifying the common tasks and responsibilities in which beginning principals feel they lacked competence when they entered the profession, the present research will contribute to the body of research necessary for preparatory programs and school districts to better train principals on what they will face upon entering the discipline. Comparing the competence of beginning principals to that of experienced principals will assist in identifying areas that are challenging specifically to

beginning principals, and those that continue to challenge administrators with years of experience.

LIMITATIONS OF THE STUDY

The following is a list of limitations in the current study:

1. Only principals in Kansas (possible $N=1,198$) were selected to participate. Individuals serving in the role of principal for three years or less were defined as new or beginning principals; while individuals with four or more years of experience were defined as experienced principals (then disaggregated at varying experience levels based on survey responses). Consequently, generalization to other populations is limited and must be done with caution.
2. Although every effort was made to encourage participation in the survey, the number of respondents limited the study. Prior to the launch of the instrument, an electronic message was sent to all Kansas superintendents explaining the purpose of the study and asking them to encourage their principals' participation. In some school districts, it was challenging to gain approval for principals to participate.
3. The list of principals was derived from the KSDE database. Database accuracy is dependent on the quality of data returned from a single annual survey. As with any profession, the list could be altered as principals change positions or face termination.
4. The principals who participated in the study were selected using purposive sampling, a commonly used approach in which a sample is selected based on a specific purpose. Due to these selection criteria, the selected individuals identified yield the most valid and appropriate data for the study (Lane, 2003).

5. The survey instrument used in this study requested principals' self-reported perceptions of their competencies. Consequently, the validity of the findings depended on the participants responding honestly to the questions. Although individual results were kept confidential, some principals may have rated their competency level as higher or lower than it was objectively.
6. In order to identify the administrative responsibilities that were included in the survey, the researcher reviewed the literature and administered pilot surveys to selected experienced principals who represented all grade level configurations. Two separate groups of experienced administrators rated the importance of the identified survey items to add validation to the instrument.
7. The use of an electronic survey through the Kansas State University (KSU) online survey system created some inherent limitations. For example, some school districts blocked the survey using electronic protection systems. Further, potential participants may dismiss an electronic survey by deleting an initial email contact. To minimize the effects of this limitation, participants were sent multiple reminders to complete the survey.

DEFINITION OF TERMS

The purpose of this section is to provide an explanation of the working definitions that are utilized throughout the study. Unless otherwise noted, the following definitions are those of the researcher.

Beginning principal. Any head or assistant principal with three or fewer years of experience as a building administrator. The beginning principals surveyed were currently employed as a building principal.

Beginning Principal's Perception of Competency Survey. A survey created for the present research after a review of the literature regarding current principals' roles and responsibilities. The survey investigated beginning principal competencies and how these related to age, gender, grade configuration of the building served, and school district size.

Building administrator. A term used synonymously with "principal."

Educational accountability. Educational accountability refers to the recent need for public schools to demonstrate their effectiveness in regard to student achievement. Schools deemed effective in this regard avoid sanctions and forced reorganization dictated by state departments of education.

Experienced principal. Any principal with more than three years of experience.

Formal professional development. Formal professional development is any organized program or activity that includes established guidelines and outcomes. Some examples may include clinical experiences, university practicums/internships, and district-based academies.

Induction program. Programs that are usually created and required by the school district that employs the beginning principal.

Informal professional development. All forms of professional development that are not considered formal. Some examples of informal professional development include on-the-job experience, networking with colleagues, and observing other principals.

Instructional leadership. The ongoing task of leading and assisting teachers in becoming more effective in every aspect of their job. Providing the necessary guidance in effective teaching techniques, classroom management strategies, and best practices.

Licensure. Meeting all necessary requirements to be considered highly qualified and licensed to teach in a state. Each state has specific licensure requirements.

Likert scale. A commonly used rating scale in survey research, typically measuring attitudes, perceptions, or reactions by quantifying subjective information.

Management. The managerial duties a principal must conduct to keep the school running, and common tasks that often go unnoticed and are not usually considered in terms of school accountability.

Mentee. The individual receiving mentoring support and guidance from an experienced mentor; a novice learner.

Mentor. An experienced educator who provides support, guidance, modeling, resources, and conferencing to a beginning principal.

Mentor program. A formal program, usually organized and carried out by the individual school district to provide support for beginning principals. Mandatory mentoring programs are becoming more popular in order to receive full licensure.

Preparatory program. The formal educational process provided by institutions of higher education. For building principals this is typically a graduate program resulting in a Master's degree.

Principal. A term used synonymously with building administrator.

Professional organizations. Organizations that support and provide resources to individuals through membership. Membership is usually in exchange for dues, either paid by the individual or their employer. The Kansas Association of Elementary School Principals (KAESP) and the Kansas Association of Secondary School Principals (KASSP) are examples of these types of organizations.

Single attendance unit. A single school building within a larger school district.

SUMMARY

The current principal shortage; the changing roles, responsibilities, and expectations of all principals; the effectiveness of pre- and post-preparatory programs; and the current challenges facing beginning and experienced principals were researched and documented to justify the need for the current study. The research regarding principals' competence in regard to common administrative responsibilities is limited. The existing research on beginning and experienced principals is focused on very general topics and is theoretical in nature, lacking practicality. The research revolves around leadership, curriculum, instruction, and management, all important components of principals responsibilities, but fails to examine the specifics that determine how competent beginning principals perceive themselves to be when entering the profession.

The current study investigated aspects beyond the theoretical and philosophical components of a principal's job by identifying the daily tasks beginning principals felt were most challenging for them. It is important for beginning principals to feel confident and demonstrate competency in the daily tasks they will encounter in order to become successful long-term building administrators. Competence levels of experienced principals were also investigated in order to determine which administrative responsibilities are learned over time and in which areas all principals are in need of additional staff development and training. Individuals with the potential to become effective building administrators may not endure the initial years in the profession due to frustration and feelings of incompetence.

Data regarding principal turnover and longevity are skewed by the fact that the high exit rate of beginning principals is compensated for by the long period of commitment by those who are successful. According to the Illinois State Department of Education (2000)

18.8% of the state's beginning principals never make it to their second year in the profession, and most of these leave the field of education entirely.

Beginning principals may be provided with a better chance for initial success as a result of this study, which identifies the daily tasks and responsibilities posing the greatest challenge and frustration for those entering the profession. The study also identifies areas that continue to pose a challenge for experienced principals. Finally, the findings of this research provides suggestions affecting the focus of preparatory programs and/or school district induction, mentoring, and staff development programs.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter includes a review of the literature relating to the level of preparedness and competence of beginning and experienced principals. Current research on leadership, school principals, and effective administrator preparation is extensive, yet generally narrowly focused on theory and philosophy rather than specific roles a principal fills each day. The topics addressed in this chapter were selected after an extensive review of the literature, and provide information regarding the job of a school principal necessary to set the stage for the current study. Topics explored in this chapter include (1) statistics related to the current principal shortage, (2) the changing roles, responsibilities, and expectations of all building administrators, (3) the effectiveness of current preparatory programs, (4) the current challenges facing beginning principals, and (5) pre- and post-service training opportunities, including induction and mentoring programs. This study focuses on principals' perceptions of their level of competency, as related to routine administrative roles and responsibilities they face on a regular basis. This review will assist the reader to understand more completely the complexity surrounding the school principal position.

PRINCIPAL SHORTAGE

A shortage of highly qualified principal candidates has been reported by school districts across the nation. Hayes (2004) reported that 40% of the nation's 93,200 principals are nearing retirement, and 42% of districts surveyed indicated they are already facing a shortage of qualified candidates for open principal positions. Further, in some parts of the country nearly 60% of principals will retire, resign, or otherwise leave their positions over the next five years (Peterson, 2002). According to the results of a 1998 survey reported by

the NAESP (2005), approximately half of school districts experienced a shortage in the labor pool for K-12 principal positions they were trying to fill, regardless of the schools' grade levels and whether they were rural, suburban or urban schools. In addition, Cusick (2003) found the pool of principal candidates is shrinking because fewer teachers (who represent the vast majority of principal candidates) are interested in pursuing a career as a principal. With the exception of respondents from the wealthiest districts, the number of candidates applying for principal positions is half to two-thirds now what it was 15 years ago.

In summary, Olson (1999) indicated the following regarding the anticipated principal shortage:

There are currently about 90,000 public school principals in the United States. The Bureau of Labor Statistics estimates a 10 percent increase in the employment of education administrators of all types through 2006. Most job openings, particularly for principals, will stem from the need to replace people who retire. Among K-8 principals alone, the National Association of Elementary School Principals estimates that more than 40 percent will retire or leave for other reasons over the next decade (p. 4).

Determining which administrative responsibilities are most challenging for beginning principals may assist school districts in preparing them and building competence before they assume their first administrative role. In turn, increasing beginning principals' level of competence may help alleviate the principal shortages public schools currently face.

Principal Shortage Examples

Rodda (2000) found, "More than 98 percent of the 376 California school superintendents responded 'yes' to the survey question of whether a shortage of qualified administrators exist in the state" (p.2). Further, according to Graham and Edleman, boards of education in New York City boards of education filled more than 144 school positions (13%

of total administrative positions) with temporary principals, and over 397 assistant principal positions were unfilled across New York City.

In studying the Philadelphia School District, Olson (1999) discovered that Philadelphia currently had 20 acting principals, and the superintendent anticipated the need to replace at least 10% of the district's 259 building-level administrators each year for the foreseeable future, primarily due to retirements. The districts have had fewer applicants, so it has been a struggle to retain quality administrators. The vast majority of superintendents felt the situation would only continue to decline before they witnessed any improvements. Sadly, the situation in Philadelphia is not unique; roughly half of 403 school districts reported a shortage of qualified candidates for vacant principal positions in urban, suburban, and rural areas and at all school levels (Olson, 1999). If beginning principals are able to feel more competent when entering the profession, the principal shortage may become less of a crisis.

Reasons for the Current Shortage

The research literature describes several factors contributing to the principal shortage. The factors of particular interest to the current research are salary, personal interest in the position, excessive working hours, and the lack of quality job candidates. These are described in more detail below.

First, research indicates that too little pay in relation to the increasing job responsibilities is a major factor contributing to the dearth of strong building-level administrators. In 1997-1998, the average principal's salary was \$69,258, far above the \$40,133 earned by the average teacher. However, the salary gap between teachers and principals is continuing to attenuate, and is especially narrow for new principals and veteran teachers (from whose ranks building-level administrators are usually drawn; Olson, 1999)

Additional contributing factors to the the principal shortage include the fact that many teachers do not aspire to the position of building principal. Faculty members view their building administrators in a constant struggle with unhappy students, parents, and employees. Further, they hear frequent criticism of their building principal in their faculty rooms and conclude that it is a thankless job (Hayes, 2004). Besides the perception that the role of principal is thankless, individuals are intimidated by the long hours associated with the principal's job.

Evidence suggests that a lack of qualified candidates contributes to the principal shortage. While there are plenty of people earning the credentials to be a principal, there are not enough people who possess the skills necessary to be an effective principal (McGreevy, 2005). In particular, recent research identified the following as precipitating a state of crisis in the principalship:

- 1) School districts are struggling to attract and train an adequate supply of highly qualified candidates for leadership roles (Knapp, Copeland, & Talbert, 2003).
- 2) Principal candidates and existing principals are often ill-prepared and inadequately supported to organize schools to improve learning while managing all of the other demands of the job (Levine, 2005; NCAELP, 2002).

The principal shortage is a true challenge for public education and the reasons for this shortage are varied. If it is possible to identify strategies to help principals become better prepared and more competent when they enter the profession, the job of a school principal will have more appeal and personal rewards. If beginning principals can not only be retained but also thrive in their first years, the shortage of building administrators may become less of a crisis.

THE CHANGING ROLES, RESPONSIBILITIES, AND EXPECTATIONS OF ALL PRINCIPALS

History of Principal Expectations

In order to determine the administrative responsibilities to include in the present research, it was necessary to review the evolution of the roles associated with the principal position. To fully understand the degree of change currently affecting the principalship, it is necessary to be aware of changes in the requirements of the job over time. Before the 1970's, the principal's job was narrower in scope than it was some twenty years later. School organization during the 1970's typically found teachers teaching, principals taking care of the school building, and students being treated as commodities (Ashby & Krug, 1998).

More specifically, Ashby and Krug (1998) noted that in the 1970's, the principal served three major functions: building manager, student disciplinarian, and line officer for the superintendent's office. As building manager, the principal ensured the custodians performed their job, told the office staff to order materials, made an orderly class schedule, kept the accounting books balanced, oversaw athletic events, and observed the opening and closing of school. In the role of student disciplinarian, the principal had an annual meeting with staff, revised school rules, and imposed the consequences of breaking the rules. The principal would see students throughout the year on the differing infractions ranging from being tardy to fighting. Often, the principals would spend as much time monitoring bathrooms and parking lots as they did calling parents about misbehaving students. Finally, serving in the role of line officer for the superintendent may have been the least challenging aspect of the principal occupation. Principals knew there was little choice in most matters, and related their actions to the staff policies that came from the central administrative office.

School staff understood that principals had few options and accepted the policies. The central office took care of the more technical issues like hiring, budget, staff development, and curriculum. In short, principals had little or no input into these issues.

A principal in the 1970's had power over others beyond serving in the role as building manager. Sybouts and Wendel (1994) suggested that "With the growth of school districts, building administrators were employed with the primary responsibility of administering a single attendance unit" (p. 2). Their power was based on control by protecting followers that were loyal to them. If confronted on an issue, they would minimize the problem and rarely admit to its existence.

However, during the 1970's the principalship began to evolve to incorporate different expectations. These expectations added more responsibilities and required that principals work collaboratively with others. Therefore, principals were expected to foster staff development, coordinate program improvement, involve parents and the community in school decision-making processes, and focus on student improvement (Sybouts & Wendel, 1994). Substantial changes were facing the principals of this era.

Changes to the Principalship

The principalship has changed significantly over the past 20 years. Blackman and Fenwick delineated some of the changes, and suggested that several factors have converged to change the landscape of the principalship. These included:

- Increasing ethnic and linguistic diversity of the student population and school communities;
- Decreasing public confidence in the quality of public schools;
- The press for privatization;

- Increasing school violence;
- Waning desirability of the principalship and the concomitantly shrinking pool of principal aspirants; and
- Pressures from the accountability movement to link principals' tenure to students' performance on standardized tests.

Fullan also wrote about how much the job of the principal had changed over the past 20 years, noting "One could add scores of other expectations involved in site-based management, school-business links, [and] standards assessment. Indeed, it is no longer a matter of additive overloads. The definition of the very job of principal has undergone fundamental change" (p. 2).

The role of the school principal will continue to change and evolve as expectations, governmental regulations, and societal influences demand greater levels of student achievement in a more complex overall school curriculum. The principal's position in schools now includes a number of responsibilities beyond the role of building manager (Hayes, 2004). In particular, Hayes (2004) reported the U.S. Department of Labor describes these duties as follows:

1. Principals set the academic tone of the school building. They are involved in hiring, evaluating, and helping to improve the skills of teachers and other staff.
2. Principals are part of a district administrative team and also work with students, parents, and representatives of community organizations. Principals must work with all of these groups in making administrative decisions.
3. Principals are responsible for budgets, schedules, and numerous reports.

4. Principals are accountable for students' academic progress and for ensuring that their teachers are following appropriate curriculum.
5. Principals are important in the establishment of a healthy and safe school climate. As part of this responsibility, they must maintain discipline among the student body.

Lists of duties required of principals will undoubtedly continue to change as the position evolves, and the increase in the number of duties and responsibilities is the major factor keeping qualified applicants from making the move into the principalship (Cusick, 2003). Further challenges include “Legislated expectations, increased parental demands, and the expanding number of things schools are expected to do increase the number and kinds of responsibilities that fall to the principal: school improvement, annual reports, accountability, core curriculum, student safety, gender and equity issues, mission statements, goals and outcomes, staff development, curriculum alignment, high-stakes testing, and accreditation” (Cusick, 2003, p. 2).

The information addressed in this section is general in nature, but necessary to help the reader better understand the complexity of the roles principals need to be prepared for. The current study may be able to fill a void in the research by identifying the specific administrative responsibilities associated with the general roles mentioned throughout this section and chapter.

A review of the many programs, standards, associations, and research findings highlighted the need for the current research. Table 2.1 compares items addressed in current educational research. A summary of what is addressed in each program and/or research finding appears in Table 2.1. Information not addressed in the current research appears in

boldface. Noted that no reviewed research addresses the daily administrative responsibilities that frustrate beginning principals during their initial years.

Table 2.1

Summary of What is Addressed in Current Effective Principal Research

Name/ Organization Program	Instructional Leadership	Management	High Expectations	Community Engagement	Student Achievement	Adult Learning	Mission or Vision	Daily Tasks
NDPP Performance Indicators	Yes	Yes	Yes	Yes	Yes	Yes	No	No
NPBEA Performance Domains	Yes	Yes	No	Yes	Yes	No	No	No
Roles of Contemporary Principals	Yes	Yes	No	Yes	No	Yes	No	No
ISLLC Guiding Principals	Yes	No	Yes	Yes	Yes	Yes	Yes	No
ISLLC Standards	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
SREB Success Factors	Yes	No	Yes	Yes	Yes	Yes	Yes	No

Note. The following key identifies the organization acronyms included in Table 2.1.

NDPP: National Distinguished Principals Program

NPBEA: National Policy Board for Educational Administration

ISLLC: Interstate School Leaders Licensure Consortium

SREB: Southern Regional Education Board

National Distinguished Principals Program

The National Distinguished Principals Program (2005) continually attempts to determine common characteristics that excellent principals exude on a regular basis. Should a superintendent or fellow administrator choose to nominate a principal for the National Distinguished Principal Award, the 2005 reference form highlights the following six performance indicators, each clearly defined and including numerous specific activities that

effective principals strive to perform on a regular basis. A distinguished principal: 1) Balances management and leadership roles; 2) Sets high expectation and standards; 3) Demands content and instruction that ensures student achievement; 4) Creates a culture of adult learning; 5) Uses multiple sources of data as diagnostic tools; and 6) Actively engages the community.

In addition, Crow and Mathews (1998) identified the seven roles of contemporary principals as learner, mentor, supervisor, leader, manager, politician, and advocate.

Performance Domains

The National Policy Board for Educational Administration (as cited by the National Commission for the Principalship, 1990) identified 21 Performance Domains that define the basis for exemplary principal performance. Many researchers argue that the breadth and depth of knowledge and skill that a principal is expected to master in order to do his or her job make the position impossible to fully prepare for; “however, for better or worse, the principal who carefully reviews the skills and knowledge of the 21 domains will find it hard to identify any knowledge or skill this is not necessary for the functioning of a school” (Skria, Erlandson, Reed, & Wilson, 2001, p. 3). The 21 performance domains are listed below.

Functional domains. The first set of performance domains are considered functional. These include: 1) Leadership, 2) Information collection, 3) Problem analysis, 4) Judgment, 5) Organizational oversight, 6) Implementation, and 7) Delegation.

Programmatic domains. The next six performance domains are programmatic, and are: 1) Instruction and the learning environment, 2) Curriculum design, 3) Student guidance

and development, 4) Staff development, 5) Measurement and evaluation, and 6) Resource allocation.

Interpersonal domains. Four of the performance domains are interpersonal, including: 1) Motivating others, 2) Interpersonal sensitivity, 3) Oral and nonverbal expression, and 4) Written expression.

Contextual domains. The final domains are contextual. These include: 1) Philosophical and cultural values, 2) Legal and regulatory applications, 3) Policy and political influences, and 4) Public relations.

ISLLC Standards

Any aspiring principal who researches the roles and responsibilities of contemporary principals will undoubtedly become exposed to the Interstate School Leaders Licensure Consortium (ISLLC) standards. The ISLLC is a cooperative venture of states and professional associations. Skria et al. (2001) wrote:

The ISLLC Standards promise to have a considerable impact on the ways in which principals are prepared, developed, and evaluated. Fueled by external pressures for accountability, an increasing number of states are adapting the ISLLC standards and are beginning to use a test geared to those standards, developed by the Educational Testing Service (ETS), as a criterion for certification (p. 54).

The following seven guiding principles helped orient the development of the ISLLC standards (CCSSO, 1996, p. 7):

1. Standards should reflect the centrality of student learning.
2. Standards should acknowledge the changing role of school leaders.
3. Standards should recognize the collaborative nature of school leadership.
4. Standards should be high, upgrading the quality of the profession.

5. Standards should inform performance-based systems of assessment and evaluation for school leaders.
6. Standard should be integrated and coherent.
7. Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community.

Skria et al. (2001) combined the previously described 21 Performance Domains and six ISLLC Standards to provide a useful format for assisting principal development. The result of this combination were the following six standards:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Thirteen Success Factors

Researchers address the changing role of the principal using a variety of techniques, terms, and methods. In their study on principal internships, the Southern Regional Education Board (2006) identified thirteen critical success factors for effective principals. According to their research, successful school leaders:

1. Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
2. Set high expectations for all students to learn higher-level content.
3. Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.
4. Know how to lead the creation of a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
5. Use data to initiate and continue improvement in school and classroom practices and student achievement.
6. Keep everyone informed and focused on student achievement.
7. Make parents partners in their child's education and create a structure for parent and educator collaboration.

8. Understand the change process and have the leadership and facilitation skills to manage it effectively.
9. Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
10. Use and organize time in innovative ways to meet the goals and objectives of school improvement.
11. Acquire and use resources wisely.
12. Obtain support from the central office and from community and parent leaders for their school improvement agenda.
13. Continually learn and seek out colleagues who keep them abreast of new research and proven practices.

In the present climate of heightened standards of performance, principals are expected to improve teaching and learning. It is necessary for effective principals to serve as educational leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and expert overseers of legal, contractual, and policy mandates and initiatives. Principals are expected to broker the often-conflicting interest of parents, teachers, students, district office officials, unions, state and federal agencies, and they need to be sensitive to the widening range of student needs. As a result, many scholars and practitioners argue that the job requirements far exceed the reasonable capacities of any one person. (Davis et al., 2005).

Principal Job Description

According to Azzam (2005), school administrators are increasingly called on to do more than just supervise their schools-they often must lead in redesigning them. The debate

will forever exist in regards to building principals attempting to balance management duties and instructional leadership. Most claim there is simply not enough time in the day to effectively address both with the necessary conviction. Hayes (2004) noted that an advertisement for a position opening as a school principal could look like the following passage:

Position Opening: School Principal, Anytown School District.
Qualifications: Wisdom of sage, vision of a CEO, intellect of a scholar, leadership of a point guard, compassion of a counselor, moral strength of a nun, courage of a firefighter, craft knowledge of a surgeon, political savvy of a senator, toughness of a soldier, listening skills of a blind man, humility of a saint, collaborative skills of an entrepreneur, certitude of a civil rights activist, charisma of a stage performer, and patience of Job. Salary lower than you might expect. Credentials required. For application materials, contact.... (p. 3).

While the above job description may overstate what is expected of a successful building principal, it does capture the qualities and skills that would help someone be effective in this role. Even a partial list of duties carried out by a building principal is impressive, and may explain the dwindling candidate pool for this position. Hayes (2004) indicated some of the actual responsibilities are to:

- Articulate the mission of the school in a clear and concise manner.
- Act as the instructional leader of the faculty.
- Help in the selection and supervision of the faculty and staff who work in the building.
- Develop and manage large budgets.
- Maintain a safe and orderly climate for students, faculty, and staff.
- Exercise the responsibility of ensuring a clean and well-maintained building.

- Enforce within the school the policies developed by the board of education and the laws passed by federal and state governments.
- Develop schedules for students, faculty, and staff.
- Supervise extracurricular programs and to be a visible participant at school events.
- Ensure fair implementation of the contract with employee groups.
- Make recommendations that will be crucial in the decision of whether a teacher will be granted tenure.
- Act as a spokesperson for the school to the entire community.
- Participate in numerous ceremonial functions, including assemblies, pep rallies, honor society inductions, and graduation.
- Act as a mentor and model for faculty, staff, and students (p. vii).

Instructional Leadership

Significant educational ideas endure and evolve over time. Lashway (2005) wrote that in the 1980's, instructional leadership became the dominant paradigm for school leaders after researchers noticed that effective schools usually had principals who kept a high focus on curriculum and instruction. In the first half of the 1990's, attention to instructional leadership seemed to waver, displaced by discussions of school-based management and facilitative leadership. According to Lashway (2005), recently instruction has surged back to the top of the leadership agenda, driven by the relentless growth of standards-based accountability systems. Explicit standards of learning, coupled with heavy pressure to provide tangible evidence of success, have reaffirmed the importance of instructional leadership.

The National Association of Elementary School Principals (NAESP; 2001), frames instructional leadership in terms of leading learning communities. In NAESP's view, instructional leaders have six major roles. These are: 1) Making student and adult learning the priority, 2) Setting high expectations for performance, 3) Gearing content and instruction to standards, 4) Creating a culture of continuous learning for adults, 5) Using multiple sources of data to assess learning, and 6) Activating the community's support for school success.

According to Alvy & Robbins (2005), one of the difficulties new principals face is that they must lead while they are learning to lead. Tucker and Coddling (2002) conducted focus groups from a variety of schools and communities, and found that current principals believe they should be instructional leaders. They also believe it is essential to shape the instructional program and provide effective guidance to faculty, in order to make the instructional program as effective as possible.

Principals from the most advantaged communities indicated they could not possibly spend more than 40% of their time on instruction, which they perceive to be too little for what they need to accomplish. Conversely, principals of schools serving low-income inner-city communities spend the majority of their time dealing with emergencies, and cannot conceive of attending to instruction in any capacity. To a large extent, the emphasis on the role of principals as instructional leaders has occurred because of a national trend requiring school accountability, as measured primarily by the results of high-stakes tests (Hayes, 2004).

Tucker and Coddling (2002) also contend that the job of a principal is no longer simply to "keep school," the primary job for which principals have been trained historically.

However, the job description has evolved and the job training has not remained relevant. The current school environment requires leaders who can achieve higher levels of student performance, with fewer resources and less control than similarly situated leaders in most other fields. This is a difficult undertaking, and the results of the current study may help beginning principals more effectively manage their daily tasks and leave more time to commit to being an instructional leader.

Principals today are expected not only to be instructional leaders, but also disciplinarians, supervisors, fund-raisers, public relations experts, and fiscal managers. They are concerned with liability issues in addition to building maintenance. Most principals agree there is a great deal of role confusion in the profession (Olson, 1999). The role confusion surrounding the principalship provides more evidence as to the need for the existing study. The current study may assist in clarifying the roles principals find challenging and provide school districts with valuable information they will incorporate into their induction programs for beginning principals.

Our Changing Society

School systems and the principalship will forever be in a state of evolution and change. This challenges preparatory programs as they work to prepare graduates to succeed and begin their careers ready to face the daily challenges they will encounter. Before identifying possible scenarios for the future of the principalship, ten societal trends that will affect schools and principals who serve them must be examined. According to Marx (2000), important societal trends influencing schools are:

- The elderly will outnumber younger individuals for the first time in history.
- The country will become a nation of minorities.

- Social and intellectual capital will become the primary economic values in society.
- Education will shift from averages to individuals.
- The millennial generation will insist on solutions to accumulated problems and injustices.
- Continuous improvement and collaboration will replace quick fixes and defense of the status quo.
- Technology will increase the speed of communication and the pace of advancement or decline.
- Knowledge creation and breakthrough thinking will stir a new era of enlightenment.
- Scientific discoveries and societal realities will force widespread ethical choices.
- Competition will increase as industries and professions intensify their efforts to attract and keep talented people.

These societal trends have been influential in the sense that schools have seen an increase in accountability and other changes. Technology has allowed for the automation of individual student data collection and state assessment tests, mainly sparked by *No Child Left Behind* legislation, have rapidly evolved in the recent past and will continue to do so unless laws and/or expectations of school districts change.

EFFECTIVENESS OF CURRENT PREPORATORY PROGRAMS

A wealth of research exists in regard to educational leadership preparation programs, most citing deficiencies resulting in unprepared beginning building administrators, while it is difficult locating literature praising traditional preparatory programs. Davis et al. (2005)

argued that principals play a vital role in setting the direction for successful schools, but existing knowledge on the best ways to prepare and develop highly qualified principals is sparse.

Principals themselves are among the first to suggest they might be more effectively prepared for their jobs. Hess and Kelly (2005) wrote, “In a 2003 Public Agenda poll, all but four percent of practicing principals said on-the-job experiences or guidance from colleagues has been more helpful in preparing them for their current position than their graduate school program”(p. 22). The demands of the job have changed so much that traditional methods of preparing administrators are no longer adequate to meet the leadership challenges posed by public schools (AACTE, 2001; Elmore, 2000; Levine, 2005; NCES, 1994; Peterson, 2002).

Despite the principal shortage, educational administration programs are graduating an increasing number of certified school leaders. Unfortunately, the processes and standards by which many principal preparation programs traditionally screen, select, and graduate candidates are often ill-defined, irregularly applied, and lacking in rigor. As a result, many aspiring administrators are too easily admitted into and passed through the system on the basis of their performance on academic coursework, rather than on comprehensive assessment of the knowledge, skills, and dispositions needed to successfully lead schools (NCATE, 2002).

Although aspiring administrators are certified, they may not be equipped for the shifting role of the principal from manager to effective instructional leader. As a result, an increasing number of districts are creating intense support systems for principals to build the skills they need to effectively lead schools (Davis et al., 2005). Districts should provide support regardless of the competence level of the individual and effectiveness of the

preparatory program, but currently there is no support for beginning principals in regard to the common daily tasks that frustrate and discourage them.

The results of one study suggested that although the data do not reveal substantial discrepancies between daily job demands and time-on-task in a large number of areas, there are many areas in which principals do not feel well prepared. No more than half of respondents felt well or very well prepared in any area of investigation. This outcome is quite troubling and suggests that principal preparation programs should thoroughly reexamine the curricula used to prepare future administrators [North Central Regional Educational Laboratory (NCREL), 2003].

Specific Problems Identified

Some researchers blame college preparatory programs for graduating unprepared beginning principals. For example, Levine (2005) labeled the quality of most preparation programs as inadequate to appalling, arguing that education schools persistently fail to acknowledge their real problems, which range from offering irrelevant curricula to bestowing inappropriate degrees. Further, he notes that programs are increasingly becoming graduate credit dispensers, and program quality is rapidly declining.

Azzam (2005) identified the following problem areas in school leadership programs:

- An irrelevant curriculum. The core curriculum in most programs is a random set of abstract survey courses that are poorly integrated with actual school leadership practice.
- Low admission and graduation standards. Most programs admit nearly everyone who applies; the standardized test scores of applicants are among the lowest in the education field and in academia as a whole. Many students who attend these

programs have little interest in moving into administration and accumulate credits to drive their teaching salaries higher. Education schools respond by making programs easy, passing students through, and using the proceeds to fund other departments. School leadership programs have become the classic ‘cash cow’ for their respective universities.

- Weak faculty. Programs depend too heavily on part-time practitioners who are disconnected from research and on full-time professors who are disconnected from practice. Few faculty members have worked as school administrators.
- Inadequate clinical instruction. Although school leadership programs tout the importance of meaningful field-based experiences, few programs actually provide them.
- Poor research. Scholarship in the field of school leadership is disconnected from practice and lacking in rigor. It cannot even ascertain whether school leadership programs contribute to higher student achievement in schools that graduates of these programs lead.

The current study may find that additional field-based experience will benefit beginning principals. This study may also provide valuable information to colleges and universities that will assist them in focusing their curriculum on areas in which beginning administrators feel least competent when entering the field.

Support for Preparatory Programs

While some researchers feel leadership programs are responsible for poorly prepared novice principals, others realize the complexity of the building principal position and are more sympathetic of the efforts made by institutions of higher education. One major issue

may be that principals must attend to many different tasks as part of their job so that preparing one individual well to handle all those tasks may be impossible (NCREL, 2003). The present research will reinforce this notion and provide suggestions as to how beginning principals may be better prepared for the unknown tasks they will be expected to perform daily.

The quality of students taking part in building administrator preparatory programs may be part of the challenges universities face. Recruiting for these programs typically does not involve selection criteria related to the candidate's potential as a school principal. For example, candidates are not generally interviewed and the schools offering the programs typically make no effort to identify potential school leaders. The result is that the pool of candidates from whom districts select principals is generally composed of people who may or may not have any aptitude or desire for the job or be regarded by their employees as suited for it. Indeed, some have a well-developed distaste for it (Tucker & Coddling, 2002). It is no surprise that principals who are successful in leading their school to substantial gains in student achievement find it difficult to identify some connection between their capacity and the way they were prepared for the job. Instead, they are likely to point to personal characteristics and what they learned on the job and from colleagues (Tucker & Coddling, 2002).

Whether training principals for urban, rural, or suburban schools, colleges and state education departments are grappling for the best way to prepare future principals. It is very likely that despite the shortage of qualified candidates these education programs will become increasingly demanding. Because the dimensions of the job have grown, it is essential that administrative professionals can be both effective managers and instructional leaders. Even

though more demanding programs will undoubtedly make it more difficult to achieve certification, it is imperative to more adequately prepare future building leaders. Further, formal training alone does not guarantee that an individual will secure a position as a principal. Those individuals who wish to be considered as serious candidates for a principalship should build a resume demonstrating their ability to lead (Hayes, 2004). If these candidates were able to provide evidence of being prepared to handle the daily operations of a school, their resumes may stand out.

Barth (1998) proposed the questions “What about preparatory training for the principalship?...could it realistically prepare you?” (p. 8). Gargerina (1980) suggests that “Despite university efforts to certify thousands of aspiring principals, their programs alone will never be sufficient, if only because no one knows what the principal will face until the situation or problem presents itself” (p. 6).

The majority of literature on the topic of preparatory programs’ effectiveness sheds a rather gloomy shadow over education in general, although all of the issues addressed in this portion of Chapter II are critical in understanding the need for the current study. However, one can only expect that public schools and institutions of higher education are doing their best to cope with the continual changes they encounter faced. Preparing beginning principals should not be considered impossible, but rather viewed as a continual challenge that can be addressed by research and collaboration.

Recommendations for Preparatory Programs

One result of the present study will include additional suggestions for preparatory programs, with particular focus on the daily tasks previously neglected in the research

literature. Criticism of these programs is common, but specific suggestions for improvement are missing from the current research.

Davis et al. (2005) reviewed the research, reported key findings, and argued that research on principal preparation suggests that certain program features are essential in the development of effective school leaders. Their research addressed content, methods, field-based internships, problem-based learning, cohort groups, mentors, and structure as necessary principal preparation components. Davis et al. (2005) stated that these components are important to both pre- and in-service programs.

Principal Preparation Program Components

Content

The content of principal preparation and professional development programs should reflect the current research in school leadership, management, and instructional leadership. In addition, the content should be aligned with the program's philosophy, and courses should build upon each other by integrating important disciplinary theories and concepts, and linking them to internship experiences. Program content in preparation programs should also be linked to state licensing standards. (SELI, 2005)

Program content should incorporate knowledge of instruction, organizational development, and change management, as well as leadership skills. Standards for leadership programs and research on leadership behaviors that influence school improvement support the need to change and/or re-prioritize the content of many preparation and development programs (Jackson & Kelley, 2002; Knapp, Copland, & Talbert, 2003). Preparatory programs are in a state of constant evolution due to the fact that the content should be research-based, which leads to challenges with curricular coherence.

Methods of Delivery

Program content should be delivered through a variety of methods to best meet the needs of adult learners and to allow principals or aspiring principals to apply the curricular content in authentic settings and toward the resolution of real-world problems and dilemmas. Therefore, there is a need to create real and simulated leadership experiences for participants in preparation programs who would otherwise lack the experiential base.

Field-Based Internships

Field-based internships are an essential component of quality preparatory programs. Ideally, strong internship models provide candidates with an intense, extended opportunity to grapple with the day-to-day demands of school administrators under the watchful eye of an expert mentor, with reflection tied to theoretical insights through related coursework (Daresh, 2001).

Problem-Based Learning

Most educators agree that effective pre-service programs feature instructional activities and assessments that focus on problems of practice and stimulate effective problem-solving and reflection. The use of problems-based learning (PBL) has become increasingly popular in principal preparation programs. PBL activities simulate complex real-world problems and dilemmas, promote the blending of theoretical and practical knowledge, improve problem-solving capacity, and help to enhance candidates' self-concepts as future school leaders. By participating in challenging and relevant simulations, students develop new attitudes and skills, experiment with various leadership roles, and ideally practice the discipline of self-reflection (Davis et al., 2005).

Cohort Groups

The grouping of administrative candidates and experienced school leaders into cohorts has become increasingly popular. Proponents of cohort grouping strategies maintain that adult learning is best accomplished when it is part of a socially cohesive activity structure that emphasizes shared authority for learning, opportunities for collaboration, and teamwork in practice-oriented situations (Barnett, Basom, Yerkes, & Norris, 2000). Cohorts can help learners build group and individual knowledge, think creatively, and restructure problems from multiple perspectives.

Mentors

In well-structured mentoring programs, the mentor and mentee make a mutual commitment to work collaboratively and toward the accomplishment of an individually tailored professional development plan (Daresh, 2001). The primary role of the mentor is to guide the learner in his or her search for strategies to resolve dilemmas, to boost self-confidence, and to construct a broad repertoire of leadership skills. Competent mentors do this through modeling, coaching, gradually removing support as the mentee's competence increases, questioning and probing to promote self-reflection and problem solving skills, and providing feedback and counsel (Lave, 1991). Mentoring is certainly not a new concept, but one that is essential in the overall training process of prospective building administrators.

Structure

The most predominant suggestion from the body of research regarding the structure of preparation programs is to promote collaboration between university programs and school districts. According to Davis et al. (2005) "Traditional principal preparation programs often fail to seek out or establish interdisciplinary links within the university or to fully utilize

potential outside resources in schools and other organizations” (p. 12). Likewise, many district-based professional development efforts have failed to benefit from the intellectual resources available in their local universities. Proponents maintain that a close collaboration enhances program consistency and promotes the development of a sense of shared purpose and a common vocabulary between districts and colleges of education. In such collaborative programs, practicing administrators commonly mentor administrative interns, assist university faculty in the assessment of candidates in the field, participate in university screening and admissions processes, serve as a members of the university’s program advisory committee, and sometimes teach courses (Norton, O’Neill, Fry, & Hill, 2002). The suggestion to collaborate presents a particular challenge in rural areas, although distance is becoming less of an obstacle due to technological advances.

Although preparatory programs will continue to be criticized for their efforts to effectively prepare beginning administrators, the results of this study will provide advice and guidance for training programs to more adequately prepare administrators for their first days on the job, and do so in a specific manner that enhances the current research on preparing beginning principals.

CURRENT CHALLENGES FACING BEGINNING PRINCIPALS

The previous sections of this literature review have provided an overview of challenges facing the field of education and individual building administrators. This section will narrow the focus to current challenges facing beginning principals as they enter the profession.

For a variety of reasons, qualified individuals are not coming forward to apply for school level administrative positions. The principalship is a complex role that involves a

multitude of interdependent factors and influences. While veteran principals have developed their skills through experience and training, new principals need to be aware of the factors that will help them to establish patterns, attitudes, and behaviors of success as administrators (Walker et al., 2003).

Beginning principals often recall their first days on the job. For example, Kibble (2005) recalled:

Then, without warning, a cloud began to form in my office. It grew larger and more ominous every day. I was moving as fast as I could, but I couldn't keep up. I came in early, worked hard, and left late. There were just too many tasks to juggle at one time. At the end of each day, more and more of them lay unfinished at my feet. No one noticed and no one cared. I began to feel unappreciated and apprehensive. I feared then those who entered my office would notice the gathering storm (p. 25).

In contrast to the whirlwind of activities new administrators must manage are the expectations faculty have of principals. Even new principals are expected to provide sagacious advice from the moment they enter the schoolhouse. Barth (1998) suggests that as difficult as this may be, those who are successful will be rewarded:

An effective principal, from the first moment on the job, can make a difference in the lives of numerous students, teachers, parents, and community members. Of course, gaining the same or greater influence, prestige, and trust that the 10-year veteran principal enjoys will take a while, but if you do a good job, you will be surprised at how quickly the school community will support you (p.14).

While not everyone aspires to serve in the capacity of a school principal, it can be an extremely rewarding and fulfilling career for those who persist through the difficult first years in this role. Barth (1998) noted that the relationship between performance during an individual's first year in a new school and long-term success in that school is an important theme in the literature on the principalship. If potential principals can be better prepared for

the daily tasks they will encounter when they enter the profession, the job satisfaction and success rate of beginning principals may increase. If the findings of the current study help to assist new principals during their induction into the profession, it may be possible to reduce the current principal shortage.

International Beginning Principals Survey

The purpose of the International Beginning Principals Survey (IBPS; as cited in Walker et al., 2003) was to investigate unanticipated experiences of first-time principals with respect to the amount of work and time required of the job as a whole, staff-related issues, administrative tasks, leadership and role expectations, parent interactions and board office items, the impact of the job on one's personal life, and personal skills required to do the work of principal. Although limited, this list identifies some of the challenges beginning principals face. Summarizing selected unexpected experiences revealed through the administration of the IBPS helps to frame the current challenges beginning principals can expect to face, and the summary appears below.

1. *Unanticipated amount of work and time required.* Respondents were unaware of the time required and frequency of meetings. Further, most principals were surprised by how much time was necessary to plan effective staff meetings, conduct IEP staffings, and attend central office meetings. The list of 'things to do' simply seem to grow for most principals until items on the list finally become such a low priority, they were eventually dismissed.
2. *Unanticipated staff relations issues.* New principals did not anticipate the need to mediate for and between staff. One respondent did not expect that teachers would so easily pass discipline problems to them, while another was surprised to find

that she was responsible for situations that she did not create. Additionally, most principals did not anticipate the scope and complexity of teacher expectations.

3. *Unexpected administrative tasks.* Plant maintenance and facility issues were identified as unanticipated duties. The budget, program planning, and legal issues were also identified.
4. *Unanticipated personal skills.* Some unforeseen interpersonal skills required to succeed in the role of principal were respecting confidentiality, time scheduling, mediation skills, disciplining and counseling skills, and evaluation abilities.

The current study elaborated on the unexpected experiences study described above. Ideally, the results of this research will reduce the number of unexpected experiences for beginning principals by identifying the experiences novice principals find most challenging and identifying strategies to better prepare them for what they will face.

Beginning Principal Challenges

Common findings of numerous studies agree with Duke (1988) in that the administrative entry year may be best characterized as a time filled with anxiety, frustration, and self-doubt. The challenges facing beginning principals may be different than in the past, but beginning principals have always had many hurdles to overcome. In a study of beginning principals in Ohio, Daresh (1986) found that administrators' concerns arise in three distinct areas:

1. Problems with role clarification (understanding who they were in their new roles as principals, and how they were supposed to make use of their authority.)
2. Limitations on technical expertise (how to do the things they were supposed to do according to their job descriptions).

3. Difficulties with socialization to the profession and individual school systems (learning how to do the things in a particular setting – “learning the ropes”).

The reality for school districts across the country is that they cannot expect any preparatory or training program to fully prepare beginning principals for what they will face throughout their career. It becomes evident that school districts need to find candidates that are committed to life-long learning and adapting to the many changes their job and their schools will face in the future.

One major challenge for beginning principals is attempting to define their role. According to Matthews and Crow (2003), “Any attempt to identify the role conceptions of the principalship suffers from one major difficulty. The society in which schools exist and the schools themselves are in a state of constant change” (p. 300).

The current study identifies the tasks beginning principals currently find more challenging than anticipated and provides information that can be utilized by school districts in their beginning principal induction program. However, the findings of this study will become dated as the education field evolves, creating the need for further studies of the issues causing frustration for beginning principals entering the profession.

Essential Themes to Guide New Principals

Advice for beginning principals is abundant, yet rather than addressing specific duties, most advice remains general in nature, theoretical, and philosophical. Much of the current research and suggestions for becoming an effective beginning principal is valuable information that would benefit anyone who dedicates themselves to life-long learning and the field of education. Unfortunately, most beginning principals are stretched to their limit simply discovering and fulfilling their newly assigned duties. After careful review of the

literature on effective leaders, examining state and national leadership standards, and intensively interacting with exemplary leaders, Alvy and Robbins (2005) identified some essential themes to guide new principals in growing into their leadership role:

- *Keep students at the heart.* New administrators may fail to keep students' interests in mind when making important decisions due to the myriad of responsibilities they suddenly face.
- *Be a learning leader.* Among the strategies one can use to model learning, a principal's admission that he or she does not have all the answers encourages risk taking, sharing, constructive criticism, and creative thinking among staff.
- *Act ethically.* Principals who are committed to ethical leadership make an unwavering moral commitment to behave justly, promote student success, support teacher growth, and foster quality relationships in the school community. Principals are also responsible for helping the school and district examine initiatives that are in the best interest of students and teachers.
- *Put instructional leadership first.* During the last 30 to 40 years, school leadership textbooks and university classes have emphasized instructional leadership as central to school administration. However, it is difficult to balance the demands of improving classroom instruction as the center of the job while being barraged with administrative tasks. Many teachers who become principals do so specifically for the opportunity to serve as instructional leaders and to make a difference in the lives of students and teachers beyond their own classroom. Sadly, due to daily job demands, visiting classrooms to encourage student

learning and to support teachers in improving their skills are often the first tasks that new principals forsake.

- *Practice efficient management.* Often, conventional business and education literature separates leadership from management, implying that leadership is the higher calling. Successful new and veteran principals alike, however, view their managerial role as vital to their leadership responsibilities. A principal can exert leadership by having good management skills, making everyone involved feel comfortable and safe.
- *Build strong relationships.* The people who make up a school (students, teachers, classified staff, families, and the community) will either unite around a common cause or function as independent components going in different directions. Principals who build trusting relationships go a long way toward establishing a healthy school culture in which everyone works together. Principals do not gain trust because of their title, they must earn it.
- *Know what to expect.* Numerous authors describe stages that new building administrators will encounter when entering the profession. Most individuals entering a new profession or position ask themselves, *How am I doing? Or How do I compare to others in the field?* Fortunately, considerable research can assure new principals that others have been where they are. The classic literature on newcomers describes three important stages of development, which apply to the principalship: 1) The anticipatory socialization stage, in which the newcomer looks forward to the new job and plans a roadmap to success; 2) The encounter stage, when the newcomer begins the new job; and 3) The insider stage, when the

individual feels comfortable and accepted in the new position. As new principals move through the transitional stages, they encounter surprises (e.g., the loneliness of the position, time management issues) and crises (e.g., How does one calibrate the bell system during a special testing day when the custodian is absent?).

- *Orchestrate school-community partnerships.* A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- *Lifelong learners.* Successful principals must be lifelong learners. Effective principals energize the staff, students, and community by providing a personal example of leadership in a learning community. New principals should strive to embody a line from the speech that John F. Kennedy was scheduled to deliver in Dallas, Texas, on November 22, 1963: “Leadership and learning are indispensable to each other” (Alvy & Robbins, 2005).

The actual work and world of the principalship was quite different from what participants had observed of others prior to becoming principals. In fact, more than half of the participants indicated that they had not understood as fully as they anticipated what the role of the principal entailed. The reality was that those new to the role were often surprised by the complexity of the role and related demands. Their first year experiences were well beyond their initial perceptions and expectations of the principalship (Walker et al., 2003).

Beginning principals need and deserve an opportunity to become successful building administrators. The present research should provide aspiring educators, preparatory

programs, and school districts the tools needed to better prepare those entering the principalship.

PRE- AND POST-SERVICE TRAINING OPPORTUNITIES

Professional Development

This section will provide a summary of the current literature on the activities and programs that exist to help prepare school principals. In addition, it identifies the needs of beginning principals not currently addressed in the preparation process.

Beginning principals have realized there are many areas of their professional responsibilities in which more information is needed than was supplied during their preparation programs. Bartell noted administrators should not expect to be “fully prepared for their responsibilities through a pre-service educational experience” (p. 17), and explained further that new administrators would need additional learning experiences to continually enhance their knowledge base. According to Daresh, a beginning principal needed to articulate “a statement regarding one’s overall personal professional development” (p. 4). Gilman and Lanman-Givens also emphasized the importance of continued professional development by noting new principals “should have access to hands-on professional development within their school system; such training may be more productive than expensive coursework” (p. 73). An administrator’s success can be enhanced by support provided by several sources, including professional development..

Efforts to identify more effective schools have led to suggestions for reforming the pre-service preparation and induction of school personnel (Daresh & Playko, 1992).

Formal/Informal Professional Development

Formal and informal professional development existed both inside and outside the university setting. Some examples of formal support included clinical experiences, university practicums/internships, and district-based academies. Informal professional development was observing principals, visiting with administrators, on-the-job experiences, and networking (Crow & Matthews, 1998; Hart, 1991; Hollman, 1996; Leithwood, Steinback & Begley, 1992).

Clinical Experience

Several professional development activities could be labeled clinical experiences. These included practicums, field experiences, internships, and shadowing. The literature that proposed and supported these experiences emphasized how important it was to learn about administration in context. To allow prospective administrator to observe, examine, and reflect on administration in context was the essence of a quality clinical experience.

Clinical experiences allowed prospective administrators a chance to practice with a wide variety of differing groups. Crow and Matthews stated, “In effective clinical experiences, interns have the opportunity to ‘shadow’ administrators, thereby obtaining a more in-depth understanding of the tasks. Internships also provide the opportunity to develop a sense of the occupational culture” (p. 43). These experiences allowed for the observer to develop an understanding of the administrator’s day, and how the principal’s day revolved around dealing with issues of brevity, variety, and fragmentation.

Internships

Internships were described as a predominantly pre-service activity. Being involved in an internship allowed a prospective administrator to analyze the job before assuming the position. Internship experiences lessened the shock associated with becoming an

administrator. According to Crow and Matthews, “University faculty view internship experience as a critical period in which interns learn to apply theory to practice.” (p. 6)

University professors are not alone in feeling internships are important. In Washington State, the legislature increased the number of hours required for internships from 360 to 720 hours. Internships provided prospective administrators the experience to help them when they began a principalship.

Today, more than 90% of administrator credential programs require an internship experience of some kind. Ideally, strong internship models provide candidates with an intense, extended opportunity to grapple with the daily demands of school administrators under the watchful eye of an expert mentor (Davis et al., 2005).

Since September 1, 2004, individuals moving into the principalship in Kansas have been required to complete a one-year internship in order to become fully certified. This certification change requires beginning principals to work with a supervisor or mentor during their first year. Conditional Certification is granted until the internship year is completed. This state-mandated internship is considered the “performance assessment” component of the licensure process, and once the internship is completed the candidate qualifies for full licensure under the Kansas Department of Education certification guidelines.

District Academies

Some school districts developed programs to help promote interest in becoming administrators. Anderson wrote about a district in the Northwest that recruited and trained principal candidates. The program developed by this district, Selecting and Training Administrative Recruits (STAR) had three phases. The first phase incorporated ten weekly classes. STAR focused on the different aspects of administration. The second phase was a

practicum with a mentor principal that lasted for one week. The final phase was a formal internship with a principal. The program continued into the next year with workshops dealing with educational leadership.

In addition, a program was developed for emerging principals in Michigan. The program was developed for school districts to identify candidates and then pay related costs for the program. Michigan State University supported the program. Participants communicated via a listserv to discuss issues on-line as they progressed. These programs identified potential administrators and then provided them with experiences to help them become administrators while also providing a support system.

Networking

Informal support came from groups, such as cohorts or networks of colleagues. Lauder described cohorts as groups that learned together. Cohorts go through a common set of experiences, with regularly scheduled opportunities to learn from and with other group members. Aspiring principals selected this option as they considered programs.

Some students informally form their own cohorts during pre-service preparation programs (Kraus). For example, students in a cohort often decided to take classes together throughout the program to support one another. This support among cohort participants provided emotional security to prospective administrators. Kraus (1996) noted when cohorts discussed how they worked, they indicated, “They established a secure and trusting environment where group members were willing to share” (p. 4).

Cohorts provide built-in networking systems, allowing members to discuss experiences with their peers. Crow and Matthews (1998) wrote, “Networking is a career development tool that is important for the promotion and retention of leaders” (p. 121). This

networking gave them a basic group from which to seek support, during and after the program.

In addition, networking allows for new principals to be introduced to internal and external constituents. Formal introductions result from attending meetings, civic affairs, conferences, and workshops. Informal introductions emerge from social events, sporting, entertainment activities, and service opportunities. Networking allows individuals to support one another.

In a survey conducted for the NAESP and NASSP by the Educational Research Service (2000), current and past principals were asked about networking. Principals indicated they wanted increased opportunities for networking between experienced, new, and aspiring principals. The need for increased networking opportunities among aspiring administrators was related to experiences gained through university programs. Networking was one of several benefits derived from involvement in graduate programs.

Mentoring

In *The Mentor's Guide*, Zachary (2000) listed four assumptions about mentoring. These are: 1) Mentoring can be a powerful growth experience for both the mentor and the mentee. Mentors will learn new things about their mentee, themselves, and their organizations through the mentoring process. 2) Mentoring is a process of engagement, and no one can mentor without connection. Mentoring is most successful when done collaboratively. Commitment by and engagement of mentoring partners is a key element in establishing, maintaining, and experiencing successful mentoring relationships. 3) Facilitating successful mentoring is a reflective practice that takes preparation and dedication. It begins with self-learning. Taking the time to prepare for the relationship adds

value to it. 4) Mentoring with staying power focuses on the learners, the learning process, and the learning.

In the past, mentoring was a “means of enlightenment” and the mentor was a “wise and trusted counsel” who was “loyal to the organization” (Zachary, 2000, p.161). However, modern mentoring programs are “facilitating partnerships in ever-evolving relationships, focused on meeting the mentee’s goals and objectives” (Zachary, 2000, p. 161). Mentees are likely to have many mentors over the course of their lives; each one serving the individual’s needs at a specific point in time. In the NAESP publication, *Making the Case for Principal Mentoring*, Hopkins-Thompson (2003) describes common features of effective principal mentoring programs, including:

- *Organizational support.* Superintendents are critical to ensuring success for mentoring programs. Mentors are more likely to schedule time with protégés if they know the organization values the practice.
- *Clearly defined outcomes.* Principal mentoring programs must have clearly stated goals and detailed plans for knowledge and skills to be attained.
- *Screening, selection, and pairing.* Mentors must be highly skilled in communicating, listening, analyzing, providing feedback, and negotiating.
- *Adequate training.* Mentor training should build communication, needs analysis, and feedback skills. Protégé training should include strategies for needs analysis, self-development utilizing a professional growth plan, and reflection.
- *Learner-centered focus.* Feedback provided to the protégé should focus on reflection, address that which he or she can control and change, and be confidential and timely.

Crow and Matthews (1998) state the primary goal of principal mentoring should be to develop dynamic school leaders who cultivate a learning community for other leaders, teachers, staff members, parents, and students. Daresh (2001) lists three characteristics of effective mentoring programs for school leaders. First, they are powerful devices to help leaders develop new insights into the profession. Second, they reduce isolation and facilitate a collegial network among professional colleagues. Finally, mentoring programs help move the novice from a level of mere survival to initial success.

By researching the sources of training and assistance currently available to aspiring and beginning principals, it may be possible to enhance the curriculum and time dedicated to the identified areas of deficiency. The increased level of preparedness and competency in dealing with daily tasks will increase the percentage of beginning principals surviving their initial years, thus ameliorating the principal shortage.

SUMMARY

The sections of this chapter addressed a variety of issues surrounding the challenges currently facing the principalship. To review, these sections were 1) statistics related to the current principal shortage, 2) the changing roles, responsibilities, and expectations of all building administrators, 3) the effectiveness of current preparatory programs, 4) the current challenges facing beginning principals, and 5) pre- and post-service training opportunities. These topics were selected after an extensive review of the literature, and provided information surrounding the job of a school principal that was necessary to set the stage for the current study.

The shortage of quality beginning principals is well-documented and may reach crisis proportions if the issue is not researched and addressed. This is especially true when one

considers the challenges facing today's building administrators. Therefore, the current study attempted to identify specific areas in which beginning principals feel incompetent when entering the profession. Specific methodology and research design will be presented in Chapter III.

CHAPTER III

METHODOLOGY

Chapter III describes the approaches used to address the questions posed in this study. Included in this section are: 1) A restatement of the questions to be answered by the study; 2) A description of the methods and instrumentation used; 3) A description of the subjects involved in the study; 4) An explanation of the approach used for data collection; 5) Data analysis; and 6) Assurances about the protection of human subjects.

RESEARCH QUESTIONS

The following research questions provided focus to this study:

1. What levels of competence do beginning principals in Kansas perceive themselves to have with respect to common school administration responsibilities?
2. Is there a difference between beginning principals' perceptions of competence with respect to common school administration responsibilities and the perceptions of experienced principals?
3. Is there a difference in beginning and experienced principals' perceptions of competence in relation to their personal characteristics (gender, age, and years of administrative experience) or their situational characteristics (grade configuration served, building size, and district size)?

METHODS AND INSTRUMENTATION

The investigation was designed to address the previously stated questions through the solicitation of responses from all Kansas principals to an electronic survey. The survey was intended to reveal the principals' perceptions of their competence with respect to common

school administration responsibilities. The principals completed the Principals' Perception of Competence Survey (PPCS: See Appendix A). This instrument was developed for the current research based on an extensive review of the literature on responsibilities of school principals, with special concentration on the 21 Performance Domains created by the NPBEA, the standards created by the ISLLC, and an expansion of the International Beginning Principals Survey (described in Chapter II).

The literature review resulted in the construction of a scale with 45 items. To assess the principals' perception of their level of competence, they responded to each item along a five-point Likert scale (4=You believe you were fully competent during your initial exposure; 3=You believe you were somewhat competent during your initial exposure; 2=You believe you were marginally competent during your initial exposure; 1=You believe you were not competent at all during your initial exposure; and N=I never had the opportunity to experience the task).

After the initial design phase, the instrument was assessed by 12 experienced principals for clarity and comprehensiveness, which led to alterations resulting in a final scale consisting of 43 items.

To provide more formal validation information, the 43 items were formatted with a five-point Likert scale (5 = Extremely Important, 4 = Very Important, 3 = Important, 2 = Moderately Important, and 1 = Not Very Important) and distributed to all members of the Kansas/Missouri Superintendents Forum. This select group is composed of a total of 60 of the most experienced and distinguished school district leaders (superintendents) from Kansas and Missouri. The superintendents represented districts of all sizes, with emphasis on inclusion of the largest districts in Kansas and Missouri. Items provided an average rating of

3.0 or higher were deemed appropriate for inclusion in the final survey instrument. The results of this initial validation exercise appears in Appendix E. This validation exercise resulted in the elimination of seven survey items.

A second validation exercise was conducted using the identical instrument. This activity involved 14 experienced rural superintendents with a wide range of building principal experience. The results of this validation exercise appears in Appendix F. This validation exercise resulted in the elimination of three survey items. Survey items that rated lower than 3.0 on both instruments were removed from the final instrument, resulting in a final revised survey including 41 administrative responsibilities deemed important enough to be included in the study.

After revising the survey, the researcher asked fifteen certified building principals to review the instrument for clarity and focus. The administrators selected for the pilot testing were highly experienced and ranged across all grade level configurations. These individuals were chosen to provide additional validation because of their longevity in the profession, affording them the opportunity to experience changes and evolution within the field of education. Specifically, the reviewers responded to the following questions:

1. Are the questions clear and understandable?
2. Are there administrative responsibilities that you would delete and/or add to the survey?
3. In your professional opinion, will the items in the survey answer the research questions of the study?
4. What suggestions do you have to improve the survey?
5. Did you experience any technical difficulties in receiving, opening, or completing the survey?

Any items that are identified by the reviewers as unclear or not related to the current study were revised for clarity or removed. All items suggested to be included in the daily tasks list were considered for revision.

PARTICIPANTS

The participants for this study included all K-12 building principals ($N=1,198$) in Kansas schools during the 2005-2006 school year. Beginning principals were defined as those having three or fewer years of experience. Experienced principals included all respondents with four or more years of experience. The Kansas teacher tenure statute (K.S.A 72-5445) and the Principal Appraisal and Support System designed by Leon County Schools in Tallahassee, Florida provided guidance regarding when a beginning principal is considered experienced. Current contact information, including electronic mail addresses, was supplied by the Kansas State Department of Education (KSDE).

The respondents were disaggregated by self-reported gender, age, grade configuration of the building served, years of administrative service, and building size. School district size was disaggregated using self-reported Kansas State High School Activities Association (KSHSAA) classification (1A – 6A).

DATA COLLECTION

Data were collected using the Principals' Perception of Competence Survey (PPCS). After assessing the effectiveness of various survey methodologies, it was decided to administer the PPCS electronically. More specifically, Shannon, Johnson, and Searcy (2002) administered a survey to the American Educational Research Association Survey Research Group. Respondents reported frequent use of, and a high level of confidence in, electronic mail and the Internet. The vast majority (90%) indicated they used email every day, and 78%

reported using the Internet at least 5 days per week. Participants felt the reduction of costs associated with the use of electronic surveys, the use of electronic mail for pre-notification and follow-up purposes, and the compatibility of data with existing software programs were all strong reasons in support of the use of electronic surveys. Finally, they felt the ease of responding to an electronic survey by clicking on a link provided in an email message increased the likelihood they would respond to a survey.

The survey procedures follow guidelines suggested by Dillman (2000), who wrote, “A questionnaire involves much more than the manipulation of words” (p. 80). His suggestions for designing electronic surveys provided guidance in constructing the online survey used in the present study. These principles were: 1) Utilize a multiple contact strategy much like that used for regular email surveys; 2) Personalize all email contacts so that none are part of a mass mailing that reveals either multiple recipient addresses or listserv origin; 3) Keep the cover letter brief to enable respondents to get to the first question without having to scroll down the page; 4) Inform respondents about the estimated completion time of the survey; 5) Inform respondents of alternative ways to respond, such as printing and sending back their responses; 6) Include a replacement questionnaire with the reminder message; 7) Limit the column width of the questionnaire to about 70 characters in order to decrease the likelihood of wrap-around text; and 8) Begin with an interesting but simple-to-answer question.

Dillman (2000) indicated that cover letters and the actual survey must be designed as a single unit. Email survey principles are very similar to those found to be important for other types of surveys. However, the decision to respond to an online survey by the recipient is made much quicker and with less information than when paper surveys are used. Therefore,

researchers must carefully consider the benefit, cost, and trust of the instrument when deciding to use an electronic survey.

Survey techniques involve the collection of primary data about participants through the use of a questionnaire. They are popular data collection techniques, since many different types of information can be collected including perceptions of attitude, motivation, and behavior. The approach allows for standardization and uniformity both in the questions asked and in the method of approaching participants, making it easier to compare and contrast answers by respondent groups than when other techniques are used (WWW, 2005).

A cover letter explaining the study was sent along with a link to the electronic survey to all school principals in Kansas ($N=1,198$). Prior to contacting the principals, all Kansas superintendents were emailed a request to encourage principals to respond, emphasizing the importance of the research to the field. To match participants with their data, each participant was assigned a unique number. These numbers were used to track those who replied to the survey. The PPCS was constructed using the KSU online survey system, which automatically sent reminders to participants who had not completed the survey. The study's relevance to the participants' careers was considered a motivating factor in generating interest in completing the survey.

DATA ANALYSES

A statistical consultant analyzed study data. Survey responses were captured by the KSU online survey system. Data were compiled, analyzed, and provided to the researcher for interpretation. Demographic data were compiled and reported for each variable included in the survey, including number and percent of respondents by age, gender, grade configuration of the building served, years of administrative service, and school district size.

Research questions were addressed as follows:

Research Question 1. For each item, mean perceived competence scores and standard deviations were computed for beginning principals and experienced principals separately. Average ratings were computed by experience level (beginning/experienced). Items with mean scores less than 3 (Highest competence level=5) were considered problematic.

Research Question 2. For each item, mean perceived competence scores of beginning and experienced principals were compared using a series of *t* tests for independent samples. Differences were considered significant when they would occur by chance alone fewer than 5% of all such instances ($p < 0.05$).

Research Question 3. For each item for each group (beginning/experienced), a series of Analyses of Variance (ANOVAs) by demographic variables were conducted. Differences were considered significant if they would occur by chance alone fewer than 5% of all such instances ($p < 0.05$).

PROTECTION OF HUMAN SUBJECTS

Representative survey materials were sent to the KSU Institutional Review Board for Research Involving Human Subjects (IRB). Data collection did not begin until approval had been granted by the IRB. Informed consent was addressed in the survey instrument itself. The Kansas State Department of Education was provided formal assurance that participants' names would not be released to other parties as a condition of providing the contact information of all principals in Kansas for 2005-2006. Further, individuals completing the survey were assured in the cover letter that their responses would be reported only as grouped data and would not be identified individually.

CHAPTER IV

DATA RESULTS AND ANALYSIS

Introduction

This chapter includes a description of the results and data analyses of this quantitative study. The data analysis portions of this chapter utilize data provided by Kansas principals responding to the PPCS. This chapter includes the following four sections: 1) Description of the survey sample; 2) Description of the survey instrument; 3) Examination of the demographic data from the PPCS, and 4) Data analyses of the PPCS to address the study's three research questions.

Description of the Survey Sample

The Principal's Perception of Competency Survey was emailed to all Kansas principals ($N=1,198$) on May 4, 2006, using the KSU online survey system. The email addresses were provided by the KSDE through the Kansas principals listserv. Thirty-nine email addresses belonged to KSDE employees who were not currently serving as building principals, bringing the total number of Kansas principals to 1,158. Eighty-six surveys were blocked by school districts' email systems, bringing the actual number of possible respondents to 1,072. Surprisingly, over 30 of the surveys were blocked due to the fact that the principal's mailboxes were full. A total of 476 (44.4%) principals completed the survey by the June 2, 2006, deadline and were deemed usable for the data analyses.

Description of the Survey Instrument

The PPCS consisted of 49 items. Items 1-8 collected demographic information from survey participants, while questions 9.1 – 9.41 asked respondents to rate their perceived competence level with regard to 41 administrative responsibilities principals commonly face

throughout the school year. Response choices were 1=Fully Competent, 2=Somewhat Competent, 3=Marginally Competent, 4=Not Competent, and 5=Have Never Experienced.

The PPCS is presented in Appendix I.

Principals' Perception of Competency Survey Data Analysis

This section of Chapter IV begins with an examination of the demographic section of the PPCS, followed by the presentation of the participant responses to the PPCS questions and the corresponding research questions.

Demographic Section of the PPCS

The demographics section of the PPCS was designed to provide information about study participants. It included items related to years of administrative service, age, gender, total years teaching, building configuration of the current principal assignment, current building enrollment, and district size.

Table 4.1 provides frequency data about the survey respondents, and how their response rates compare to all principals in Kansas. This information was derived from data received from the Kansas Association of School Boards (KASB) annual survey of Kansas school districts, which was updated on June 9, 2006. However, one district did not participate, eliminating 51 principals from the database. KASB does not collect data on all demographic categories included in the study, therefore those items were labeled "Not Available" in Table 4.1.

Table 4.1

Response Rate of the Sample Compared to ALL Kansas Principals

Demographic Category	Frequency	Percent of Sample	Percent of All Kansas Principals
Total Years as Building Principal			
1-3 Years	103	21.7	19.8
4-10 Years	194	40.8	40.8
11-20 Years	130	27.4	30.1
21-30 Years	37	7.8	8.5
Over 30 Years	11	2.3	0.9
Age			
Under 25	0	0	0.0
26-35	37	7.8	8.9
36-45	138	29.0	32.7
46-55	196	41.2	41.7
56-65	101	21.2	16.5
66 or Older	4	0.8	0.2
Gender			
Male	314	66.0	63.0
Female	162	34.0	37.0
Total Years Teaching Experience			
Under 5	35	7.4	Not Available
5-10	151	31.7	Not Available
11-20	179	37.6	Not Available
21-30	79	16.6	Not Available

Over 30	32	6.7	Not Available
Building Configuration of Current Assignment			
Elementary	137	28.8	Not Available
M.S./Jr. High Grades 5-9	70	14.7	Not Available
Jr./Sr. High Grades 5-12	53	11.1	Not Available
Senior High Grades 9/10-12	117	24.6	Not Available
Elem./Jr. High Pre-K-9 th Grade	43	9.0	Not Available
Pre-K – 12 th Grade	17	3.6	Not Available
Other	35	7.4	Not Available
Current Building Enrollment			
Under 100 Students	48	10.1	5.1
101-250 Students	147	30.9	36.7
251-500 Students	179	37.6	40.2
501-1000 Students	79	16.6	17.9
1001-2000 Students	21	4.4	3.4
2001 + Students	2	0.4	0.3

Demographic Category	Frequency	Percent of Sample	Percent of All Kansas Principals
District Size (by High School KSHSAA Class)			
1A	93	19.5	25.9
2A	54	11.3	18.5
3A	68	14.3	17.2
4A	99	20.8	22.0
5A	78	16.4	7.8

Demographic Category	Frequency	Percent of Sample	Percent of All Kansas Principals
6A	84	17.6	8.4

Research Question Relationship to the PPCS

The PPCS questions were created to align with the research questions developed by the researcher. The following sections of this chapter present the data analysis corresponding to answer each research question.

Research Question 1

What level of competence do principals in Kansas perceive themselves to have with respect to common school administrative responsibilities?

Question 1 was designed to identify the self-perceived competency levels of Kansas principals. Descriptive statistics were computed on each of the 41 perceived competency items of the PPCS for the entire sample using the Statistical Package for the Social Sciences (SPSS, version 14.0).

Table 4.2 presents the frequencies, number of respondents per item (N), means, and standard deviations (SDs) of the 41 survey items included in the PPCS for the entire sample. Note that "Never Experienced" responses were recoded so they were not included in determining mean scores. Otherwise, mean scores were coded so that 1=Not Competent, 2=Marginally Competent, 3=Somewhat Competent, and 4=Fully Competent.

Table 4.2

Frequencies, Means, and Standard Deviations of the Entire Sample

Item Description	Not Competent	Marginally Competent	Somewhat Competent	Fully Competent	Never Experienced	Mean (SD) N
9.1 Possessing Instructional Leadership Skills	11	19	208	229	9	3.40 (0.68) 467
9.2 Possessing Knowledge of Effective Instructional Methods	12	38	230	188	8	3.27 (0.72) 468
9.3 Instructing Teachers in Effective Instructional Techniques	15	62	243	151	5	3.13 (0.75) 471
9.4 Assisting Teachers in Creating More Effective Lesson Plans	14	88	223	143	8	3.06 (0.78) 468
9.5 Leading Effective Staff Development	14	54	218	183	7	3.22 (0.76) 469
9.6 Creating an Atmosphere of High Expectations	12	9	128	316	11	3.61 (0.66) 465
9.7 Improving Overall School Climate	8	22	139	297	10	3.56 (0.67) 466
9.8 Improving Staff Morale	10	39	168	250	9	3.41 (0.73) 467
9.9 Conduction Formal Evaluations	16	44	221	188	7	3.24 (0.76) 469
9.10 Supervising Staff	7	20	169	268	12	3.50 (0.65) 464
9.11 Learning Routine Office Tasks/Procedures	7	31	134	293	11	3.53 (0.69) 465
9.12 Preparing for and Conducting Effective Faculty Meetings	10	34	140	280	12	3.49 (0.73) 464
9.13 Dealing with Teacher Union Issues	27	131	189	82	47	2.76 (0.83) 429
9.14 Addressing Building Maintenance Issues	16	56	212	186	6	3.21 (0.78) 470
9.15 Addressing Custodial Staff Issues	14	59	187	209	7	3.26 (0.79) 469

Item Description	Not Competent	Marginally Competent	Somewhat Competent	Fully Competent	Never Experienced	Mean (SD) N
9.16 Addressing Fire Marshall Issues	15	74	188	189	10	3.18 (0.81) 466
9.17 Addressing Secretarial Issues	10	34	165	258	9	3.44 (0.72) 467
9.18 Guiding the School Improvement Process	12	40	169	243	12	3.39 (0.75) 464
9.19 Analyzing Student Data	17	43	195	213	8	3.29 (0.78) 468
9.20 Leading Curriculum Development	19	78	222	150	7	3.07 (0.80) 469
9.21 Overseeing the NCA/QPA Accreditation Process	14	49	185	218	10	3.30 (0.78) 466
9.22 Completing Kansas State Department of Education Reports	13	41	177	234	11	3.36 (0.76) 465
9.23 Handling Site-Based Management	12	37	161	254	12	3.42 (0.75) 464
9.24 Staffing/Interviewing Skills	14	12	151	291	8	3.54 (0.69) 468
9.25 Dealing with the Building Budget	12	53	159	235	17	3.34 (0.78) 459
9.26 Implementing District/Building Policy	11	15	136	305	9	3.57 (0.67) 467
9.27 Effectively Handling Individual Student Discipline Issues	11	11	118	326	10	3.63 (0.65) 466
9.28 Interpreting and Enforcing School Law Issues	13	41	207	211	4	3.31 (0.74) 472
9.29 Managing Special Education Laws/Issues	25	90	227	130	4	2.98 (0.82) 472
9.30 Addressing ELL/Bilingual Issues	52	145	147	56	76	2.52 (0.89) 400
9.31 Developing Public Relations Skills	12	39	203	213	9	3.32 (0.74) 467
9.32 Possessing Public Speaking Skills	13	41	192	220	10	3.33 (0.75) 466

Item Description	Not Competent	Marginally Competent	Somewhat Competent	Fully Competent	Never Experienced	Mean (SD) N
9.33 Creating an Effective Site Council	29	106	213	121	7	2.91 (0.85) 469
9.34 Working with Parent Organizations and/or Committees	18	56	192	200	10	3.23 (0.81) 466
9.35 Organizing and Supervising School Activities/Athletics	13	18	120	307	18	3.57 (0.70) 458
9.36 Dealing with Concerned/Angry Parents	17	16	167	268	8	3.47 (0.73) 468
9.37 Developing Decision Making Skills	11	14	170	272	9	3.51 (0.67) 467
9.38 Developing Time Management Skills	19	61	217	173	6	3.16 (0.80) 470
9.39 Possessing Mediations Skills (staff vs. staff and/or student vs. student)	13	34	200	222	7	3.35 (0.73) 469
9.40 Possessing Necessary Technology Skills	19	80	216	152	9	3.07 (0.81) 467
9.41 Developing and Preparing for Board Meeting Presentations	12	36	200	211	17	3.33 (0.73) 459

Note. Mean ratings should be interpreted along the following scale: 1=Not Competent,

2=Marginally Competent, 3=Somewhat Competent, and 4=Fully Competent.

Table 4.3 below includes each of the 41 items on the PPCS in ranked order, from highest to lowest, by mean perceived competency scores for the entire sample. Note that the number of respondents (N) varies by item; mean scores were coded so that 1=Not Competent, 2=Marginally Competent, 3=Somewhat Competent, and 4=Fully Competent

Table 4.3

Rank Ordered Mean Competence Scores for the Entire Sample

Descriptive Statistics			
Variables	Statistics		
	N	Mean	Std. Deviation
Q9.27r: Effectively Handling Individual Student Discipline Issues	466	3.63	.651
Q9.6r: Creating an Atmosphere of High Expectations	465	3.61	.658
Q9.35r: Organizing and Supervising School Activities/Athletics	458	3.57	.703
Q9.26r: Implementing District/Building Policy	467	3.57	.672
Q9.7r: Improving Overall School Climate	466	3.56	.667
Q9.24r: Staffing/Interviewing Skills	468	3.54	.693
Q9.11r: Learning Routine office tasks/procedures	465	3.53	.688
Q9.37r: Developing Decision Making Skills	467	3.51	.672
Q9.10r: Supervising Staff	464	3.50	.654
Q9.12r: Preparing for and Conducting Effective Faculty Meetings	464	3.49	.726
Q9.36r: Dealing with Concerned/Angry Parents	468	3.47	.732
Q9.17r: Addressing Secretarial Staff Issues	467	3.44	.722
Q9.23r: Handling Site-Based Management	464	3.42	.748
Q9.8r: Improving Staff Morale	467	3.41	.734
Q9.1r: Possessing Instructional Leadership Skills	467	3.40	.681
Q9.18r: Guiding the School Improvement Process	464	3.39	.752
Q9.22r: Completing Kansas State Department of Education Reports	465	3.36	.759
Q9.39r: Possessing Mediation Skills (staff vs. staff and/or student vs. student)	469	3.35	.734
Q9.25r: Dealing with the Building Budget	459	3.34	.784
Q9.41r: Developing and Preparing for Board Meeting Presentations	459	3.33	.732
Q9.32r: Possessing Public Speaking Skills	466	3.33	.752
Q9.31r: Developing Public Relations Skills	467	3.32	.735
Q9.28r: Interpreting and Enforcing School Law Issues	472	3.31	.743
Q9.21r: Overseeing the NCA/QPA Accreditation Process	466	3.30	.776
Q9.19r: Analyzing Student Data	468	3.29	.780
Q9.2r: Possessing Knowledge of Effective Instructional Methods (Best Practices)	468	3.27	.717
Q9.15r: Addressing Custodial Staff Issues	469	3.26	.790
Q9.9r: Conducting Formal Evaluations	469	3.24	.759
Q9.34r: Working with Parent Organizations and/or Committees	466	3.23	.807
Q9.5r: Leading Effective Staff Development	469	3.22	.761
Q9.14r: Addressing Building Maintenance Issues	470	3.21	.780
Q9.16r: Addressing Fire Marshal Issues	466	3.18	.813
Q9.38r: Developing Time Management Skills	470	3.16	.798
Q9.3r: Instructing Teachers in Effective Instructional Techniques	471	3.13	.752
Q9.40r: Possessing Necessary Technology Skills	467	3.07	.810
Q9.20r: Leading Curriculum Development	469	3.07	.803
Q9.4r: Assisting Teachers in Creating More Effective Lesson Plans	468	3.06	.782
Q9.29r: Managing Special Education Laws/Issues	472	2.98	.824
Q9.33r: Creating an Effective Site Council	469	2.91	.851
Q9.13r: Teacher Union Issues	429	2.76	.832
Q9.30r: Addressing ELL/Bilingual Issues	400	2.52	.890
Valid N (listwise)	346		

Table 4.4 below includes all PPCS items ranked from highest to lowest by mean perceived competency scores for beginning principals ($N=102$; number of respondents varies by item. Mean scores were coded so 1=Not Competent and 4=Fully Competent.)

Table 4.4
Rank Ordered Mean Competence Scores for Beginning Principals

Descriptive Statistics for Beginning Principals (less than 1-3 yrs. exp.)

	N	Mean	Std. Deviation
Q9.6r: Creating an Atmosphere of High Expectations	102	3.54	.727
Q9.35r: Organizing and Supervising School Activities/Athletics	101	3.50	.770
Q9.27r: Effectively Handling Individual Student Discipline Issues	101	3.47	.715
Q9.7r: Improving Overall School Climate	102	3.42	.737
Q9.37r: Developing Decision Making Skills	100	3.41	.637
Q9.12r: Preparing for and Conducting Effective Faculty Meetings	100	3.38	.776
Q9.26r: Implementing District/Building Policy	101	3.38	.746
Q9.11r: Learning Routine office tasks/procedures	100	3.36	.772
Q9.8r: Improving Staff Morale	101	3.35	.767
Q9.1r: Possessing Instructional Leadership Skills	101	3.34	.682
Q9.32r: Possessing Public Speaking Skills	102	3.33	.762
Q9.10r: Supervising Staff	101	3.33	.694
Q9.36r: Dealing with Concerned/Angry Parents	100	3.32	.709
Q9.24r: Staffing/Interviewing Skills	102	3.27	.773
Q9.31r: Developing Public Relations Skills	102	3.26	.770
Q9.2r: Possessing Knowledge of Effective Instructional Methods (Best Practices)	101	3.25	.740
Q9.40r: Possessing Necessary Technology Skills	100	3.21	.743
Q9.41r: Developing and Preparing for Board Meeting Presentations	100	3.20	.752
Q9.17r: Addressing Secretarial Staff Issues	101	3.20	.762
Q9.9r: Conducting Formal Evaluations	101	3.19	.703
Q9.39r: Possessing Mediation Skills (staff vs. staff and/or student vs. student)	100	3.17	.726
Q9.5r: Leading Effective Staff Development	101	3.14	.762
Q9.23r: Handling Site-Based Management	102	3.14	.784
Q9.19r: Analyzing Student Data	99	3.13	.791
Q9.18r: Guiding the School Improvement Process	99	3.12	.812
Q9.15r: Addressing Custodial Staff Issues	101	3.10	.794
Q9.34r: Working with Parent Organizations and/or Committees	101	3.07	.852
Q9.28r: Interpreting and Enforcing School Law Issues	102	3.07	.735
Q9.14r: Addressing Building Maintenance Issues	101	3.05	.841
Q9.4r: Assisting Teachers in Creating More Effective Lesson Plans	100	3.04	.790
Q9.3r: Instructing Teachers in Effective Instructional Techniques	102	3.04	.795
Q9.22r: Completing Kansas State Department of Education Reports	100	3.01	.823
Q9.21r: Overseeing the NCA/QPA Accreditation Process	100	3.00	.829
Q9.20r: Leading Curriculum Development	100	2.99	.823
Q9.38r: Developing Time Management Skills	102	2.95	.872
Q9.25r: Dealing with the Building Budget	98	2.95	.878
Q9.16r: Addressing Fire Marshal Issues	102	2.93	.870
Q9.33r: Creating an Effective Site Council	102	2.77	.922
Q9.29r: Managing Special Education Laws/Issues	102	2.75	.829
Q9.13r: Teacher Union Issues	93	2.60	.861
Q9.30r: Addressing ELL/Bilingual Issues	84	2.35	.843
Valid N (listwise)	76		

Table 4.5 below includes all PPCS items ranked from highest to lowest by mean perceived competency scores for experienced principals ($N=102$; number of respondents varies by item. Mean scores were coded so 1=Not Competent and 4=Fully Competent).

Table 4.5

Rank Ordered Mean Competence Scores for Experienced Principals

Descriptive Statistics for Experienced Principals (more than 3 yrs. exp.)

	N	Mean	Std. Deviation
Q9.27r: Effectively Handling Individual Student Discipline Issues	364	3.67	.626
Q9.26r: Implementing District/Building Policy	365	3.63	.640
Q9.6r: Creating an Atmosphere of High Expectations	362	3.63	.637
Q9.24r: Staffing/Interviewing Skills	365	3.61	.653
Q9.35r: Organizing and Supervising School Activities/Athletics	356	3.60	.683
Q9.7r: Improving Overall School Climate	363	3.59	.643
Q9.11r: Learning Routine office tasks/procedures	364	3.58	.657
Q9.10r: Supervising Staff	362	3.55	.635
Q9.37r: Developing Decision Making Skills	366	3.53	.681
Q9.12r: Preparing for and Conducting Effective Faculty Meetings	363	3.52	.710
Q9.36r: Dealing with Concerned/Angry Parents	367	3.50	.735
Q9.17r: Addressing Secretarial Staff Issues	365	3.50	.698
Q9.23r: Handling Site-Based Management	361	3.49	.719
Q9.18r: Guiding the School Improvement Process	364	3.46	.720
Q9.22r: Completing Kansas State Department of Education Reports	364	3.45	.712
Q9.25r: Dealing with the Building Budget	360	3.45	.722
Q9.8r: Improving Staff Morale	365	3.42	.725
Q9.1r: Possessing Instructional Leadership Skills	365	3.42	.681
Q9.39r: Possessing Mediation Skills (staff vs. staff and/or student vs. student)	368	3.39	.730
Q9.21r: Overseeing the NCA/QPA Accreditation Process	365	3.38	.742
Q9.28r: Interpreting and Enforcing School Law Issues	369	3.37	.734
Q9.41r: Developing and Preparing for Board Meeting Presentations	358	3.36	.723
Q9.31r: Developing Public Relations Skills	364	3.34	.726
Q9.19r: Analyzing Student Data	368	3.33	.773
Q9.32r: Possessing Public Speaking Skills	363	3.33	.750
Q9.15r: Addressing Custodial Staff Issues	367	3.30	.785
Q9.34r: Working with Parent Organizations and/or Committees	364	3.27	.790
Q9.2r: Possessing Knowledge of Effective Instructional Methods (Best Practices)	366	3.27	.711
Q9.16r: Addressing Fire Marshal Issues	363	3.25	.783
Q9.9r: Conducting Formal Evaluations	367	3.25	.773
Q9.14r: Addressing Building Maintenance Issues	368	3.25	.758
Q9.5r: Leading Effective Staff Development	367	3.23	.761
Q9.38r: Developing Time Management Skills	367	3.21	.767
Q9.3r: Instructing Teachers in Effective Instructional Techniques	368	3.15	.738
Q9.20r: Leading Curriculum Development	368	3.09	.797
Q9.4r: Assisting Teachers in Creating More Effective Lesson Plans	367	3.06	.780
Q9.29r: Managing Special Education Laws/Issues	369	3.04	.813
Q9.40r: Possessing Necessary Technology Skills	366	3.03	.824
Q9.33r: Creating an Effective Site Council	366	2.94	.827
Q9.13r: Teacher Union Issues	335	2.80	.818
Q9.30r: Addressing ELL/Bilingual Issues	315	2.56	.895
Valid N (listwise)	269		

Research Question 2

Is there a difference between beginning principals' perceptions of competence with respect to common school administration responsibilities and the perceptions of experienced principals?

Question 2 was designed to determine whether a significant difference exists in the perceived competence of beginning versus experienced Kansas principals in regard to the 41 items included on the PPCS. For each item, mean perceived competence scores of beginning and experienced principals were compared using a series of *t* tests for independent samples using SPSS. The compared mean values are displayed in the Group Statistics Table in Appendix L.

The mean perceived competence scores of experienced principals were higher than those of beginning principals in all but two of the 41 items. The mean perceived competence scores were equal ($M=3.33$) for Question 9.32: Possessing Public Speaking Skills. The only surveyed item in which beginning principals' mean perceived competence score was higher than that of experience principal was Question 9.40: Possessing Necessary Technology Skills (on which beginning principals provided a mean rating of 3.21, compared to 3.04 for experienced principals; Note that this difference was not statistically significant).

Significant differences emerged on five of the 41 items as a function of experience level. The results of the independent sample *t* test for each of the 41 surveyed items appear in Appendix M. The results of the independent sample *t* test for the five items on which significant differences emerged appear in Table 4.6 below.

Table 4.6

t-test Results: Experienced Principals' Mean Scores Which Were Significantly Higher Than Those of Beginning Principals

Survey Question	Significance (p-value)	t-score	Degrees of Freedom	2-Tailed p-value	Mean Difference	Standard Error of the Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Q9.7 Improving Overall School Climate	.037*	-2.14	146.73	.034	-0.17	.080	-.331	-.013
Q9.11 Learning Routine Office Tasks/Procedures	.006*	-2.61	140.58	.010	-0.22	.085	-.388	-.054
Q9.26 Implementing District/Building Policy	.008*	-3.10	143.08	.002	-0.25	.081	-.413	-.091
Q9.27 Effectively Handling Individual Student Discipline Issues	.006*	-2.66	144.98	.009	-0.21	.078	-.363	-.054
Q9.33 Creating an Effective Site Council	.008*	-1.69	149.31	.092	-0.17	.101	-.371	.029

Research Question 3

Is there a difference in beginning and experienced principals' perceptions of competence in relation to their personal characteristics (gender, age, and years of administrative experience) or their situational characteristics (grade configuration served, building size, and district size)?

In order to address Question 3, a series of ANOVAs were conducted using SPSS. Each of the 41 surveyed items was analyzed in relationship to experience and each personal and situational characteristic.

In analyzing the data, the total sample size for each item was determined by experience level. Levene's Test of Equality of Error Variances was computed to determine if a Type I error occurred. Significant items ($p < .05$) according to Levene's test were deemed unreliable and removed from the data reporting. A table was created for each remaining item analyzing experience, the individual characteristics, and experience by the individual

characteristics. Only tables containing surveyed items in which a significant difference emerged are reported in the body of Chapter IV; all other tables appear in Appendix N. For survey items found to have a significant difference using the ANOVA test, Tukey HSD Post Hoc Tests (Tukey tests) were computed to determine where groups differed significantly.

2 x 5 ANOVA Tables for Experience, Age, and Experience by Age

Data first were submitted to 2(Experience Level: Beginning/Experienced) \times 5(Age: 26-35 years/36-45 years/46-55 years/ 56-65 years/66 years or older) Analyses of Variance for all items. Note that no respondents indicated they were less than 26 years old so this age category is not included here. In addition, six of the 41 survey items are not reported due to significant results on Levene’s Test of Equality of Error Variances. Significant differences emerged in 16 of the remaining 35 survey items. Tables 4.7 - 4.22 below are the ANOVA source tables for significant Experience \times Age ANOVAs. In the tables, *df* represents Degrees of Freedom and *MS* represents Mean Square.

Staff Supervision. Refer to Table 4.7 for the Experience \times Age ANOVA source table for the dependent variable *Competence 10: Supervising Staff*. Tukey tests revealed that principals in the 46-55 and 56-65 age groups rated their competence with regard to staff supervision significantly higher than principals in the 26-35 age group on this item.

Table 4.7

2 \times 5 ANOVA: Competency 10 by Experience and Age (N=464)

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.65	1.56	.21
Age	4	1.16	2.80	.03*
Experience \times Age	3	0.18	0.43	.73

Note. * $p < .05$.

Teacher union issues. Refer to table 4.8 for the Experience \times Age ANOVA source table for the dependent variable *Competence 13: Dealing with teacher union issues*. Tukey tests revealed that principals in the 36-45, 46-55, and 56-65 age groups rated their competence significantly higher with regard to dealing with teacher union issues than principals in the 26-35 age group on this item.

Table 4.8

2 \times 5 ANOVA: Competency 13 by Experience and Age (N=429)

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.20	0.31	.58
Age	4	3.48	5.26	.00*
Experience by Age	3	0.73	1.10	.35

Note. * $p < .05$.

Building maintenance issues. Refer to Table 4.9 for the Experience \times Age ANOVA source table for the dependent variable *Competence 14: Addressing Building Maintenance Issues*. Tukey tests revealed that principals in the 36-45, 46-55, and 56-65 age groups rated their competence with regard to addressing building maintenance issues significantly higher than principals in the 26-35 age group on this item.

Table 4.9

2 \times 5 ANOVA: Competency 14 by Experience and Age (N=470)

Source	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0 .06	0.11	.75
Age	4	5.41	9.58	.00*
Experience by Age	3	1.08	1.91	.13

Note. * $p < .05$.

Addressing custodial issues. Refer to Table 4.10 for the Experience \times Age ANOVA source table for the dependent variable *Competence 15: Addressing Custodial Issues*. Tukey tests revealed that principals in the 46-55 and 56-65 age groups rated their competence significantly higher than did principals in the 26-35 and 66 or older age groups on this item.

Table 4.10

2 \times 5 ANOVA: Competency 15 by Experience and Age (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.03	0.04	.84
Age	4	4.33	7.34	.00*
Experience by Age	3	1.02	1.73	.16

Note. * $p < .05$.

Addressing fire marshal issues. Refer to Table 4.11 for the Experience \times Age ANOVA source table for the dependent variable *Competence 16: Addressing Fire Marshal Issues*. Tukey tests revealed that principals in the 46-55 and 56-65 age groups rated their competence significantly higher than principals in the 26-35 age group on this item.

Table 4.11

2 \times 5 ANOVA: Competency 16 by Experience and Age (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.18	1.87	.17
Age	4	2.75	4.36	.00*
Experience by Age	3	0.34	0.55	.65

Note. * $p < .05$.

Addressing secretarial staff issues. Refer to Table 4.12 for the Experience \times Age ANOVA source table for the dependent variable *Competence 17: Addressing Secretarial Staff Issues*. Tukey tests revealed that principals in the 46-55 and 56-65 age groups rated their competence significantly higher than did principals in the 26-35 and 36-45 age groups on this item.

Table 4.12

2 \times 5 ANOVA: Competency 17 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.52	3.07	.08
Age	4	2.04	4.14	.00*
Experience by Age	3	0.40	0.80	.49

Note. * $p < .05$.

Guiding the school improvement process. Refer to Table 4.13 for the Experience \times Age ANOVA source table for the dependent variable *Competence 18: Guiding the School Improvement Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.13.

2 \times 5 ANOVA: Competency 18 by Experience and Age (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.44	6.28	.01*
Age	4	0.75	1.38	.24
Experience by Age	3	0.44	0.81	.49

Note. * $p < .05$.

Overseeing accreditation process. Refer to Table 4.14 for the Experience \times Age ANOVA source table for the dependent variable *Competence 21: Overseeing the NCA/QPA Accreditation Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals.

Table 4.14

2×5 ANOVA: Competency 21 by Experience and Age (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.90	10.15	.00*
Age	4	0.66	1.14	.34
Experience by Age	3	0.43	0.74	.53

Note. * $p < .05$.

Completing education reports. Refer to Table 4.15 for the Experience × Age ANOVA source table for the dependent variable *Competence 22: Completing Kansas State Department of Education Reports*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.15

2×5 ANOVA: Competency 22 by Experience and Age (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	9.24	16.88	.00*
Age	4	0.38	0.70	.59
Experience by Age	3	0.16	0.28	.84

Note. * $p < .05$.

Handling site-based management. Refer to Table 4.16 for the Experience × Age ANOVA source table for the dependent variable *Competence 23: Handling Site-Based Management*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.16

2×5 ANOVA: Competence 23 by Experience and Age (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.59	8.47	.00*
Age	4	0.50	0.92	.45
Experience by Age	3	0.25	0.46	.71

Note. * $p < .05$.

Staffing/interviewing skills. Refer to Table 4.17 for the Experience \times Age ANOVA source table for the dependent variable *Competence 24: Staffing/Interviewing Skills*. Tukey's tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.17

2 \times 5 ANOVA: Competency 24 by Experience and Age (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.21	6.99	.01*
Age	4	0.71	1.55	.19
Experience by Age	3	0.43	0.94	.42

Note. * $p < .05$.

Dealing with the building budget. Refer to Table 4.18 for the Experience \times Age ANOVA source table for the dependent variable *Competence 25: Dealing with the Building Budget*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals, and principals in the 36-45, 46-55, and 56-65 age groups rated their competence significantly higher than principals in the 26-35 age group on this item.

Table 4.18

2 \times 5 ANOVA: Competency 25 by Experience and Age (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	6.82	12.31	.00*
Age	4	2.15	3.87	.00*
Experience by Age	3	1.36	2.46	.06

Note. * $p < .05$.

Implementing policy. Refer to Table 4.19 for the Experience \times Age ANOVA source table for the dependent variable *Competence 26: Implementing District/Building Policy*.

Tukey tests revealed that principals in the 46-55 and 56-65 age groups rated their competence significantly higher than principals in the 26-35 age group, and principals in the 56-65 age group also rated themselves significantly higher than those in the 36-45 age group on this item.

Table 4.19

2 \times 5 ANOVA: Competency 26 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.56	1.28	.26
Age	4	1.50	3.46	.01*
Experience by Age	3	0.18	0.41	.75

Note. * $p < .05$.

School law issues. Refer to Table 4.20 for the Experience \times Age ANOVA source table for the dependent variable *Competence 28: Interpreting and Enforcing School Law Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.20

2 \times 5 ANOVA: Competency 28 by Experience and Age (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.49	4.64	.03*
Age	4	1.02	1.90	.11
Experience by Age	3	0.42	0.79	.50

Note. * $p < .05$.

Special education. Refer to Table 4.21 for the Experience \times Age ANOVA source table for the dependent variable *Competence 29: Managing Special Education Laws/Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals, and principals in the 56-65 age group rated their competence significantly higher than principals in the 66 or older age group on this item.

Table 4.21

2 \times 5 ANOVA: Competency 29 by Experience and Age (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.31	8.12	.01*
Age	4	1.59	2.42	.05*
Experience by Age	3	0.96	1.46	.22

Note. * $p < .05$.

Time management skills. Refer to Table 4.22 for the Experience \times Age ANOVA source table for the dependent variable *Competence 38: Developing Time Management Skills*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.22

2 \times 5 ANOVA: Competency 38 by Experience and Age (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.10	4.95	.03*
Age	4	0.24	0.38	.82
Experience by Age	3	0.09	0.14	.94

Note. * $p < .05$.

2 × 2 ANOVA Tables for Experience, Gender, and Experience by Gender

Next, data were submitted to 2(Experience Level: Beginning/Experienced) × 2(Gender: Male/Female) Analyses of Variance for all items. Fifteen of the 41 survey items are not reported due to significant results on Levene's Test of Equality of Error Variances. Significant differences emerged in 21 of the remaining 26 survey items. Tables 4.23 - 4.43 below are the ANOVA source tables for significant Experience × Gender ANOVAs. In the tables, *df* represents Degrees of Freedom and *MS* represents Mean Square.

Instructional leadership skills. Refer to Table 4.23 for the Experience × Gender ANOVA source table for the dependent variable *Competence 1: Possessing Instructional Leadership Skills*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.23

2×2 ANOVA: Competency 1 by Experience and Gender (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.78	1.71	.19
Gender	1	2.18	4.77	.03*
Experience by Gender	1	0.18	0.39	.54

Note. * $p < .05$.

Effective instructional methods. Refer to Table 4.24 for the Experience × Gender ANOVA source table for the dependent variable *Competence 2: Possessing Knowledge of Effective Instructional Methods (Best Practices)*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.24

2×2 ANOVA: Competency 2 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.27	0.55	.46
Gender	1	8.29	17.14	.00*
Experience by Gender	1	0.42	0.87	.35

Note. * $p < .05$.

Effective instructional techniques. Refer to Table 4.25 for the Experience × Gender ANOVA source table for the dependent variable *Competence 3: Instructing Teachers in Effective Instructional Techniques*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.25.

2×2 ANOVA: Competency 3 by Experience and Gender (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.36	2.47	.12
Gender	1	4.57	8.33	.00*
Experience by Gender	1	0.24	0.43	.51

Note. * $p < .05$.

Assisting in creating effective lesson plans. Refer to Table 4.26 for the Experience × Gender ANOVA source table for the dependent variable *Competence 4: Assisting Teachers in Creating More Effective Lesson Plans*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.26

2×2 ANOVA: Competency 4 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.02	0.03	.86
Gender	1	10.21	17.41	.00*
Experience by Gender	1	0.13	0.23	.64

Note. * $p < .05$.

Leading effective staff development. Refer to Table 4.27 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 5: Leading Effective Staff Development*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.27

2 \times 2 ANOVA: Competency 5 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.75	1.33	.25
Gender	1	4.63	8.16	.00*
Experience by Gender	1	0.00	0.01	.94

Note. * $p < .05$.

Building maintenance issues. Refer to Table 4.28 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 14: Addressing Building Maintenance Issues*. Tukey tests revealed that female principals rated their competence significantly higher than male principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.28

2 \times 2 ANOVA: Competency 14 by Experience and Gender (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.31	5.55	.02*
Gender	1	4.04	6.79	.01*
Experience by Gender	1	0.23	0.38	.54

Note. * $p < .05$.

Custodial staff issues. Refer to Table 4.29 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 15: Addressing Custodial Staff Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.29

2×2 ANOVA: Competency 15 by Experience and Gender (N=469)

Source	df	MS	F	p
Experience	1	3.02	4.89	.03*
Gender	1	1.52	2.47	.12
Experience by Gender	1	0.01	0.01	.93

Note. * $p < .05$.

Fire marshal issues. Refer to Table 4.30 for the Experience × Gender ANOVA source table for the dependent variable *Competence 16: Addressing Fire Marshal Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.30

2×2 ANOVA: Competency 16 by Experience and Gender (N=466)

Source	df	MS	F	p
Experience	1	9.39	14.56	.00*
Gender	1	0.72	1.11	.29
Experience by Gender	1	1.28	1.98	.16

Note. * $p < .05$.

Secretarial staff issues. Refer to Table 4.31 for the Experience × Gender ANOVA source table for the dependent variable *Competence 17: Addressing Secretarial Staff Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.31

2×2 ANOVA: Competency 17 by Experience and Gender (N=467)

Source	df	MS	F	p
Experience	1	8.05	15.88	.00*
Gender	1	0.00	0.00	.99
Experience by Gender	1	0.63	1.24	.27

Note. * $p < .05$.

Analyzing student data. Refer to Table 4.32 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 19: Analyzing Student Data*. Tukey tests revealed that female principals rated their competence significantly higher than male principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.32

2 \times 2 ANOVA: Competency 19 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.54	7.93	.01*
Gender	1	5.89	10.27	.00*
Experience by Gender	1	1.35	2.35	.13

Note. * $p < .05$.

Curriculum development. Refer to Table 4.33 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 20: Leading Curriculum Development*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.33

2 \times 2 ANOVA: Competency 20 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.58	0.97	.32
Gender	1	18.54	31.06	.00*
Experience by Gender	1	0.42	0.70	.40

Note. * $p < .05$.

Completing reports. Refer to Table 4.34 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 22: Completing Kansas State Department of Education Reports*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.34

2×2 ANOVA: Competency 22 by Experience and Gender (N=465)

Source	df	MS	F	p
Experience	1	16.17	29.87	.00*
Gender	1	0.35	0.64	.42
Experience by Gender	1	0.52	0.97	.33

Note. * $p < .05$.

Building budget. Refer to Table 4.35 for the Experience × Gender ANOVA source table for the dependent variable *Competence 25: Dealing with the Building Budget*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.35

2×2 ANOVA: Competency 25 by Experience and Gender (N=459)

Source	df	MS	F	p
Experience	1	17.30	30.26	.00*
Gender	1	1.92	3.36	.07
Experience by Gender	1	0.16	0.29	.59

Note. * $p < .05$.

School law issues. Refer to Table 4.36 for the Experience × Gender ANOVA source table for the dependent variable *Competence 28: Interpreting and Enforcing School Law Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.36

2×2 ANOVA: Competency 28 by Experience and Gender (N=472)

Source	df	MS	F	p
Experience	1	7.43	13.87	.00*
Gender	1	1.96	3.65	.06
Experience by Gender	1	0.38	0.70	.40

Note. * $p < .05$.

Special education. Refer to Table 4.37 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 29: Managing Special Education Laws/Issues*. Tukey tests revealed that female principals rated their competence significantly higher than male principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.37

2 \times 2 ANOVA: Competency 29 by Experience and Gender (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.10	10.80	.00*
Gender	1	3.18	4.84	.03*
Experience by Gender	1	0.03	0.05	.83

Note. * $p < .05$.

ELL/bilingual issues. Refer to Table 4.38 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 30: Addressing ELL/Bilingual Issues*. Tukey tests revealed that female principals rated their competence significantly higher than male principals on this item.

Table 4.38

2 \times 2 ANOVA: Competency 30 by Experience and Gender (N=400)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.82	3.71	.06
Gender	1	7.92	10.42	.00*
Experience by Gender	1	0.00	0.00	.97

Note. * $p < .05$.

Parent organizations. Refer to Table 4.39 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 34: Working with Parent Organizations and/or Committees*. Tukey tests revealed that female principals rated their competence significantly higher than male principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.39

2 \times 2 ANOVA: Competency 34 by Experience and Gender (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.25	6.73	.01*
Gender	1	3.05	4.82	.03*
Experience by Gender	1	0.69	1.08	.30

Note. * $p < .05$.

Concerned/angry parents. Refer to Table 4.40 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 36: Dealing with Concerned/Angry Parents*. Post-hoc tests revealed that experienced female principals rated their competence significantly higher than beginning female principals on this item.

Table 4.40

2 \times 2 ANOVA: Competency 36 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.58	8.71	.00*
Gender	1	0.72	1.36	.24
Experience by Gender	1	3.69	7.02	.01*

Note. * $p < .05$.

Time management. Refer to Table 4.41 for the Experience \times Gender ANOVA source table for the dependent variable *Competence 38: Developing Time Management Skills*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.41

2×2 ANOVA: Competency 38 by Experience and Gender (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.16	11.47	.00*
Gender	1	0.22	0.35	.56
Experience by Gender	1	2.00	3.21	.07

Note. * $p < .05$.

Mediation skills. Refer to Table 4.42 for the Experience × Gender ANOVA source table for the dependent variable *Competence 39: Possessing Mediation Skills (Staff vs. Staff and/or Student vs. Student)*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.42

2×2 ANOVA: Competency 39 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.81	9.08	.00*
Gender	1	0.03	0.06	.80
Experience by Gender	1	0.93	1.75	.19

Note. * $p < .05$.

Board meeting presentations. Refer to Table 4.43 for the Experience × Gender ANOVA source table for the dependent variable *Competence 41: Developing and Preparing for Board Meeting Presentations*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.43

2×2 ANOVA: Competency 41 by Experience and Gender (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.06	5.77	.02*
Gender	1	0.00	0.00	.95
Experience by Gender	1	1.27	2.40	.12

Note. * $p < .05$.

2 x 6 ANOVA Tables for Experience, Building Enrollment, and Experience by Building Enrollment

Data were submitted to 2(Experience Level: Beginning/Experienced) × 6(Building Enrollment: Under 100 Students/101-250 Students/251-500 Students/501-1,000 Students/1,001-2,000 Students/ 2,001 + Students) Analyses of Variance for all items. Ten of the 41 survey items are not reported due to significant results on Levene’s Test of Equality of Error Variances. Significant differences emerged in 12 of the remaining 31 survey items. Tables 4.44 - 4.55 below are the ANOVA source tables for significant Experience × Building Enrollment ANOVAs. In the tables, *df* represents Degrees of Freedom and *MS* represents Mean Square.

Effective instructional techniques. Refer to Table 4.44 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 3: Instructing Teachers in Effective Instructional Techniques*. Tukey tests revealed that principals of buildings with enrollments of 251-500 and 501-1,000 students rated their competence significantly higher than principals with an enrollment of 101-250 students on this item.

Table 4.44

2×6 ANOVA: Competency 3 by Experience and Building Enrollment (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.08	0.15	.70
Building Enrollment	5	1.57	2.88	.01*
Experience by Building Enrollment	4	0.81	1.49	.21

Note. * $p < .05$.

Effective lesson plans. Refer to Table 4.45 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 4: Assisting Teachers in Creating More Effective Lesson Plans*. Tukey tests revealed that principals of buildings with an enrollment of 251-500 students rated their competence significantly higher than principals with an enrollment of 101-250 students on this item.

Table 4.45

2×6 ANOVA: Competency 4 by Experience and Building Enrollment (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.18	0.31	.58
Building Enrollment	5	2.22	3.72	.00*
Experience by Building Enrollment	4	0.97	1.62	.17

Note. * $p < .05$.

Conducting formal evaluations. Refer to Table 4.46 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 9: Conducting Formal Evaluations*. Tukey tests revealed that principals of buildings with enrollments of 251-500, 501-1,000, and 1001-2000 students rated their competence significantly higher than principals with an enrollment of 101-250 students on this item.

Table 4.46

2×6 ANOVA: Competency 9 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.47	0.86	.36
Building Enrollment	5	1.97	3.57	.00*
Experience by Building Enrollment	4	0.44	0.81	.52

Note. * $p < .05$.

Supervising staff. Refer to Table 4.47 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 10: Supervising Staff*. Tukey tests revealed that principals of buildings with enrollments of 251-500 and 501-1,000 students rated their competence significantly higher than principals with an enrollment of 101-250 students on this item.

Table 4.47

2×6 ANOVA: Competency 10 by Experience and Building Enrollment (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.43	1.06	.31
Building Enrollment	5	1.20	2.94	.01*
Experience by Building Enrollment	4	0.66	1.63	.17

Note. * $p < .05$.

Secretarial staff issues. Refer to Table 4.48 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 17: Addressing Secretarial Staff Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.48

2×6 ANOVA: Competency 17 by Experience and Building Enrollment (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.12	6.13	.01*
Building Enrollment	5	0.27	0.53	.75
Experience by Building Enrollment	4	0.37	0.74	.57

Note. * $p < .05$.

School improvement process. Refer to Table 4.49 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 18: Guiding the School Improvement Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.49

2×6 ANOVA: Competency 18 by Experience and Building Enrollment (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.50	4.68	.03*
Building Enrollment	5	1.05	1.97	.08
Experience by Building Enrollment	4	0.54	1.00	.41

Note. * $p < .05$.

Accreditation process. Refer to Table 4.50 for the Experience × Building Enrollment ANOVA source table for the dependent variable *Competence 21: Overseeing the NCA/QPA Accreditation Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.50

2×6 ANOVA: Competency 21 by Experience and Building Enrollment (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.23	5.59	.02*
Building Enrollment	5	0.45	0.77	.57
Experience by Building Enrollment	4	0.42	0.72	.58

Note. * $p < .05$.

Completing reports. Refer to Table 4.51 for the Experience \times Building Enrollment ANOVA source table for the dependent variable *Competence 22: Completing State of Kansas Department of Education Reports*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals.

Table 4.51

2 \times 6 ANOVA: Competency 22 by Experience and Building Enrollment (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.78	14.34	.00*
Building Enrollment	5	0.26	0.48	.80
Experience by Building Enrollment	4	0.90	1.65	.16

Note. * $p < .05$.

Building budget. Refer to Table 4.52 for the Experience \times Building Enrollment ANOVA source table for the dependent variable *Competence 25: Dealing with the Building Budget*. Tukey tests revealed that principals of buildings with enrollments of 251-500 and 501-1,000 students rated their competence significantly higher than principals with an enrollment of 101-250 students, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.52

2 \times 6 ANOVA: Competency 25 by Experience and Building Enrollment (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.49	9.77	.00*
Building Enrollment	5	1.47	2.61	.02*
Experience by Building Enrollment	4	0.43	0.76	.55

Note. * $p < .05$.

Parent organizations. Refer to Table 4.53 for the Experience \times Building Enrollment ANOVA source table for the dependent variable *Competence 34: Working with Parent Organizations and/or Committees*. Tukey tests revealed that experienced principals of buildings with enrollments of 251-500 and 1,001-2,000 students rated their competence significantly higher than principals with an enrollment of 101-250 students. Table 4.53

2 \times 6 ANOVA: Competency 34 by Experience and Building Enrollment (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.63	1.02	.31
Building Enrollment	5	0.72	1.17	.33
Experience by Building Enrollment	4	1.88	3.05	.02*

Note. * $p < .05$.

Time management. Refer to Table 4.54 for the Experience \times Building Enrollment ANOVA source table for the dependent variable *Competence 38: Developing Time Management Skills*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.54

2 \times 6 ANOVA: Competency 38 by Experience and Building Enrollment (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.45	3.89	.05*
Building Enrollment	5	0.65	1.03	.40
Experience by Building Enrollment	4	0.20	0.32	.86

Note. * $p < .05$.

Mediation skills. Refer to Table 4.55 for the Experience \times Building Enrollment ANOVA source table for the dependent variable *Competence 39: Possessing Mediation Skills (Staff vs. Staff and/or Student vs. Student)*. Tukey tests revealed that experienced principals of buildings with an enrollment of 251-500 students rated their competence significantly higher than beginning principals on this item.

Table 4.55

2 \times 6 ANOVA: Competency 39 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.66	1.29	.26
Building Enrollment	5	1.45	2.85	.02*
Experience by Building Enrollment	4	1.65	3.25	.01*

Note. * $p < .05$.

2 x 7 ANOVA Tables for Experience, Building Configuration, and Experience by Building Configuration

Data were submitted to 2(Experience Level: Beginning/Experienced) \times 7(Building Configuration: Elementary/Grades 5-9/Grades 5-12/Grades 9 or 10-12/Pre-K-9th Grade/Pre-K-12th Grade/Other) Analyses of Variance for all items. Twelve of the 41 survey items are not reported due to significant results on Levene's Test of Equality of Error Variances. Significant differences emerged in 17 of the remaining 29 survey items. Tables 4.56 - 4.72 below are the ANOVA source tables for significant Experience \times Building Configuration ANOVAs. In the tables, *df* represents Degrees of Freedom and *MS* represents Mean Square.

Staff development. Refer to Table 4.56 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 5: Leading Effective Staff Development*. Tukey tests revealed that Middle School/Junior High principals rated their competence significantly higher than Senior High principals on this item.

Table 4.56

2 \times 7 ANOVA: Competency 5 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.14	0.25	.62
Building Configuration	6	1.29	2.26	.04*
Experience by Building Config.	6	0.60	1.06	.39

Note. * $p < .05$.

Conducting formal evaluations. Refer to Table 4.57 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 9: Conducting Formal Evaluations*. Tukey tests revealed that Middle School/Junior High principals rated their competence significantly higher than PreK-12 principals on this item.

Table 4.57

2 \times 7 ANOVA: Competency 9 by Experience and Building Configuration (N=475)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.00	0.00	.96
Building Configuration	6	1.64	2.89	.01*
Experience by Building Config.	6	0.27	0.47	.83

Note. * $p < .05$.

Fire marshal issues. Refer to Table 4.58 for the Experience × Building Configuration ANOVA source table for the dependent variable *Competence 16: Addressing Fire Marshal Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.58

2×7 ANOVA: Competency 16 by Experience and Building Configuration (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.02	7.79	.01*
Building Configuration	6	0.51	0.80	.57
Experience by Building Config.	6	0.92	1.42	.21

Note. * $p < .05$.

Secretarial staff. Refer to Table 4.59 for the Experience × Building Configuration ANOVA source table for the dependent variable *Competence 17: Addressing Secretarial Staff Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.59

2×7 ANOVA: Competency 17 by Experience and Building Configuration (N=463)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.27	8.48	.00*
Building Configuration	6	0.76	1.51	.17
Experience by Building Config.	6	0.37	0.73	.63

Note. * $p < .05$.

Analyzing student data. Refer to Table 4.60 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 19: Analyzing Student Data*. Tukey tests revealed that Elementary principals rated their competence significantly higher than both Middle School/Junior High principals and Senior High principals. Experienced principals also rated their competence significantly higher than beginning principals on this item.

Table 4.60

2 \times 7 ANOVA: Competency 19 by Experience and Building Configuration (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.59	4.43	.04*
Building Configuration	6	1.78	3.05	.01*
Experience by Building Config.	6	0.79	1.36	.23

Note. * $p < .05$.

Curriculum development. Refer to Table 4.61 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 20: Leading Curriculum Development*. Elementary and Middle School/Junior High principals rated their competence significantly higher than Junior/Senior High School principals on this item.

Table 4.61

2 \times 7 ANOVA: Competency 20 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.20	0.32	.57
Building Configuration	6	1.41	2.21	.04*
Experience by Building Config.	6	0.57	0.90	.50

Note. * $p < .05$.

Accreditation process. Refer to Table 4.62 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 21: Overseeing the NCA/QPA Accreditation Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.62

2 \times 7 ANOVA: Competency 21 by Experience and Building Configuration (N=462)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.77	13.54	.00*
Building Configuration	6	0.42	0.73	.63
Experience by Building Config.	6	0.88	1.54	.17

Note. * $p < .05$.

Completing reports. Refer to Table 4.63 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 22: Completing State of Kansas Department of Education Reports*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.63

2 \times 7 ANOVA: Competency 22 by Experience and Building Configuration (N=461)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	10.41	19.36	.00*
Building Configuration	6	0.38	0.71	.64
Experience by Building Config.	6	0.96	1.79	.10

Note. * $p < .05$.

Site-based management. Refer to Table 4.64 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 23: Handling Site-Based Management*. Tukey tests revealed that Middle School/Junior High principals rated their competence significantly higher than K-8 principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.64

2 \times 7 ANOVA: Competency 23 by Experience and Building Configuration (N=460)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.42	10.25	.00*
Building Configuration	6	1.16	2.20	.04*
Experience by Building Config.	6	0.50	0.94	.46

Note. * $p < .05$.

Building budget. Refer to Table 4.65 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 25: Dealing with the Building Budget*. Tukey tests revealed that Elementary and Middle School/Junior High principals rated their competence significantly higher than K-8 principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.65

2 \times 7 ANOVA: Competency 25 by Experience and Building Configuration (N=455)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	14.88	26.80	.00*
Building Configuration	6	1.88	3.40	.00*
Experience by Building Config.	6	0.85	1.53	.17

Note. * $p < .05$.

School law issues. Refer to Table 4.66 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 28: Interpreting and Enforcing School Law Issues*. Tukey tests revealed that Senior High principals rated their competence significantly higher than K-8 principals, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.66

2 \times 7 ANOVA: Competency 28 by Experience and Building Configuration (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.56	10.50	.00*
Building Configuration	6	1.28	2.42	.03*
Experience by Building Config.	6	0.13	0.24	.96

Note. * $p < .05$.

Special education. Refer to Table 4.67 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 29: Managing Special Education Laws/Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.67

2 \times 7 ANOVA: Competency 29 by Experience and Building Configuration (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.93	7.40	.01*
Building Configuration	6	1.33	2.00	.06
Experience by Building Config.	6	0.37	0.55	.77

Note. * $p < .05$.

Site council. Refer to Table 4.68 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 33: Creating an Effective Site-Council*. Tukey tests revealed that Elementary and Middle School/Junior High principals rated their competence significantly higher than Junior/Senior High school principals on this item.

Table 4.68

2 \times 7 ANOVA: Competency 33 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.95	2.75	.10
Building Configuration	6	1.76	2.49	.02*
Experience by Building Config.	6	0.72	1.02	.41

Note. * $p < .05$.

Parent organizations. Refer to Table 4.69 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 34: Working with Parent Organizations and/or Committees*. Tukey tests revealed that Elementary and Middle School/Junior High principals rated their competence significantly higher than Junior/Senior High school principals on this item.

Table 4.69

2 \times 7 ANOVA: Competency 34 by Experience and Building Configuration (N=462)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.36	2.20	.14
Building Configuration	6	2.22	3.59	.00*
Experience by Building Config.	6	0.83	1.35	.24

Note. * $p < .05$.

Concerned parents. Refer to Table 4.70 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 36: Dealing with Concerned/Angry Parents*. Tukey tests revealed that Middle School/Junior High principals rated their competence significantly higher than K-8 school principals on this item.

Table 4.70

2 \times 7 ANOVA: Competency 36 by Experience and Building Configuration (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.74	1.42	.23
Building Configuration	6	1.24	2.38	.03*
Experience by Building Config.	6	0.80	1.54	.16

Note. * $p < .05$.

Time management. Refer to Table 4.71 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 38: Developing Time Management Skill*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.71

2 \times 7 ANOVA: Competency 38 by Experience and Building Configuration (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.70	7.48	.01*
Building Configuration	6	0.98	1.56	.16
Experience by Building Config.	6	0.58	0.92	.48

Note. * $p < .05$.

Mediation skills. Refer to Table 4.72 for the Experience \times Building Configuration ANOVA source table for the dependent variable *Competence 39: Possessing Mediation Skills (Staff vs. Staff and/or Student vs. Student)*. Tukey tests revealed that Middle School/Junior High principals rated their competence significantly higher than Pre K-12 school principals on this item.

Table 4.72

2 \times 7 ANOVA: Competency 39 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.60	3.04	.08
Building Configuration	6	1.42	2.70	.01*
Experience by Building Config.	6	0.64	1.21	.30

Note. * $p < .05$.

2 \times 6 ANOVA Tables for Experience, District Size, and Experience by District Size

Data were submitted to 2(Experience Level: Beginning/Experienced) \times 6(School District Size: 1A/2A/3A/4A/5A/6A) Analyses of Variance for all items. Seven of the 41 survey items are not reported due to significant results on Levene's Test of Equality of Error Variances. Significant differences emerged in 23 of the remaining 34 survey items. Tables 4.73 - 4.96 below are the ANOVA source tables for significant Experience \times School District Size ANOVAs. In the tables, *df* represents Degrees of Freedom and *MS* represents Mean Square.

Instructional techniques. Refer to Table 4.73 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 3: Instructing Teachers in Effective Instructional Techniques*. Tukey tests revealed that principals in 5A and 6A districts rated their competence significantly higher than principals in 1A districts on this item.

Table 4.73

2×6 ANOVA: Competency 3 by Experience and District Size (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.68	1.26	.26
District Size	5	1.84	3.38	.01*
Experience by District Size	5	0.39	0.71	.61

Note. * $p < .05$.

Lesson plans. Refer to Table 4.74 for the Experience × District Size ANOVA source table for the dependent variable *Competence 4: Assisting Teachers in Creating More Effective Lesson Plans*. Tukey tests revealed that principals in 6A districts rated their competence significantly higher than principals in 2A districts on this item.

Table 4.74

2×6 ANOVA: Competency 4 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.08	0.13	.72
District Size	5	2.08	3.49	.00*
Experience by District Size	5	0.84	1.42	.22

Note. * $p < .05$.

School climate. Refer to Table 4.75 for the Experience × District Size ANOVA source table for the dependent variable *Competence 7: Improving Overall School Climate*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.75

2×6 ANOVA: Competency 7 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.26	5.12	.02*
District Size	5	0.34	0.77	.57
Experience by District Size	5	0.34	0.78	.57

Note. * $p < .05$.

Formal evaluations. Refer to Table 4.76 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 9: Conducting Formal Evaluations*. Tukey tests revealed that principals in 5A and 6A districts rated their competence significantly higher than principals in 1A districts, principals in 6A districts rated their competence significantly higher than principals in 2A districts, and experienced principals in 5A and 6A districts rated their competence significantly higher than beginning principals in 1A and 2A districts on this item.

Table 4.76

2 \times 6 ANOVA: Competency 9 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.66	1.21	.27
District Size	5	1.53	2.82	.02*
Experience by District Size	5	1.38	2.55	.03*

Note. * $p < .05$.

Routing office tasks. Refer to Table 4.77 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 11: Learning Routine Office Tasks/Procedures*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.77

2 \times 6 ANOVA: Competency 11 by Experience and District Size (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.60	7.70	.01*
District Size	5	0.68	1.45	.21
Experience by District Size	5	0.16	0.34	.89

Note. * $p < .05$.

Building maintenance. Refer to Table 4.78 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 14: Addressing Building Maintenance Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.78

2 \times 6 ANOVA: Competency 14 by Experience and District Size (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.90	4.76	.03*
District Size	5	0.57	0.94	.45
Experience by District Size	5	0.36	0.59	.71

Note. * $p < .05$.

Custodial staff issues. Refer to Table 4.79 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 15: Addressing Custodial Staff Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.79

2 \times 6 ANOVA: Competency 15 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.78	4.49	.04*
District Size	5	0.89	1.44	.21
Experience by District Size	5	0.30	0.49	.79

Note. * $p < .05$.

Fire marshal issues. Refer to Table 4.80 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 16: Addressing Fire Marshal Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.80

2×6 ANOVA: Competency 16 by Experience and District Size (N=466)

Source	df	MS	F	p
Experience	1	8.75	13.52	.00*
District Size	5	0.80	1.23	.29
Experience by District Size	5	0.63	0.97	.44

Note. * $p < .05$.

Secretarial staff issues. Refer to Table 4.81 for the Experience × District Size ANOVA source table for the dependent variable *Competence 17: Addressing Secretarial Staff Issues*. Tukey tests experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.81

2×6 ANOVA: Competency 17 by Experience and District Size (N=467)

Source	df	MS	F	p
Experience	1	7.51	14.82	.00*
District Size	5	0.34	0.67	.64
Experience by District Size	5	0.58	1.15	.33

Note. * $p < .05$.

School improvement process. Refer to Table 4.82 for the Experience × District Size ANOVA source table for the dependent variable *Competence 18: Guiding the School Improvement Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.82

2×6 ANOVA: Competency 18 by Experience and District Size (N=464)

Source	df	MS	F	p
Experience	1	8.36	15.59	.00*
District Size	5	1.09	2.04	.07
Experience by District Size	5	0.72	1.34	.24

Note. * $p < .05$.

Analyzing student data. Refer to Table 4.83 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 19: Analyzing Student Data*. Tukey tests revealed that principals in 4A, 5A, and 6A districts rated their competence significantly higher than principals in 1A districts, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.83

2 \times 6 ANOVA: Competency 19 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.38	4.08	.04*
District Size	5	1.69	2.89	.01*
Experience by District Size	5	0.24	0.42	.84

Note. * $p < .05$.

Accreditation process. Refer to Table 4.84 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 21: Overseeing the NCA/QPA Accreditation Process*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.84

2 \times 6 ANOVA: Competency 21 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	11.23	19.44	.00*
District Size	5	0.29	0.50	.77
Experience by District Size	5	0.68	1.17	.32

Note. * $p < .05$.

Completing reports. Refer to Table 4.85 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 22: Completing Kansas State Department of Education Reports*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.85

2 \times 6 ANOVA: Competency 22 by Experience and District Size (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	16.06	29.23	.00*
District Size	5	0.28	0.50	.77
Experience by District Size	5	0.34	0.63	.68

Note. * $p < .05$.

Site-based management. Refer to Table 4.86 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 23: Handling Site-Based Management*. Tukey tests revealed that principals in 4A, 5A, and 6A districts rated their competence significantly higher than principals in 1A districts, and experienced principals rated their competence significantly higher than beginning principals.

Table 4.86

2 \times 6 ANOVA: Competency 23 by Experience and District Size (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	9.22	17.75	.00*
District Size	5	1.18	2.28	.05*
Experience by District Size	5	0.54	1.04	.40

Note. * $p < .05$.

School law issues. Refer to Table 4.87 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 28: Interpreting and Enforcing School Law Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.87

2×6 ANOVA: Competency 28 by Experience and District Size (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.38	13.83	.00*
District Size	5	0.57	1.07	.37
Experience by District Size	5	0.37	0.68	.64

Note. * $p < .05$.

Special education. Refer to Table 4.88 for the Experience × District Size ANOVA source table for the dependent variable *Competence 29: Managing Special Education Laws/Issues*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.88

2×6 ANOVA: Competency 29 by Experience and District Size (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	6.82	10.43	.00*
District Size	5	1.03	1.57	.17
Experience by District Size	5	0.63	0.96	.44

Note. * $p < .05$.

Bilingual issues. Refer to Table 4.89 for the Experience × District Size ANOVA source table for the dependent variable *Competence 30: Addressing ELL/Bilingual Issues*. Tukey tests revealed that principals in 6A districts rated their competence significantly higher than principals in 1A, 2A, and 3A districts on this item.

Table 4.89

2×6 ANOVA: Competency 30 by Experience and District Size (N=400)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.80	2.38	.12
District Size	5	2.11	2.79	.02*
Experience by District Size	5	0.20	0.27	.93

Note. * $p < .05$.

Parent organizations. Refer to Table 4.90 for the Experience × District Size ANOVA source table for the dependent variable *Competence 34: Working with Parent Organizations and/or Committees*. Tukey tests revealed that beginning and experienced principals in 6A districts rated themselves significantly higher than beginning principals in all other classes, principals in 5A and 6A districts rated their competence significantly higher than principals in 1A districts, and experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.90

2×6 ANOVA: Competency 34 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.28	5.40	.02*
District Size	5	1.60	2.62	.02*
Experience by District Size	5	1.39	2.29	.05*

Note. * $p < .05$.

Concerned parents. Refer to Table 4.91 for the Experience × District Size ANOVA source table for the dependent variable *Competence 36: Dealing with Angry/Concerned Parents*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.91

2×6 ANOVA: Competency 36 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.24	4.30	.04*
District Size	5	0.69	1.33	.25
Experience by District Size	5	0.47	0.90	.48

Note. * $p < .05$.

Time management. Refer to Table 4.92 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 38: Developing Time Management Skills*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.92

2 \times 6 ANOVA: Competency 38 by Experience and District Size (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.03	7.96	.01*
District Size	5	0.55	0.87	.50
Experience by District Size	5	0.26	0.42	.84

Note. * $p < .05$.

Mediation skills. Refer to Table 4.93 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 39: Possessing Mediation Skill (Staff vs. Staff and/or Student vs. Student)*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.93

2 \times 6 ANOVA: Competency 39 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.76	7.29	.01*
District Size	5	0.80	1.55	.17
Experience by District Size	5	0.83	1.62	.15

Note. * $p < .05$.

Board meeting presentations. Refer to Table 4.94 for the Experience \times District Size ANOVA source table for the dependent variable *Competence 41: Developing and Preparing for Board Meeting Presentations*. Tukey tests revealed that experienced principals rated their competence significantly higher than beginning principals on this item.

Table 4.94

2×6 ANOVA: Competency 41 by Experience and District Size (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.50	4.62	.03*
District Size	5	0.04	0.08	1.0
Experience by District Size	5	0.27	0.51	.77

Note. * $p < .05$.

SUMMARY

In this chapter, data analyses and findings were presented in relation to each research questions. By using the PPCS, it was possible to obtain comprehensive data regarding the perceived competence levels of Kansas principals. The data analyses revealed information that will be useful for current and aspiring practitioners, as well as for those who prepare our school building leaders.

Chapter V reviews the purpose of the study, provides an overview of the methodology and a discussion of the findings, and presents recommendations for further studies.

CHAPTER V
DISCUSSION, RECOMMENDATIONS,
AND IMPLICATIONS FOR FUTURE RESEARCH

Given the extent and overlap of data in Chapter IV and the Appendices, Chapter V begins with a summary of the procedures and the most salient of the findings. Chapter V provides a review of the purpose of the study, an overview of the methodology, and a discussion of results. Discussion, implications, and recommendations for each research questions are included. Finally, conclusions as well as recommendations for further study are offered.

Purpose of the Study

The purpose of this study was to determine the level of competence beginning and experienced principals perceive they have with regard to a number of critical administrative responsibilities they perform. Another major purpose of the research was to determine administrative responsibilities presenting challenges for all principals, versus those that are specific to beginning principals. Identifying challenges for principals of varying levels of experience will facilitate the process of targeting recommendations for principal preparation and training programs, as well as local school districts' induction, mentoring, and staff development programs.

The present research sought to answer the following research questions:

1. What level of competence do principals in Kansas perceive themselves to have with respect to common school administrative responsibilities? Is there a difference between beginning principals' perceptions of competence with respect

to common school administration responsibilities and the perceptions of experienced principals?

2. Is there a difference in beginning and experienced principals' perceptions of competence in relation to their personal characteristics (gender, age, and years of administrative experience) or their situational characteristics (grade configuration served, building size, and district size)?

In the section *Summary and Discussion of the Results* appearing above, the PPCS findings were summarized in relation to the research questions.

Methodology

This section will include a summary of the steps taken to create and administer the survey instrument, and analyze survey data in order to address the research questions.

Creating the Survey

The PPCS (Appendix A) was developed based on an extensive review of the literature on the responsibilities of school principals, with special concentration on the 21 performance domains created by the NPBEA, the standards created by the ISLLC, and an expansion of the IBPS (described in Chapter II). The table in Appendix G relates the identified survey items to the 21 Performance Domains (divided into four categories) and the six ISLLC Standards. This comparison proved critical to the researchers process of grouping sets of common administrative responsibilities and ultimately, revising the order of the actual survey items.

After this initial design phase, the instrument was assessed by 12 experienced principals for clarity and comprehensiveness, resulting in a scale containing 43 items. To provide more formal validation information, the 43 items were formatted with a 5-point

Likert scale (5 = Extremely Important, 4 = Very Important, 3 = Important, 2 = Moderately Important, and 1 = Not Very Important) and distributed to two separate groups of experienced administrators.

The first validation group included all members of the Kansas/Missouri Superintendents Forum. This group is composed of 60 of the most experienced and distinguished school district superintendents from both states. The superintendents represented districts of all sizes, with emphasis on the largest districts in Kansas and Missouri. The results of this initial validation exercise appear in Appendix E.

The second validation group included 14 experienced, rural superintendents with a wide range of building principal experience. They rated the same instrument as that rated by the first group. The results of this validation exercise appear in Appendix F.

The results from both validation groups were averaged, leaving 41 survey items. The revised survey was transferred to the KSU online survey system. This pilot survey was then sent to fifteen certified building principals, who were asked to review the instrument for clarity and focus. The administrators included in the pilot testing were highly experienced, and ranged across all grade level configurations. These reviewers addressed the following questions:

1. Are the questions clear and understandable?
2. Are there administrative responsibilities that you would delete and/or add to the survey?
3. In your professional opinion, will the items in the survey answer the research questions of the study?
4. What suggestions do you have to improve the survey?

5. Did you experience any technical difficulties in receiving, opening, or completing the survey?

Any items identified by the reviewers as unclear or not related to the current study were revised for clarity or removed. The pilot study data was exported to Microsoft Excel to determine whether the KSU online survey instrument to ensure the final survey data could be analyzed in a way to address the research questions.

Distributing the Survey

After the pilot survey was conducted successfully, the final PPCS was administered. To ensure a high response rate, all Kansas superintendents were emailed a request to encourage their principals to respond and to emphasize the importance of the research to the profession before the survey was administered. Next, the PPCS was sent electronically to all Kansas principals utilizing the KSU online survey system. Finally, principals who did not respond were sent reminder messages, which resulted in a number of immediate responses each time.

Analyzing the Data

The first step in analyzing the survey data was to review the report provided by the KSU online survey system. This provided the total numbers of respondents, their perception of competence ratings for each item, and percentages of the sample responses. Next, the data were exported and sent to a statistical consultant, who analyzed the data using SPSS, version 14.0.

Following the data analysis, results were interpreted and organized to address the research questions. These were addressed in the following manner:

Research Question 1: For each item, mean perceived competence scores and standard

deviations were computed for beginning and experienced principals separately. Items were rank ordered by group (beginning/experienced), with the highest level of competence receiving a rating of 5.0. Items with mean scores less than 3.0 were considered problematic.

Research Question 2: For each item, mean perceived competence scores of beginning and experienced principals were compared using a series of *t* tests for independent samples. Differences were considered significant when they occurred by chance alone fewer than 5% of all such instances ($p < .05$).

Research Question 3: For each item for each group (beginning/experienced), a series of ANOVAs were conducted with demographic variables as independent variables and competence scores as dependent variables. Associations were significant if they occurred by chance alone fewer than 5% of all such instances ($p < .05$).

Summary and Discussion of Results

This section discusses the findings reported in Chapter IV and includes a summary and discussion of the sample, demographic information, method, and findings relating to the research questions.

Sample

The PPCS was emailed to all Kansas principals ($N=1,198$) on May 4, 2006, using the KSU online survey system. The KSDE provided the email addresses by utilizing the Kansas principal's listserv. It was later determined that 39 email addresses belonged to KSDE employees not currently serving as building principals, bringing the total number of Kansas principals to 1,158. Eighty-six of the surveys sent were blocked by school districts' email systems, bringing the actual number of possible respondents to 1,072. Over 30 of the surveys

were blocked due to the fact that the principal's mailboxes were full. A total of 476 (44.4%) principals completed the survey by the June 2, 2006 deadline and were deemed usable for data analysis. The demographic characteristics of the survey sample represented the the Kansas principal population extremely well (see Table 4.1).

Demographic Information

The demographic data section of the PPCS provided information about the study participants. It included items related to years of administrative service, age, gender, total years teaching, building configuration of the current assignment, current building enrollment, and district size.

The response rate and basic demographic data of the sample provided information on the reliability of the data and how it compared to the population. Considering the similarity of the sample to the total population of Kansas principals, the data obtained from this survey are widely generalizable.

Methods and Discussions of Findings

This section reviews the methods used to analyze data and a summary of the findings as they pertain to each of the three research questions.

Research Question #1

“What level of competence do principals in Kansas perceive themselves to have with respect to common school administrative responsibilities?” This question was designed to simply perceived competency levels of all Kansas principals. Descriptive statistics were computed on the 41 perceived competency items of the PPCS for the entire sample using the SPSS, version 14.0.

Perceived competence means for entire sample. Data revealed that four of the 41 mean administrative responsibility competency scores for the entire sample fell under 3.0, suggesting that Kansas principals as a whole do not feel extremely competent with regard to these responsibilities. The four items are listed in descending order in Table 5.1. The fact that managing special education and addressing ELL issues made the list should increase the level of concern for school districts and institutions of higher education. (The complete list of mean competence ratings for the entire sample appears in rank order in Table 4.3.)

Table 5.1

Competence Mean Scores Falling below 3.0 for the Entire Sample

Item	Mean Rating
Managing Special Education Laws/Issues	2.98
Creating an Effective Site Council	2.91
Teacher Union Issues	2.76
Addressing ELL/Bilingual Issues	2.52

Perceived competence means for beginning principals. Data revealed that eight of the 41 administrative responsibility competency scores for beginning principals fell under 3.0. The eight items are listed in descending order on Table 5.2. (The complete list of mean competence ratings for beginning principals appears in rank order in Table 4.4).

Table 5.2

Competence Means Scores Falling below 3.0 for the Beginning Principals

Item	Mean Rating
Leading Curriculum Development	2.99
Developing Time Management Skills	2.95
Dealing with Building Budget	2.95
Addressing Fire Marshal Issues	2.93
Creating an Effective Site Council	2.77
Managing Special Education Laws/Issues	2.75
Teacher Union Issues	2.60
Addressing ELL/Bilingual Issues	2.35

Perceived Means for Experienced Principals. Data revealed that three of the 41 mean administrative responsibility competencies scores for experienced principals fell under 3.0. The three items are listed in descending order in Table 5.3. (The complete list of mean competence ratings appears in rank order in Table 4.5.)

Table 5.3

Competence Means Scores Falling below 3.0 for the Experienced Principals

<u>Item</u>	<u>Mean Rating</u>
Creating an Effective Site Council	2.94
Teacher Union Issues	2.80
Addressing ELL/Bilingual Issues	2.56

Discussion of Results: Research Question 1

It is not surprising that experienced principals rated their competence level higher than beginning principals and they reported fewer mean competency ratings under 3.0. The data suggest that all principals need more knowledge and competence in addressing ELL/Bilingual issues, dealing with teacher union issues, and creating effective site councils. Significant differences between beginning and experienced principals will be identified later in the chapter, although it is important to note those additional areas that were deemed problematic. Curriculum development, time management skills, and dealing with the building budget may very well be administrative responsibilities in which experience alone builds perceived competence. Nonetheless, beginning principals may benefit from additional preparation on these skills.

The rank ordered mean scores provide preparatory programs and school districts with a list of administrative responsibilities beginning and experienced principals feel competent

and prepared for, as well as those duties that should be addressed more comprehensively during preparation, induction, and/or staff development.

Research Question #2

“Is there a difference between beginning principals’ perceptions of competence in respect to common school administration responsibilities and the perceptions of experienced principals?” The purpose of this question was to determine whether there is a significant difference between the perceived competence of beginning and experienced Kansas principals with regard to PPCS items. For each item, mean perceived competence scores of beginning and experienced principals were compared using a series of *t* tests for independent samples using SPSS, version 14.0.

The only administrative responsibility in which beginning principals rated their competence level higher (not significantly) than those of experienced principals was possessing necessary technology skills. This is unsurprising considering the recent inclusion of technology in the educational process, along with the age and personal educational experiences of current Kansas principals.

A statistically significant difference between beginning and experienced principals emerged on five of the 41 surveyed competencies. The experienced principals rated their competence significantly higher than beginning principals in terms of 1) Improving Overall School Climate, 2) Learning Routine Office Tasks/Procedures, 3) Implementing District/Building Policy, 4) Effectively Handling Individual Student Discipline Issues, and 5) Creating an Effective Site Council.

Discussion of Results: Research Question 2

The data for Research Question 2 provided evidence that can lead to recommendations for preparatory programs, principal training agendas, and school district professional development programs. This comparison identified areas in which principals likely gained competence through experience and post-service training.

Research Question #3

“Is there a difference in beginning and experienced principals’ perceptions of competence in relation to their personal characteristics (i.e., gender, age, and years of administrative experience) or their situational characteristics (i.e., grade configuration served, building size, and district size)?” In order to address Research Question 3, a series of ANOVAs were conducted using SPSS, version 14.0. The procedures used to analyze and interpret the analyses were described in Chapter IV. The following sections present tables and discussions, each including one of the personal or situational characteristics addressed in Research Question 3.

2 × 5 ANOVA results: Experience, age, and experience by age. Table 5.4 summarizes competencies for which a significant difference emerged as a function of Kansas principals’ experience level and age. A discussion of the results follows the table. (Also see Tables 4.7 – 4.22).

Table 5.4

Administrative Responsibilities in which a Significant Difference Exist – Age/Experience

Item	Highest Rating	Lowest Rating
Supervising Staff	46-55, 56-65	26-35
Teacher Union Issues	36-45, 46-55, 56-65	26-35
Addressing Building Maintenance Issues	36-45, 46-55, 56-65	26-35
Addressing Custodial Staff Issues	46-55, 56-65	26-35, 66+
Addressing Fire Marshal Issues	46-55, 56-65	26-35
Addressing Secretarial Staff Issues	46-55, 56-65	26-35, 36-45
Implementing District/Building Policy	36-45, 46-55, 56-65	26-35
Overseeing the NCA/QPA Accreditation Process	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning
Handling Site-Based Management	Experienced	Beginning
Staffing/Interviewing Skills	Experienced	Beginning
Interpreting and Enforcing School Law Issues	Experienced	Beginning
Developing Time Management Skills	Experienced	Beginning
Guiding the School Improvement Process	Experienced 36-45, 46-55, 56-65	Beginning 26-35
Dealing with Building Budget	Experienced 36-45, 46-55, 56-65	Beginning 26-35
Managing Special Education Laws/Issues	Experienced 56-65	Beginning 66+

Note. Data in the Highest and Lowest Rating columns represent the age group (26-35, 36-45, 46-55, 56-65, 66+) and/or Experience Level (Beginning/Experienced) of principals.

Discussion of results: Experience/age. It is not surprising that the youngest group of principals, generally those with less experience, reported consistently lower perceived competence mean scores. By focusing on the administrative responsibilities on which older principals scored significantly higher than younger principals, preparatory programs and school districts can identify areas on which more time should be dedicated during the training process for future leaders. Areas to address during induction and mentoring programs also have been identified for school districts. The curriculum covered in pre-service and post-service training could be altered based on the present findings.

2 × 2 ANOVA results: Experience, gender, and experience by gender. Table 5.5 summarizes competencies for which a significant difference emerged as a function of Kansas principals' experience level and gender. A discussion of the results follows the table (Also see Tables 4.23 – 4.43)

Table 5.5

Administrative Responsibilities in which a Significant Difference Exist – Gender/Experience

<u>Item</u>	<u>Highest Rating</u>	<u>Lowest Rating</u>
Possessing Instructional Leadership Skills	Female	Male
Possessing Knowledge of Effective Instructional Methods (Best Practices)	Female	Male
Instructing Teachers in Effective Instructional Techniques	Female	Male
Assisting Teachers in Creating More Effective Lesson Plans	Female	Male
Leading Effective Staff Development	Female	Male
Leading Curriculum Development	Female	Male

<u>Item</u>	<u>Highest Rating</u>	<u>Lowest Rating</u>
Addressing ELL/Bilingual Issues	Female	Male
Addressing Building Maintenance Issues	Female	Male
Analyzing Student Data	Experienced Female	Beginning Male
Managing Special Education Laws/Issues	Experienced Female	Beginning Male
Working with Parent Organizations and/or Committees	Experienced	Beginning
Addressing Custodial Staff Issues	Female Experienced	Male Beginning
Addressing Fire Marshal Issues	Experienced	Beginning
Addressing Secretarial Staff Issues	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning
Dealing with Building Budget	Experienced	Beginning
Interpreting and Enforcing School Law Issues	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning
Developing Time Management Skills	Experienced	Beginning
Possessing Mediation Skills (staff vs. staff and/or student vs. student)	Experienced	Beginning
Developing and Preparing for Board Meeting Presentations	Experienced	Beginning
Dealing with Angry/Concerned Parents	Experienced & Exp. Females	Beginning & Beg. Females

Note. Data in the Highest and Lowest Rating columns represent the Gender (Male/Female) and/or Experience Level (Beginning/Experienced) of principals.

Discussion of results – Experience/Gender. The experience and gender analyses yielded interesting results. One might have expected experienced principals to rate their competency higher than beginning principals, but may not have expected females to rate their competence level higher than that of males in all categories. Further, the female group scored significantly higher in those areas focusing on curriculum and instruction.

2 × 6 ANOVA results: Experience, building enrollment, and experience by building enrollment. Table 5.6 summarizes competencies for which a significant difference emerged as a function of Kansas principals’ experience level and building enrollment. A discussion of the results follows the table. (Also see Tables 4.44 – 4.55).

Table 5.6

Administrative Responsibilities in which a Significant Difference Exist – Building Enrollment /Experience

Item	Highest Rating	Lowest Rating
Instructing Teachers in Effective Instructional Techniques	251-500, 501-1000	101-250
Assisting Teachers in Creating More Effective Lesson Plans	251-500	101-250
Conducting Formal Evaluations	251-500, 501-1000 1001-2000	101-250
Supervising Staff	251-500, 501-1000	101-250
Dealing with the Building Budget	251-500, 501-1000 Experienced	101-250 Beginning
Addressing Secretarial Staff Issues	Experienced	Beginning
Guiding the School Improvement Process	Experienced	Beginning
Overseeing the NCA/QPA Accreditation Process	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning

Item	Highest Rating	Lowest Rating
Working with Parent Organizations and/or Committees	Experienced 251-500, 1001-2000	All principals with 101-250
Possessing Mediation Skills (staff vs. staff and/or student vs. student)	Experienced 251-500	Beginning 101-250

Note. Data in the Highest and Lowest Rating columns represent the Building Enrollment (Under 100 Students/101-250 Students/251-500 Students/501-1,000 Students/1,001-2,000 Students/ 2,001 + Students) and/or Experience Level (Beginning/Experienced) of principals.

Discussion of results: Experience/Building enrollment. Considering those areas in which a significant difference emerged, principals in the category of lowest building enrollment (101-250 students) consistently scored lower than principals with larger student enrollments. No other trends in relation to building enrollment data emerged.

2 x 7 ANOVA results: Experience, building configuration, and experience by building configuration. Table 5.7 summarizes competencies for which a significant difference emerged as a function of Kansas principals' experience level and building configuration. A discussion of the results follows the table. (Also see Tables 4.56 – 4.72).

Table 5.7

Administrative Responsibilities in which a Significant Difference Exist – Building Configuration/Experience

Item	Highest Rating	Lowest Rating
Leading Effective Staff Development	MS/J.H.	Senior High
Conducting Formal Evaluations	MS/J.H.	Pre K-12
Leading Curriculum Development	Elem. and MS/J.H.	K-8

Item	Highest Rating	Lowest Rating
Creating an Effective Site Council	Elem. and MS/J.H.	Jr./Sr. High
Working with Parent Organizations and/or Committees	Elem. and MS/J.H.	Jr./Sr.High
Dealing with Angry/Concerned Parents	MS/J.H.	K-8
Possessing Mediation Skills (staff vs. staff and/or student vs. student)	MS/J.H.	Pre K-12
Analyzing Student Data	Elem. Experienced	Jr..Sr. High Senior High Beginning
Handling Site-Based Management	MS/J.H. Experienced	K-8 Beginning
Dealing with the Building Budget	Elem. and MS/J.H. Experienced	K-8 Beginning
Interpreting and Enforcing School Law Issues	Senior High Experienced	K-8 Beginning
Addressing Fire Marshal Issues	Experienced	Beginning
Addressing Secretarial Staff Issues	Experienced	Beginning
Overseeing the NCA/QPA Accreditation Process	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning
Managing Special Education Laws/Issues	Experienced	Beginning
Developing Time Management Skills	Experienced	Beginning

Note. Data in the Highest and Lowest Rating columns represent the Building Configuration (Elementary/Grades 5-9/Grades 5-12/Grades 9 or 10-12/Pre-K-9th Grade/Pre-K-12th Grade/Other) and/or Experience Level (Beginning/Experienced) of principals.

Discussion of results: Experience/building configuration. The ANOVA results relating to building configuration yielded some significant differences as a function of experience and/or building configuration, but offered little evidence of trends in terms of principal competence. It was difficult to operationally define the building configuration variable, and even after creating an “other” option for some school configurations, there were no clear findings. Despite this, Middle School and/or Junior High principals tended to rate their competence higher than a variety of other school configuration principals.

2 × 6 ANOVA results: Experience, district size, and experience by district size. Table 5.8 summarizes competencies for which significant differences emerged as a function of Kansas principals’ experience level and district size. A discussion of the results follows the table. (Also see Tables 4.73 – 4.96).

Table 5.8

Administrative Responsibilities in which a Significant Difference Exist – District Size/Experience

Item	Highest Rating	Lowest Rating
Instructing Teachers in Effective Instructional Techniques	5A and 6A	1A
Assisting Teachers in Creating More Effective Lesson Plans	6A	2A
Addressing ELL/Bilingual Issues	6A	3A, 2A, 1A
Analyzing Student Data	4A, 5A, and 6A Experienced	1A Beginning
Handling Site-Based Management	4A, 5A, and 6A Experienced	1A Beginning
Improving Overall School Climate	Experienced	Beginning
Learning Routine Office Tasks/Procedures	Experienced	Beginning
Addressing Building Maintenance Issues	Experienced	Beginning

Item	Highest Rating	Lowest Rating
Addressing Custodial Staff Issues	Experienced	Beginning
Addressing Fire Marshal Issues	Experienced	Beginning
Addressing Secretarial Staff Issues	Experienced	Beginning
Guiding the School Improvement Process	Experienced	Beginning
Overseeing the NCA/QPA Accreditation Process	Experienced	Beginning
Completing KSDE Reports	Experienced	Beginning
Interpreting and Enforcing School Law Issues	Experienced	Beginning
Managing Special Education Laws/Issues	Experienced	Beginning
Dealing with Angry/Concerned Parents	Experienced	Beginning
Developing Time Management Skills	Experienced	Beginning
Possessing Mediation Skills (staff vs. staff and/or student vs. student)	Experienced	Beginning
Developing and Preparing for Board Meeting Presentations	Experienced	Beginning
Conducting Formal Evaluations	5A, 6A & 6A & Experienced 5A 6A	1A & 2A & Beginning 1A and 2A
Working with Parent Organizations and/or Committees	5A and 6A Experienced Beg. and Exp. 6A	1A Beginning Beg. In All other Classes 1-5A

Note. Data in the Highest and Lowest Rating columns represent the District Size

(1A/2A/3A/4A/5A/6a) and/or Experience Level (Beginning/Experienced) of principals.

Discussion of results: Experience/district size. Principals who were employed by larger school districts consistently rated their competence higher than those working in smaller districts. Interestingly, many of the items rated significantly higher by principals from larger school districts dealt with curriculum and instructional responsibilities, as was the case in terms of gender.

Conclusions and Recommendations for Future Studies

This section includes concluding remarks and recommendations for future studies related to each of the research questions and demographic characteristics of the sample.

Research Question 1

Conclusion and recommendations for future studies. The first research question, “What level of competence do principals in Kansas perceive themselves to have with respect to common school administrative responsibilities?” was designed to determine which administrative responsibilities beginning and experienced Kansas principals feel competent in dealing with, and that may be considered problematic. The perceived competence means for the entire sample, beginning principals, and experienced principals appearing in ranked order in Tables 4.3 – 4.5 alone provide a wealth of information regarding Kansas principals’ perception of their level of competence with regard to common administrative tasks. For example, sharing these lists with those involved with curriculum and program development for school administrator preparatory programs, school district induction and staff development programs, and principal training programs could alter their time commitment to specific issues. Identifying areas for supervisors of practicum and mentoring programs to address during aspiring and beginning principals’ initial exposure to the profession should help them feel more competent, and ultimately increase retention.

The current study identifies areas of strength and weakness for experienced and beginning principals in Kansas and creates additional research questions to be addressed in the future. Future researchers could expand upon the present findings by attempting to determine if experience alone addresses some of the low competence ratings of beginning principals.

Interesting questions for future researchers to pursue include: 1) Why did beginning and/or experienced principals rate their competence level higher in some areas? 2) How can we address those areas in the future, and who is responsible for addressing them? and 3) What role should preparatory programs play in addressing specific administrative roles responsibilities, and which should remain the responsibility of the school districts that employ the principal?

Research Question 2

Conclusion and recommendations for future studies. The second research question was “Is there a difference between beginning principals’ perceptions of competence in respect to common school administration responsibilities and the perceive perceptions of experienced principals?” Although a significant difference only exists in five areas, much can be learned by comparing the experienced and beginning principals’ data. The fact that beginning principals rated competence items lower in every area, with the exception of possessing necessary technology skills, raises the question “Is experience the only way to gain an understanding of some administrative responsibilities?” Future studies should investigate further the responsibilities in which a significant difference emerged. Those specific areas should be focused on by preparatory programs and school districts.

Research Question 3

Conclusion and recommendations for future studies regarding age. Given the findings comparing beginning and experienced principals' perceptions, it is no surprise that the older principals rated themselves higher than younger principals. The ANOVAs revealed more areas, beyond those described in the *t* test comparisons, in which significant differences exist. These identified areas should provide a road map for preparatory programs and school districts when preparing young administrators.

Future researchers may attempt to answer why older principals rated themselves higher than younger principals. Another question for future research is "How can experienced principals best help beginning and aspiring principals become competent at a faster pace through comprehensive mentoring and induction programs?" The proper use of these experienced principals by school districts and universities may help beginning principals avoid frustration and the feeling of being overwhelmed, which may increase retention.

Conclusion and recommendations for future studies regarding gender. Without question, the ANOVAs including gender as a factor produced interesting results, leading to more questions than answers. The data indicated the need to explore the following questions: 1) Why did female principals rate their competence higher than males? 2) Why did female principals rate themselves significantly higher in many of the administrative responsibilities dealing with curriculum and instruction? 3) Are aspiring female principals more dedicated to their preparation programs or more motivated to be life-long learners? 4) What do we need to do to assist male principals in gaining competence? 5) Are females simply more confident in

their abilities than males? That is, are females actually more effective or just more confident than male principals?

While many studies have been conducted regarding gender and leadership, more information is needed to determine why the results of the present research were so one-sided in relationship to gender.

Conclusion and recommendations for future studies regarding building enrollment. In the seven areas in which a significant difference existed in terms of building enrollment, principals in schools with an enrollment of 100-250 reported lower competence ratings than any other group. No other patterns were established. These findings lead to the question of why small school principals might feel less competent. Did they not attend some of the same institutions of higher education than those principals from larger schools, who rated themselves higher? Future researchers should be compelled to answer the question as to why small school principals feel less competent than their larger school colleagues. Is this due to the fact that larger school districts provide more effective induction, mentoring, and/or staff development?

Conclusion and recommendations for future studies regarding building configuration. Although future research studying the relationship between competence level of building principals working in different building configurations may be warranted, this study did not reveal any conclusive trends that would provide direction to those researchers. Some significant differences emerged, and these could be studied further. It was hypothesized that that senior high principals may perceive themselves to have more confidence, leading to higher competence scores than principals in other groups, but this was not an overwhelming trend in the data. To the contrary, the middle level principals generally

rated themselves higher than those principals with younger and older students in their buildings.

Conclusion and recommendations for future studies regarding district size. Principals from larger districts tended to rate themselves higher than those from smaller districts. As with the gender variable, significant differences revolved around the theme of curriculum and instruction.

Future researchers may attempt to determine why larger school districts' principals rate themselves higher than principals in smaller districts. For example, do larger districts have more effective induction, mentoring, and/or staff development programs? Are administrators from larger districts simply more confident in their abilities? Do they have a better support systems in place?

Final Conclusions

Future researchers could also choose any number of the identified administrative responsibilities and study them in more detail. For example, female principals and those from large districts were the only groups to rate their competence significantly higher in addressing ELL/Bilingual issues. This topic alone would make for an valuable research project. Researchers could identify numerous other statistically significant and reliable findings from this study and seek to add to the current knowledge base of the field.

SUMMARY

Chapter V reviewed the purpose of the study and provided an overview of the methodology. Discussions of the current findings and recommendations for further studies also were presented.

The study generated extensive results from an apparently representative sample. Generally, experienced principals perceive themselves to have a higher competence levels than do beginning principals. Significant differences were found in many areas of the study, leading to considerations for preparatory programs, school districts, and future researchers. The ANOVAs produced both expected and surprising results. The use of future qualitative and quantitative research could provide specific answers to many questions raised by this study.

Chapters IV and V organized a plethora of data. In summarizing these data, the study provided some answers to previously unanswered questions. These findings will initiate some changes to current practices and generate new questions to be addressed in future research.

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APPENDIX A

No. _____

Demographic Information

The researcher may use the information provided in the following survey to compile and analyze group data only. I understand the individual data about me will not be reported. Returning this survey constitutes my formal consent to use my data in this research. This survey is voluntary and you may quit at any time. If you have questions regarding informed consent, please contact Dr. Rich Scheidt at Kansas State University, 203 Fairchild Hall, Manhattan, Kansas 66506. (785) 532-3224

How many years, including this year have you served as a building principal? _____

Total years of other certified administrative experience? _____

Age: _____ Gender: _____ male _____ female

Total Years Teaching (not administrative) experience: _____

Current Building Configuration: ___ K-5 Elementary
 ___ 6-8 Middle
 ___ 9-12 High School
 ___ Other Configuration (please list)_____

Current Building Enrollment: _____

District Size: ___ 1A ___ 4A
 ___ 2A ___ 5A
 ___ 3A ___ 6A

I would like to receive results from the study. _____ Yes _____ No

If you answered YES to the previous question, please complete the information below.

Name _____ Email address _____

APPENDIX B

Original Principal's Perception of Competence Survey

<p>Please consider each of the following areas and mark the response that most accurately reflects your level of competence.</p> <p>4 = You believe you are <u>fully competent.</u> 3 = You believe you are <u>somewhat competent.</u> 2 = You believe you are <u>marginally competent.</u> 1 = You believe you are <u>not competent.</u> N = I have never had the opportunity to experience the task.</p>	Fully Competent	Somewhat Competent	Marginally Competent	Not Competent	Didn't Experience
1. Instructional Leadership	4	3	2	1	N
2. Staff Supervision	4	3	2	1	N
3. Formal Evaluation	4	3	2	1	N
4. Curriculum Development	4	3	2	1	N
5. Knowledge of Effective Instructional Methods (Best Practices)	4	3	2	1	N
6. Ability to Instruct Teachers in Effective Instructional Techniques	4	3	2	1	N
7. ELL/Bilingual Issues	4	3	2	1	N
8. Staff Development	4	3	2	1	N
9. School Improvement Process	4	3	2	1	N
10. NCA/QPA Accreditation Process	4	3	2	1	N
11. Analyzing Student Data	4	3	2	1	N
12. Assisting Teachers in Creating More Effective Lesson Plans	4	3	2	1	N
13. Creating an Atmosphere of High Expectations	4	3	2	1	N
14. Creating an Effective Site Council	4	3	2	1	N
15. Policy Implementation	4	3	2	1	N
16. School Law Issues	4	3	2	1	N
17. Special Education Laws/Issues	4	3	2	1	N
18. Counseling Programs	4	3	2	1	N
19. Effectively Handling Individual Student Discipline Issues	4	3	2	1	N
20. Dealing with the Building Budget	4	3	2	1	N
21. Organizing and Supervising School Activities/Athletics	4	3	2	1	N

<p>Please consider each of the following areas and mark the response that most accurately reflects your level of competence.</p> <p>4 = You believe you are fully competent. 3 = You believe you are somewhat competent. 2 = You believe you are marginally competent. 1 = You believe you are not competent. N = I have never had the opportunity to experience the task.</p>	Fully Competent	Somewhat Competent	Marginally Competent	Not Competent	Didn't Experience
22. Improving Overall School Climate	4	3	2	1	N
23. Improving Staff Morale	4	3	2	1	N
24. Completing Kansas State Department of Education Reports	4	3	2	1	N
25. Dealing with Food Service Issues	4	3	2	1	N
26. Preparing for and Conducting Effective Faculty Meetings	4	3	2	1	N
27. Routine office tasks/procedures	4	3	2	1	N
28. Teacher Union Issues	4	3	2	1	N
29. Site-Based Management	4	3	2	1	N
30. Staffing/Interviewing Skills	4	3	2	1	N
31. Working with Parent Organizations and/or Committees	4	3	2	1	N
32. Building Maintenance	4	3	2	1	N
33. Custodial Staff Issues	4	3	2	1	N
34. Secretarial Staff Issues	4	3	2	1	N
35. Fire Marshal Issues	4	3	2	1	N
36. Public Relations	4	3	2	1	N
37. Decision Making Skills	4	3	2	1	N
38. Dealing with "Concerned"/Angry Parents	4	3	2	1	N
39. Time Management Skills	4	3	2	1	N
40. Mediation Skills (staff vs. staff and/or student vs. student)	4	3	2	1	N
41. Possessing Necessary Technology Skills	4	3	2	1	N
42. Public Speaking Skills	4	3	2	1	N
43. Board Meeting Presentations	4	3	2	1	N

APPENDIX C

Email Cover Letter to Subjects of the Study

From: Kelly Glodt kglodt@usd294.org
Subject: Principal's Perception of Competence Survey

Dear Participant:

I am the superintendent in Oberlin, Kansas and a graduate student at Kansas State University currently working on my doctoral dissertation research. I am conducting a study regarding principal's perceived competence with respect to common school administration responsibilities.

The Kansas State Department of Education has provided the email addresses of all Kansas principals (N = 1,242). Information collected from this study will provide valuable data to educational leaders that could improve the preparation, induction, and professional development programs for beginning and experienced principals.

It should take **less than 10 minutes** to answer the questions on the attached questionnaire and return your electronic reply. Your responses will be grouped with others and will be completely confidential.

If you choose to be involved and are interested in receiving information about the results of the study, please indicate your interest on the appropriate line of the survey. When the data have been collected and analyzed, I will provide you with the requested information.

Please take a few minutes to complete the survey within the next few days and return it to me no later than May 1, 2006. Thank you in advance for your help!

Sincerely,

Kelly J. Glodt
KSU Doctoral Student

Please click on the Web address (URL) below to complete and submit the survey by 5/1/2006. All responses are kept confidential.
<https://surveys.ksu.edu/TS?????????>

This Survey URL is for your use only. It cannot be used by anyone else. If you cannot click on the Web address, please copy the underlined text and paste it into the address field of your Web browser. If you experience any difficulties please contact Technical Support at (800) 865-6143 or 532-7722, email: help@surveys.ksu.edu

If you do not want to participate in this survey visit
https://surveys.ksu.edu/TS?key=xxxxxxxxx&action=opt_out

to remove your email address.
If you have any questions contact help@surveys.ksu.edu

APPENDIX D

Formal Validation Exercise– Kansas/Missouri Superintendent’s Forum

Thank you for considering completing this rating. It should only take a few minutes. The following task is intended to obtain the opinion of experts about the importance of various skills associated with success for relatively new school principals (during their first three years in the position). Your responses are part of a process of narrowing down items for an instrument and, while not a direct research activity, may be used to conduct research. Do not put your name or any identifier on the rating sheet.

<p>Please circle for each skill listed below how important you feel it is to the success of a relatively new building principal. Rate from <u>Extremely Important (5)</u> to <u>Not Very Important (1)</u>. If you have additional suggests for important skills not listed here, please add to the end of the scale.</p> <p>Thank you for your help.</p>	Extremely Important	Very Important	Important	Moderately Important	Not Very Important
1. Possessing Instructional Leadership Skills	5	4	3	2	1
2. Supervising Staff	5	4	3	2	1
3. Conducting Formal Evaluations	5	4	3	2	1
4. Leading Curriculum Development	5	4	3	2	1
5. Possessing Knowledge of Effective Instructional Methods (Best Practices)	5	4	3	2	1
6. Instructing Teachers in Effective Instructional Techniques	5	4	3	2	1
7. Addressing ELL/Bilingual Issues	5	4	3	2	1
8. Leading Effective Staff Development	5	4	3	2	1
9. Guiding the School Improvement Process	5	4	3	2	1
10. Overseeing the NCA/QPA Accreditation Process	5	4	3	2	1
11. Analyzing Student Data	5	4	3	2	1
12. Assisting Teachers in Creating More Effective Lesson Plans	5	4	3	2	1
13. Creating an Atmosphere of High Expectations	5	4	3	2	1
14. Creating an Effective Site Council	5	4	3	2	1
15. Implementing District/Building Policy	5	4	3	2	1
16. Interpreting and Enforcing School Law Issues	5	4	3	2	1
17. Managing Special Education Laws/Issues	5	4	3	2	1

18. Overseeing Counseling Programs	5	4	3	2	1
19. Effectively Handling Individual Student Discipline Issues	5	4	3	2	1
20. Dealing with the Building Budget	5	4	3	2	1
21. Organizing and Supervising School Activities/Athletics	5	4	3	2	1
22. Improving Overall School Climate	5	4	3	2	1
23. Improving Staff Morale	5	4	3	2	1
24. Completing Kansas State Department of Education Reports	5	4	3	2	1
25. Dealing with Food Service Issues	5	4	3	2	1
26. Preparing for and Conducting Effective Faculty Meetings	5	4	3	2	1
27. Learning Routine office tasks/procedures	5	4	3	2	1
28. Dealing with Teacher Union Issues	5	4	3	2	1
29. Handling Site-Based Management	5	4	3	2	1
30. Staffing/Interviewing Skills	5	4	3	2	1
31. Working with Parent Organizations and/or Committees	5	4	3	2	1
32. Addressing Building Maintenance Issues	5	4	3	2	1
33. Addressing Custodial Staff Issues	5	4	3	2	1
34. Addressing Secretarial Staff Issues	5	4	3	2	1
35. Addressing Fire Marshal Issues	5	4	3	2	1
36. Developing Public Relations Skills	5	4	3	2	1
37. Developing Decision Making Skills	5	4	3	2	1
38. Dealing with “Concerned”/Angry Parents	5	4	3	2	1
39. Developing Time Management Skills	5	4	3	2	1
40. Possessing Mediation Skills (staff vs. staff and/or student vs. student)	5	4	3	2	1
41. Possessing Necessary Technology Skills	5	4	3	2	1
42. Possessing Public Speaking Skills	5	4	3	2	1
43. Developing Board Meeting Presentations	5	4	3	2	1

Additional Skills:

APPENDIX E

Results of Formal Validation Instrument
 Kansas/Missouri Superintendent's Forum Participants

Question #	5 Rating	4 Rating	3 Rating	2 Rating	1 Rating	Average Rating
1.	33	7	0	0	0	4.83
2.	27	13	0	0	0	4.68
3.	18	14	8	0	0	4.25
4.	6	12	19	1	2	3.48
5.	24	15	1	0	0	4.58
6.	14	18	6	1	1	4.08
7.	0	6	25	9	0	2.93
8.	7	16	13	4	0	3.65
9.	24	11	4	1	0	4.45
10.	4	18	14	3	1	3.45
11.	27	11	2	0	0	4.63
12.	6	19	12	3	0	3.70
13.	37	2	1	0	0	4.90
14.	7	10	17	6	0	3.45
15.	10	15	12	3	0	3.80
16.	9	13	15	3	0	3.70
17.	4	15	18	3	0	3.23
18.	1	6	22	10	1	2.90
19.	11	19	10	0	0	4.03
20.	4	15	20	1	0	3.55
21.	3	9	18	10	0	3.13
22.	22	18	0	0	0	4.55
23.	13	17	9	1	0	4.05
24.	3	10	22	4	1	3.25
25.	0	6	18	14	2	2.70
26.	11	18	11	0	0	3.75
27.	1	6	16	11	6	2.65
28.	1	10	19	9	1	3.03
29.	5	8	21	6	0	3.30
30.	20	14	6	0	0	4.35
31.	9	19	12	0	0	3.93
32.	0	9	22	8	1	2.98
33.	0	9	21	9	1	2.95
34.	3	7	22	8	0	3.13
35.	1	7	18	12	2	2.83
36.	13	16	9	2	0	4.00
37.	23	15	1	1	0	4.50

Question #	5 Rating	4 Rating	3 Rating	2 Rating	1 Rating	Average Rating
38.	13	17	9	1	0	4.05
39.	16	16	7	1	0	4.18
40.	11	19	10	0	0	4.03
41.	3	20	16	1	0	3.65
42.	3	30	7	0	0	3.90
43.	2	16	14	7	1	3.28

APPENDIX F

Results of Second Formal Validation Exercise
 Fourteen Superintendents - Ranging in Size from 1A to 4A Kansas School Districts

Question #	5 Rating	4 Rating	3 Rating	2 Rating	1 Rating	Average Rating
1.	8	4	2	0	0	4.43
2.	9	3	2	0	0	4.50
3.	6	4	3	0	1	3.93
4.	5	5	4	0	0	4.07
5.	5	6	1	2	0	4.00
6.	4	7	1	2	0	3.93
7.	1	5	6	1	1	3.29
8.	2	7	5	0	0	3.79
9.	4	7	2	1	0	4.00
10.	3	6	3	2	0	3.71
11.	5	1	7	1	0	3.71
12.	1	4	8	1	0	3.36
13.	8	4	2	0	0	4.43
14.	2	4	4	2	2	3.14
15.	2	6	5	1	0	3.64
16.	3	6	5	0	0	3.86
17.	4	4	5	1	0	3.79
18.	0	3	7	3	1	2.86
19.	6	7	1	0	0	4.36
20.	1	6	6	1	0	3.50
21.	2	6	4	2	0	3.57
22.	10	3	1	0	0	4.64
23.	9	4	1	0	0	4.57
24.	2	8	2	2	0	3.71
25.	0	3	5	6	0	2.79
26.	4	7	3	0	0	4.07
27.	0	6	8	0	0	3.43
28.	1	3	5	2	3	2.79
29.	2	6	4	2	0	3.57
30.	5	5	3	1	0	4.00
31.	3	6	5	0	0	3.86
32.	1	5	7	1	0	3.43
33.	0	6	6	2	0	3.23
34.	0	5	8	1	0	3.29
35.	2	3	5	2	2	3.07
36.	5	7	2	0	0	4.21
37.	8	5	1	0	0	4.50

Question #	5 Rating	4 Rating	3 Rating	2 Rating	1 Rating	Average Rating
38.	4	7	3	0	0	4.07
39.	5	4	5	0	0	4.00
40.	8	4	2	0	0	4.43
41.	3	8	3	0	0	4.00
42.	1	8	5	0	0	3.71
43.	1	8	3	1	1	3.50

APPENDIX G

Relationship of Survey Items, the National Policy Board for Educational Administration's 21 Performance Domains, and the International School Leaders Licensure Consortium (ISLLC) Standards

The following table compares the identified survey items to the 21 Performance Domains (divided into four categories) and the Six ISLLC Standards.	Functional Domain Number(s)	Programmatic Domain Number(s)	Interpersonal Domain Number(s)	Contextual Domain Number(s)	ISLLC Standard Number(s)
1. Possessing Instructional Leadership Skills	1,6,7	8,13	14,16		2
2. Supervising Staff	1,4,6	8,11,12	14		2
3. Conducting Formal Evaluations	1,2	12			2
4. Leading Curriculum Development	1,2,6,7	9			2
5. Possessing Knowledge of Effective Instructional Methods (Best Practices)	2,5	8,11			2
6. Instructing Teachers in Effective Instructional Techniques	2	8,11	14		2
7. Addressing ELL/Bilingual Issues		8	15,16	18	2,4,5,6
8. Leading Effective Staff Development	2	11			1,2,3
9. Guiding the School Improvement Process	2,3,5,6	8			1,2,3
10. Overseeing the NCA/QPA Accreditation Process	2,3,5,6	8			1,2,3
11. Analyzing Student Data	2,3,4,5	8,9,12			1,2
12. Assisting Teachers in Creating More Effective Lesson Plans	6	8,11	14		2
13. Creating an Atmosphere of High Expectations	1	8	14		1,2,3
14. Creating an Effective Site Council	1	8,13	16,17	21	1,4,5,6
15. Implementing District/Building Policy	1,2,6		17	20	2,3,5,6

The following table compares the identified survey items to the 21 Performance Domains (divided into four categories) and the Six ISLLC Standards.	Functional Domain Number(s)	Programmatic Domain Number(s)	Interpersonal Domain Number(s)	Contextual Domain Number(s)	ISLLC Standard Number(s)
16. Interpreting and Enforcing School Law Issues	2			19,20	6
17. Managing Special Education Laws/Issues	2,3	8		18,19,20	6
18. Overseeing Counseling Programs	5,6	10	14,15	19	1,3,5
19. Effectively Handling Individual Student Discipline Issues	3,4	10		19,20	2,3,5
20. Dealing with the Building Budget	4,5	13			1,3
21. Organizing and Supervising School Activities/Athletics	5,6	10			2,4
22. Improving Overall School Climate		8,10	14,15	18,21	1,2,3,4,5,6
23. Improving Staff Morale	1	8,11,13	14,15,16	21	1,3,5
24. Completing Kansas State Department of Education Reports	2,5		17	19,20	6
25. Dealing with Food Service Issues	5	13		19,20	3
26. Preparing for and Conducting Effective Faculty Meetings	1,2,6,7	8,11	14,15,16	21	1,2
27. Learning Routine office tasks/procedures	5,7	13	14,15,17	21	3,6
28. Dealing with Teacher Union Issues	4		19,20		3,5,6
29. Handling Site-Based Management	2,3,4,5,7	13	14	19,20	2,3,4,6
30. Staffing/Interviewing Skills	4,5	13	16	21	1,5
31. Working with Parent Organizations and/or Committees			15,16,17	18,21	1,4,6
32. Addressing Building Maintenance Issues	3,5,6	13		19	3
33. Addressing Custodial	5,6	13	14,16	19	3

The following table compares the identified survey items to the 21 Performance Domains (divided into four categories) and the Six ISLLC Standards.	Functional Domain Number(s)	Programmatic Domain Number(s)	Interpersonal Domain Number(s)	Contextual Domain Number(s)	ISLLC Standard Number(s)
Staff Issues					
34. Addressing Secretarial Staff Issues	5,6,7	13	14,15,16,17	21	3,4
35. Addressing Fire Marshal Issues	5,6	13		19,20	3,6
36. Developing Public Relations Skills			14,15,16,17	18,21	4,5,6
37. Developing Decision Making Skills	3,4,7	13		18	3,5,6
38. Dealing with “Concerned”/Angry Parents	3,4,6		15,16,17	18,19,20,21	3,4,5
39. Developing Time Management Skills	6	13			3
40. Possessing Mediation Skills (staff vs. staff and/or student vs. student)	3		14,15,16		3
41. Possessing Necessary Technology Skills	2,5		17	21	3
42. Possessing Public Speaking Skills	1	13	14,16	21	1,4,6
43. Developing Board Meeting Presentations	2,3,5		16,17	21	1,6

APPENDIX H

Principals' Perception of Competence Survey

Revised order of items, after comparing relationships to ISLLC Standards and 21 Domains.
Two items were deleted after the two formal validation exercises.

<p>Please consider each of the following areas and mark the response that most accurately reflects your level of competence.</p> <p>4 = You believe you are <u>fully competent.</u> 3 = You believe you are <u>somewhat competent.</u> 2 = You believe you are <u>marginally competent.</u> 1 = You believe you are <u>not competent.</u> N = I have never had the opportunity to experience the task.</p>	Fully Competent	Somewhat Competent	Marginally Competent	Not Competent	Didn't Experience
1. Possessing Instructional Leadership Skills	4	3	2	1	N
2. Possessing Knowledge of Effective Instructional Methods (Best Practices)	4	3	2	1	N
3. Instructing Teachers in Effective Instructional Techniques	4	3	2	1	N
4. Assisting Teachers in Creating More Effective Lesson Plans	4	3	2	1	N
5. Leading Effective Staff Development	4	3	2	1	N
6. Creating an Atmosphere of High Expectations	4	3	2	1	N
7. Improving Overall School Climate	4	3	2	1	N
8. Improving Staff Morale	4	3	2	1	N
9. Conducting Formal Evaluations	4	3	2	1	N
10. Supervising Staff	4	3	2	1	N
11. Learning Routine office tasks/procedures	4	3	2	1	N
12. Preparing for and Conducting Effective Faculty Meetings	4	3	2	1	N
13. Teacher Union Issues	4	3	2	1	N
14. Addressing Building Maintenance Issues	4	3	2	1	N
15. Addressing Custodial Staff Issues	4	3	2	1	N
16. Addressing Fire Marshal Issues	4	3	2	1	N
17. Addressing Secretarial Staff Issues	4	3	2	1	N
18. Guiding the School Improvement Process	4	3	2	1	N
19. Analyzing Student Data	4	3	2	1	N
20. Leading Curriculum Development	4	3	2	1	N

21. Overseeing the NCA/QPA Accreditation Process	4	3	2	1	N
22. Completing Kansas State Department of Education Reports	4	3	2	1	N
23. Handling Site-Based Management	4	3	2	1	N
24. Staffing/Interviewing Skills	4	3	2	1	N
25. Dealing with the Building Budget	4	3	2	1	N
26. Implementing District/Building Policy	4	3	2	1	N
27. Effectively Handling Individual Student Discipline Issues	4	3	2	1	N
28. Interpreting and Enforcing School Law Issues	4	3	2	1	N
29. Managing Special Education Laws/Issues	4	3	2	1	N
30. Addressing ELL/Bilingual Issues	4	3	2	1	N
31. Developing Public Relations Skills	4	3	2	1	N
32. Possessing Public Speaking Skills	4	3	2	1	N
33. Creating an Effective Site Council	4	3	2	1	N
34. Working with Parent Organizations and/or Committees	4	3	2	1	N
35. Organizing and Supervising School Activities/Athletics	4	3	2	1	N
36. Dealing with “Concerned”/Angry Parents	4	3	2	1	N
37. Developing Decision Making Skills	4	3	2	1	N
38. Developing Time Management Skills	4	3	2	1	N
39. Possessing Mediation Skills (staff vs. staff and/or student vs. student)	4	3	2	1	N
40. Possessing Necessary Technology Skills	4	3	2	1	N
41. Developing and Preparing for Board Meeting Presentations	4	3	2	1	N

Principals' Perception of Competence Survey

Survey Description

Dear Participant: I am the superintendent in Oberlin, Kansas and a graduate student at Kansas State University currently working on my doctoral dissertation research. I am conducting a study regarding principals perceived competence with respect to common school administration responsibilities. The Kansas State Department of Education has provided the email addresses of all Kansas principals (N = 1,242). Information collected from this study will provide valuable data to educational leaders that could improve the preparation, induction, and professional development programs for beginning and experienced principals. It should take less than 10 minutes to answer the questions on the attached questionnaire and return your electronic reply. Your responses will be grouped with others and will be completely confidential. If you choose to be involved and are interested in receiving information about the results of the study, please indicate your interest on the appropriate line of the survey. When the data have been collected and analyzed, I will provide you with the requested information. Please take a few minutes to complete the survey within the next few days and return it to me no later than May 1, 2006. Thank you in advance for your help! Sincerely, Kelly J. Glodt KSU Doctoral Student

Opening Instructions

Please click on the Web address (URL) below to complete and submit the survey by 5/1/2006. All responses are kept confidential. <https://surveys.ksu.edu/TS?????????> This Survey URL is for your use only. It cannot be used by anyone else. If you cannot click on the Web address, please copy the underlined text and paste it into the address field of your Web browser. If you experience any difficulties please contact Technical Support at (800) 865-6143 or 532-7722, email: help@surveys.ksu.edu If you do not want to participate in this survey visit https://surveys.ksu.edu/TS?key=xxxxxxxx&action=opt_out

Page 1

Question 1 **** required ****

The researcher may use the information provided in the following survey to compile and analyze group data only. I understand the individual data about me will not be reported. Returning this survey constitutes my formal consent to use my data in this research. This survey is voluntary and you may quit at any time. If you have questions regarding informed consent, please contact Dr. Rich Scheidt at Kansas State University, 203 Fairchild Hall, Manhattan, Kansas 66506. (785) 532-3224

How many years, including this year have you served as a building principal?

- 1-3
- 4-10
- 11-20

21-30
30+

Question 2 * required *****

What is your age?

under 25
26-35
36-45
46-55
56-65
66 or older

Question 3 * required *****

What is your gender?

Male
Female

Question 4

How many total years teaching (not administrative) experience do you have?

under 5
5-10
11-20
21-30
30+

Question 5 * required *****

What is the building configuration of your current assignment?

Pre K-5 Elementary
6-8 Middle
7-12 Jr/Sr High School
9-12 High School
Other:

Question 6 * required *****

What is your current building enrollment?

Under 100 students
101-250 students
251-500 students
501-1000 students
1001-2000 students
2000+ students

Question 7 * required *****

What is your district size (using KSHSAA Classification)?

1A
2A
3A
4A

5A
6A

Question 8 * required *****

Would you like to receive results from the study? If so, please enter your email address in the comments section.

- Yes
- No

Further comments about your response:

Question 9

Please consider each of the following areas and mark the response that most accurately reflects your level of competence.

1 - Fully Competent | 2 - Somewhat Competent
3 - Marginally Competent | 4 - Not Competent | 5 - Have Never Experienced

	1	2	3	4	5
9.1 Possessing Instructional Leadership Skills					
9.2 Possessing Knowledge of Effective Instructional Methods (Best Practices)					
9.3 Instructing Teachers in Effective Instructional Techniques					
9.4 Assisting Teachers in Creating More Effective Lesson Plans					
9.5 Leading Effective Staff Development					
9.6 Creating an Atmosphere of High Expectations					
9.7 Improving Overall School Climate					
9.8 Improving Staff Morale					
9.9 Conducting Formal Evaluations					
9.10 Supervising Staff					
9.11 Learning Routine office tasks/procedures					
9.12 Preparing for and Conducting Effective Faculty Meetings					
9.13 Teacher Union Issues					
9.14 Addressing Building Maintenance Issues					
9.15 Addressing Custodial Staff Issues					
9.16 Addressing Fire Marshal Issues					
9.17 Addressing Secretarial Staff Issues					
9.18 Guiding the School Improvement Process					
9.19 Analyzing Student Data					
9.20 Leading Curriculum Development					
9.21 Overseeing the NCA/QPA Accreditation Process					
9.22 Completing Kansas State Department of Education Reports					

9.23 Handling Site-Based Management					
9.24 Staffing/Interviewing Skills					
9.25 Dealing with the Building Budget					
9.26 Implementing District/Building Policy					
9.27 Effectively Handling Individual Student Discipline Issues					
9.28 Interpreting and Enforcing School Law Issues					
9.29 Managing Special Education Laws/Issues					
9.30 Addressing ELL/Bilingual Issues					
9.31 Developing Public Relations Skills					
9.32 Possessing Public Speaking Skills					
9.33 Creating an Effective Site Council					
9.34 Working with Parent Organizations and/or Committees					
9.35 Organizing and Supervising School Activities/Athletics					
9.36 Dealing with Concerned/Angry Parents					
9.37 Developing Decision Making Skills					
9.38 Developing Time Management Skills					
9.39 Possessing Mediation Skills (staff vs. staff and/or student vs. student)					
9.40 Possessing Necessary Technology Skills					
9.41 Developing and Preparing for Board Meeting Presentations					

Closing Message

Thank you for your willingness to participate in this study.

APPENDIX J

>>> "L-Soft list server at KSDE ListServ (1.8d)" <LISTSERV@SHEMP.KSDE.ORG> 04/27 2:06 PM >>>

The SUPS list has been configured to request explicit confirmation of all messages posted to the list, for security reasons. You must now confirm that the message enclosed below did originate from you. To do so, simply reply to the present message and type "OK" (without the quotes) in the text of your message. If this does not work, or if the message did NOT originate from you, contact the list owner for assistance.

----- Original message (ID=374D9641) (53 lines) -----
Received: from mail.ksde.org ([10.117.160.103])
by shemp.ksde.org (8.13.1/8.11.6) with SMTP id k3RJ5Bx9023544
for <SUPS@SHEMP.KSDE.ORG>; Thu, 27 Apr 2006 14:05:15 -0500
Received: from mail.usd294.org ([164.113.34.2])
by mail.ksde.org (SMSSMTP 4.1.9.35) with SMTP id M2006042714262304251
for <SUPS@SHEMP.KSDE.ORG>; Thu, 27 Apr 2006 14:26:31 -0500
Received: from USD294-MTA by mail.usd294.org
with Novell_GroupWise; Thu, 27 Apr 2006 14:23:37 -0500
Message-Id: <s450d3e9.098@mail.usd294.org>
X-Mailer: Novell GroupWise Internet Agent 6.5.1
Date: Thu, 27 Apr 2006 14:23:24 -0500
From: "Kelly Glodt" <kglodt@usd294.org>
To: <SUPS@SHEMP.KSDE.ORG>
Subject: personal/professional favor
Mime-Version: 1.0
Content-Type: text/plain; charset=US-ASCII
Content-Transfer-Encoding: 7bit
Content-Disposition: inline

Dear Kansas Superintendent:

I am the superintendent in Oberlin, Kansas and a graduate student at Kansas State University currently working on my doctoral dissertation research. I am conducting a study regarding principal's perceived competence with respect to common school administration responsibilities.

I will be sending the survey to all Kansas principals on Friday, May 5th and request that you encourage them to participate. Please let me know if I need to contact any other district personnel to authorize your principals' participation. I truly believe that the results of the study will help beginning and experienced principals become more effective!

The Kansas State Department of Education has provided the email addresses of all Kansas principals (N = 1,242). Information collected from this study will provide valuable data to educational leaders that could improve the preparation, induction, and professional development programs for beginning and experienced principals.

It should take less than 10 minutes to answer the questions on the questionnaire and return an electronic reply. Your principal's responses will be grouped with others and will be completely confidential.

Thank you, in advance, for encouraging your principals to participate! Your assistance is greatly appreciated. Make it a great day!

Sincerely,

Kelly J. Glodt, Supt.
USD 294 - Oberlin



OFFERING REPORT

[survey listing](#) > report summary



Offering Report

Principal's Perception of Competence Survey: All Kansas Principals

Done

Print Report

Export Results

Summary

Survey Name:

Principal's Perception of Competence Survey

Offering Name:

All Kansas Principals

Offering Date:

5/4/06 to 6/2/06

Public Report

make this report publicly accessible at the following url:

<https://surveys.ksu.edu/Survey/PublicReport?offeringId=52487>

Statistics

A total of **476** out of **1197** people completed this survey.

31 of the people who received the survey opted out.

39% of the people who received this survey started, but may not have completed it.

Number of people who left the survey without completing it per page number:

- Page 1: **49**

[top of report](#)

Note: Survey result percentages are always out of the total number of people who participated in the survey.

Question 1

How many years, including this year have you served as a building principal?

1-3		103 (21.64%)
4-10		194 (40.76%)
11-20		130 (27.31%)
21-30		37 (7.77%)
30+		11 (2.31%)
N/R		1 (0.21%)

Question 2

What is your age?

under 25		0 (0%)
26-35		37 (7.77%)
36-45		138 (28.99%)
46-55		196 (41.18%)
56-65		101 (21.22%)
66 or older		4 (0.84%)
N/R		0 (0%)







Question 3

What is your gender?

Male		314 (65.97%)
Female		162 (34.03%)
N/R		0 (0%)







Question 4

How many total years teaching (not administrative) experience do you have?

under 5		35 (7.35%)
5-10		151 (31.72%)
11-20		179 (37.61%)
21-30		79 (16.6%)
30+		32 (6.72%)
N/R		0 (0%)

Question 5





What is the building configuration of your current assignment?

Pre K-5 Elementary		68 (14.29%)
6-8 Middle		50 (10.5%)
7-12 Jr/Sr High School		47 (9.87%)
9-12 High School		113 (23.74%)
Other:		198 (41.6%)
N/R		0 (0%)

[View Other Text](#)

Question 6

What is your current building enrollment?

Under 100 students		48 (10.08%)
101-250 students		147 (30.88%)
251-500 students		179 (37.61%)
501-1000 students		79 (16.6%)

1001-2000 students		21 (4.41%)
2000+ students		2 (0.42%)
N/R		0 (0%)

Question 7

What is your district size (using KSHSAA Classification)?

1A		93 (19.54%)
2A		54 (11.34%)
3A		68 (14.29%)
4A		99 (20.8%)
5A		78 (16.39%)
6A		84 (17.65%)
N/R		0 (0%)

Question 8

Would you like to receive results from the study? If so, please enter your email address in the comments section.

Yes		278 (58.4%)
No		198 (41.6%)
N/R		0 (0%)

[View Comments Text](#)

Question 9

Please consider each of the following areas and mark the response that most accurately reflects your level of competence.

9.1 Possessing Instructional Leadership Skills

Fully Competent		229 (48.11%)
-----------------	--	-----------------

Somewhat Competent	■	208 (43.7%)
Marginally Competent	■	19 (3.99%)
Not Competent	■	11 (2.31%)
Have Never Experienced	■	9 (1.89%)
N/R	■	0 (0%)

9.2 Possessing Knowledge of Effective Instructional Methods (Best Practices)

Fully Competent	■	188 (39.5%)
Somewhat Competent	■	230 (48.32%)
Marginally Competent	■	38 (7.98%)
Not Competent	■	12 (2.52%)
Have Never Experienced	■	8 (1.68%)
N/R	■	0 (0%)

9.3 Instructing Teachers in Effective Instructional Techniques

Fully Competent	■	151 (31.72%)
Somewhat Competent	■	243 (51.05%)
Marginally Competent	■	62 (13.03%)
Not Competent	■	15 (3.15%)
Have Never Experienced	■	5 (1.05%)
N/R	■	0 (0%)

9.4 Assisting Teachers in Creating More Effective Lesson Plans

Fully Competent	■	143 (30.04%)
Somewhat Competent	■	223 (46.85%)
Marginally Competent	■	88 (18.49%)
Not Competent	■	14 (2.94%)
Have Never Experienced	■	8 (1.68%)

N/R 0 (0%)

9.5 Leading Effective Staff Development

Fully Competent 183 (38.45%)

Somewhat Competent 218 (45.8%)

Marginally Competent 54 (11.34%)

Not Competent 14 (2.94%)

Have Never Experienced 7 (1.47%)

N/R 0 (0%)

9.6 Creating an Atmosphere of High Expectations

Fully Competent 316 (66.39%)

Somewhat Competent 128 (26.89%)

Marginally Competent 9 (1.89%)

Not Competent 12 (2.52%)

Have Never Experienced 11 (2.31%)

N/R 0 (0%)

9.7 Improving Overall School Climate

Fully Competent 297 (62.39%)

Somewhat Competent 139 (29.2%)

Marginally Competent 22 (4.62%)

Not Competent 8 (1.68%)

Have Never Experienced 10 (2.1%)

N/R 0 (0%)

9.8 Improving Staff Morale

Fully Competent 250 (52.52%)

Somewhat Competent 168 (35.29%)

Marginally Competent		39 (8.19%)
Not Competent		10 (2.1%)
Have Never Experienced		9 (1.89%)
N/R		0 (0%)

9.9 Conducting Formal Evaluations

Fully Competent		188 (39.5%)
Somewhat Competent		221 (46.43%)
Marginally Competent		44 (9.24%)
Not Competent		16 (3.36%)
Have Never Experienced		7 (1.47%)
N/R		0 (0%)







9.10 Supervising Staff

Fully Competent		268 (56.3%)
Somewhat Competent		169 (35.5%)
Marginally Competent		20 (4.2%)
Not Competent		7 (1.47%)
Have Never Experienced		12 (2.52%)
N/R		0 (0%)







9.11 Learning Routine office tasks/procedures

Fully Competent		293 (61.55%)
Somewhat Competent		134 (28.15%)
Marginally Competent		31 (6.51%)
Not Competent		7 (1.47%)
Have Never Experienced		11 (2.31%)
N/R		0 (0%)







9.12 Preparing for and Conducting Effective Faculty Meetings

Fully Competent		280 (58.82%)
Somewhat Competent		140 (29.41%)
Marginally Competent		34 (7.14%)
Not Competent		10 (2.1%)
Have Never Experienced		12 (2.52%)
N/R		0 (0%)




9.13 Teacher Union Issues

Fully Competent		82 (17.23%)
Somewhat Competent		189 (39.71%)
Marginally Competent		131 (27.52%)
Not Competent		27 (5.67%)
Have Never Experienced		47 (9.87%)
N/R		0 (0%)

9.14 Addressing Building Maintenance Issues

Fully Competent		186 (39.08%)
Somewhat Competent		212 (44.54%)
Marginally Competent		56 (11.76%)
Not Competent		16 (3.36%)
Have Never Experienced		6 (1.26%)
N/R		0 (0%)

9.15 Addressing Custodial Staff Issues

Fully Competent		209 (43.91%)
Somewhat Competent		187 (39.29%)
Marginally Competent		59 (12.39%)
Not Competent		14

		(2.94%)
Have Never Experienced		7 (1.47%)
N/R		0 (0%)

9.16 Addressing Fire Marshal Issues

Fully Competent		189 (39.71%)
Somewhat Competent		188 (39.5%)
Marginally Competent		74 (15.55%)
Not Competent		15 (3.15%)
Have Never Experienced		10 (2.1%)
N/R		0 (0%)

9.17 Addressing Secretarial Staff Issues

Fully Competent		258 (54.2%)
Somewhat Competent		165 (34.66%)
Marginally Competent		34 (7.14%)
Not Competent		10 (2.1%)
Have Never Experienced		9 (1.89%)
N/R		0 (0%)

9.18 Guiding the School Improvement Process

Fully Competent		243 (51.05%)
Somewhat Competent		169 (35.5%)
Marginally Competent		40 (8.4%)
Not Competent		12 (2.52%)
Have Never Experienced		12 (2.52%)
N/R		0 (0%)

9.19 Analyzing Student Data

Fully Competent		213
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		(44.75%)
Somewhat Competent		195 (40.97%)
Marginally Competent		43 (9.03%)
Not Competent		17 (3.57%)
Have Never Experienced		8 (1.68%)
N/R		0 (0%)

9.20 Leading Curriculum Development

Fully Competent		150 (31.51%)
Somewhat Competent		222 (46.64%)
Marginally Competent		78 (16.39%)
Not Competent		19 (3.99%)
Have Never Experienced		7 (1.47%)
N/R		0 (0%)

9.21 Overseeing the NCA/QPA Accreditation Process

Fully Competent		218 (45.8%)
Somewhat Competent		185 (38.87%)
Marginally Competent		49 (10.29%)
Not Competent		14 (2.94%)
Have Never Experienced		10 (2.1%)
N/R		0 (0%)

9.22 Completing Kansas State Department of Education Reports

Fully Competent		234 (49.16%)
Somewhat Competent		177 (37.18%)
Marginally Competent		41 (8.61%)
Not Competent		13 (2.73%)
Have Never Experienced		11 (2.31%)

N/R | 0 (0%)

9.23 Handling Site-Based Management

Fully Competent		254 (53.36%)
Somewhat Competent		161 (33.82%)
Marginally Competent		37 (7.77%)
Not Competent		12 (2.52%)
Have Never Experienced		12 (2.52%)
N/R		0 (0%)

9.24 Staffing/Interviewing Skills

Fully Competent		291 (61.13%)
Somewhat Competent		151 (31.72%)
Marginally Competent		12 (2.52%)
Not Competent		14 (2.94%)
Have Never Experienced		8 (1.68%)
N/R		0 (0%)

9.25 Dealing with the Building Budget

Fully Competent		235 (49.37%)
Somewhat Competent		159 (33.4%)
Marginally Competent		53 (11.13%)
Not Competent		12 (2.52%)
Have Never Experienced		17 (3.57%)
N/R		0 (0%)

9.26 Implementing District/Building Policy

Fully Competent		305 (64.08%)
Somewhat Competent		136 (28.57%)

Marginally Competent		15 (3.15%)
Not Competent		11 (2.31%)
Have Never Experienced		9 (1.89%)
N/R		0 (0%)

9.27 Effectively Handling Individual Student Discipline Issues

Fully Competent		326 (68.49%)
Somewhat Competent		118 (24.79%)
Marginally Competent		11 (2.31%)
Not Competent		11 (2.31%)
Have Never Experienced		10 (2.1%)
N/R		0 (0%)

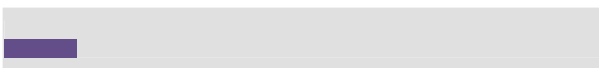

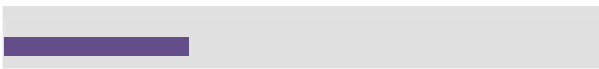



9.28 Interpreting and Enforcing School Law Issues

Fully Competent		211 (44.33%)
Somewhat Competent		207 (43.49%)
Marginally Competent		41 (8.61%)
Not Competent		13 (2.73%)
Have Never Experienced		4 (0.84%)
N/R		0 (0%)







9.29 Managing Special Education Laws/Issues

Fully Competent		130 (27.31%)
Somewhat Competent		227 (47.69%)
Marginally Competent		90 (18.91%)
Not Competent		25 (5.25%)
Have Never Experienced		4 (0.84%)
N/R		0 (0%)

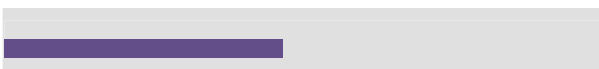





9.30 Addressing ELL/Bilingual Issues

Fully Competent		56 (11.76%)
Somewhat Competent		147 (30.88%)
Marginally Competent		145 (30.46%)
Not Competent		52 (10.92%)
Have Never Experienced		76 (15.97%)
N/R		0 (0%)

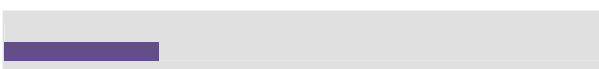
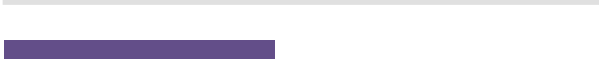
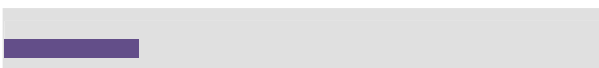

9.31 Developing Public Relations Skills

Fully Competent		213 (44.75%)
Somewhat Competent		203 (42.65%)
Marginally Competent		39 (8.19%)
Not Competent		12 (2.52%)
Have Never Experienced		9 (1.89%)
N/R		0 (0%)

9.32 Possessing Public Speaking Skills

Fully Competent		220 (46.22%)
Somewhat Competent		192 (40.34%)
Marginally Competent		41 (8.61%)
Not Competent		13 (2.73%)
Have Never Experienced		10 (2.1%)
N/R		0 (0%)

9.33 Creating an Effective Site Council

Fully Competent		121 (25.42%)
Somewhat Competent		213 (44.75%)
Marginally Competent		106 (22.27%)
Not Competent		29

		(6.09%)
Have Never Experienced		7 (1.47%)
N/R		0 (0%)

9.34 Working with Parent Organizations and/or Committees

Fully Competent		200 (42.02%)
Somewhat Competent		192 (40.34%)
Marginally Competent		56 (11.76%)
Not Competent		18 (3.78%)
Have Never Experienced		10 (2.1%)
N/R		0 (0%)

9.35 Organizing and Supervising School Activities/Athletics

Fully Competent		307 (64.5%)
Somewhat Competent		120 (25.21%)
Marginally Competent		18 (3.78%)
Not Competent		13 (2.73%)
Have Never Experienced		18 (3.78%)
N/R		0 (0%)

9.36 Dealing with Concerned /Angry Parents

Fully Competent		268 (56.3%)
Somewhat Competent		167 (35.08%)
Marginally Competent		16 (3.36%)
Not Competent		17 (3.57%)
Have Never Experienced		8 (1.68%)
N/R		0 (0%)

9.37 Developing Decision Making Skills

Fully Competent		272
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		(57.14%)
Somewhat Competent		170 (35.71%)
Marginally Competent		14 (2.94%)
Not Competent		11 (2.31%)
Have Never Experienced		9 (1.89%)
N/R		0 (0%)

9.38 Developing Time Management Skills

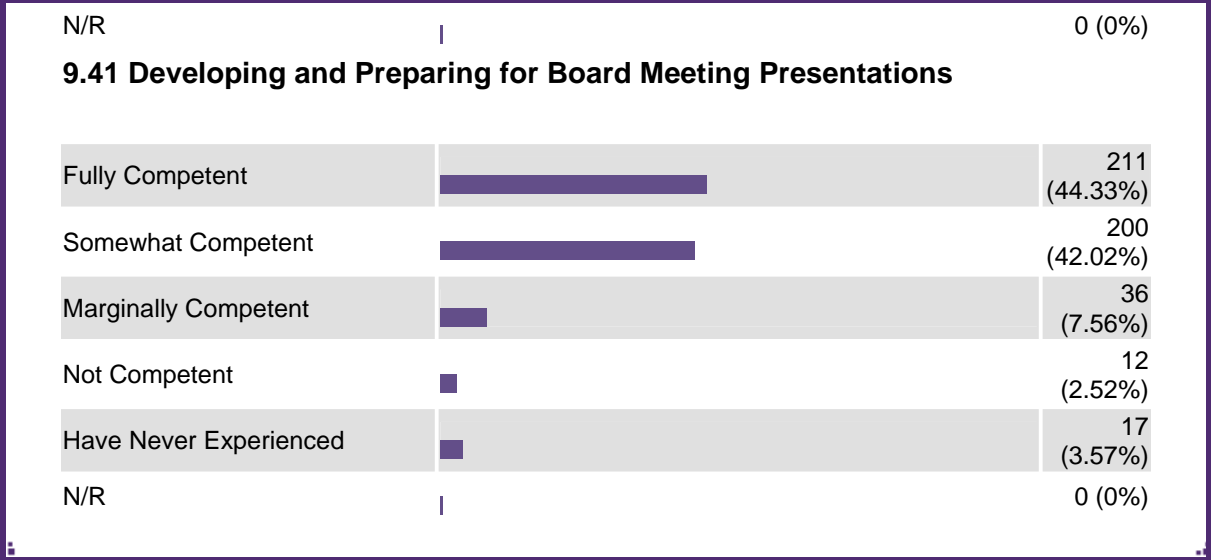
Fully Competent		173 (36.34%)
Somewhat Competent		217 (45.59%)
Marginally Competent		61 (12.82%)
Not Competent		19 (3.99%)
Have Never Experienced		6 (1.26%)
N/R		0 (0%)

9.39 Possessing Mediation Skills (staff vs. staff and/or student vs. student)

Fully Competent		222 (46.64%)
Somewhat Competent		200 (42.02%)
Marginally Competent		34 (7.14%)
Not Competent		13 (2.73%)
Have Never Experienced		7 (1.47%)
N/R		0 (0%)

9.40 Possessing Necessary Technology Skills

Fully Competent		152 (31.93%)
Somewhat Competent		216 (45.38%)
Marginally Competent		80 (16.81%)
Not Competent		19 (3.99%)
Have Never Experienced		9 (1.89%)



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- End of Survey -

Appendix L

Exported Group Statistics – Mean Scores and Standard Deviations

	Is this a beginning or experienced principal?	N	Mean	Std. Deviation	Std. Error Mean
Q9.1r: Possessing Instructional Leadership Skills	Beginning Principal (less than 3 years experience)	101	3.34	.682	.068
	Experienced Principal (more than 3 years experience)	366	3.42	.681	.036
Q9.2r: Possessing Knowledge of Effective Instructional Methods (Best Practices)	Beginning Principal (less than 3 years experience)	101	3.25	.740	.074
	Experienced Principal (more than 3 years experience)	367	3.28	.711	.037
Q9.3r: Instructing Teachers in Effective Instructional Techniques	Beginning Principal (less than 3 years experience)	102	3.04	.795	.079
	Experienced Principal (more than 3 years experience)	369	3.15	.739	.038
Q9.4r: Assisting Teachers in Creating More Effective Lesson Plans	Beginning Principal (less than 3 years experience)	100	3.04	.790	.079
	Experienced Principal (more than 3 years experience)	368	3.06	.780	.041
Q9.5r: Leading Effective Staff Development	Beginning Principal (less than 3 years experience)	101	3.14	.762	.076
	Experienced Principal (more than 3 years experience)	368	3.24	.761	.040
Q9.6r: Creating an Atmosphere of High Expectations	Beginning Principal (less than 3 years experience)	102	3.54	.727	.072
	Experienced Principal (more than 3 years experience)	363	3.63	.637	.033
Q9.7r: Improving Overall School Climate	Beginning Principal (less than 3 years experience)	102	3.42	.737	.073
	Experienced Principal (more than 3 years experience)	364	3.59	.642	.034
Q9.8r: Improving Staff Morale	Beginning Principal (less than 3 years experience)	101	3.35	.767	.076
	Experienced Principal (more than 3 years experience)	366	3.43	.724	.038
Q9.9r: Conducting Formal Evaluations	Beginning Principal (less than 3 years experience)	101	3.19	.703	.070
	Experienced Principal (more than 3 years experience)	368	3.25	.773	.040
Q9.10r: Supervising Staff	Beginning Principal (less than 3 years experience)	101	3.33	.694	.069
	Experienced Principal (more than 3 years experience)	363	3.55	.634	.033
Q9.11r: Learning Routine office tasks/procedures	Beginning Principal (less than 3 years experience)	100	3.36	.772	.077
	Experienced Principal (more than 3 years experience)	365	3.58	.656	.034
Q9.12r: Preparing for and Conducting Effective Faculty Meetings	Beginning Principal (less than 3 years experience)	100	3.38	.776	.078

Q9.13r: Teacher Union Issues	Experienced Principal (more than 3 years experience)	364	3.52	.710	.037
	Beginning Principal (less than 3 years experience)	93	2.60	.861	.089
Q9.14r: Addressing Building Maintenance Issues	Experienced Principal (more than 3 years experience)	336	2.80	.820	.045
	Beginning Principal (less than 3 years experience)	101	3.05	.841	.084
Q9.15r: Addressing Custodial Staff Issues	Experienced Principal (more than 3 years experience)	369	3.25	.758	.039
	Beginning Principal (less than 3 years experience)	101	3.10	.794	.079
Q9.16r: Addressing Fire Marshal Issues	Experienced Principal (more than 3 years experience)	368	3.30	.785	.041
	Beginning Principal (less than 3 years experience)	102	2.93	.870	.086
Q9.17r: Addressing Secretarial Staff Issues	Experienced Principal (more than 3 years experience)	364	3.25	.783	.041
	Beginning Principal (less than 3 years experience)	101	3.20	.762	.076
Q9.18r: Guiding the School Improvement Process	Experienced Principal (more than 3 years experience)	366	3.50	.697	.036
	Beginning Principal (less than 3 years experience)	99	3.12	.812	.082
Q9.19r: Analyzing Student Data	Experienced Principal (more than 3 years experience)	365	3.46	.720	.038
	Beginning Principal (less than 3 years experience)	99	3.13	.791	.079
Q9.20r: Leading Curriculum Development	Experienced Principal (more than 3 years experience)	369	3.33	.773	.040
	Beginning Principal (less than 3 years experience)	100	2.99	.823	.082
Q9.21r: Overseeing the NCA/QPA Accreditation Process	Experienced Principal (more than 3 years experience)	369	3.09	.797	.041
	Beginning Principal (less than 3 years experience)	100	3.00	.829	.083
Q9.22r: Completing Kansas State Department of Education Reports	Experienced Principal (more than 3 years experience)	366	3.39	.741	.039
	Beginning Principal (less than 3 years experience)	100	3.01	.823	.082
Q9.23r: Handling Site-Based Management	Experienced Principal (more than 3 years experience)	365	3.45	.712	.037
	Beginning Principal (less than 3 years experience)	102	3.14	.784	.078
Q9.24r: Staffing/Interviewing Skills	Experienced Principal (more than 3 years experience)	362	3.49	.719	.038
	Beginning Principal (less than 3 years experience)	102	3.27	.773	.077
Q9.25r: Dealing with the Building Budget	Experienced Principal (more than 3 years experience)	366	3.61	.652	.034
	Beginning Principal (less than 3 years experience)	98	2.95	.878	.089
Q9.26r: Implementing District/Building Policy	Experienced Principal (more than 3 years experience)	361	3.45	.721	.038
	Beginning Principal (less than 3 years experience)	101	3.38	.746	.074
Q9.27r: Effectively Handling Individual Student Discipline Issues	Experienced Principal (more than 3 years experience)	366	3.63	.640	.033
	Beginning Principal (less than 3 years experience)	101	3.47	.715	.071
	Experienced Principal (more than 3 years experience)	365	3.67	.625	.033

	3 years experience)				
Q9.28r: Interpreting and Enforcing School Law Issues	Beginning Principal (less than 3 years experience)	102	3.07	.735	.073
	Experienced Principal (more than 3 years experience)	370	3.37	.733	.038
Q9.29r: Managing Special Education Laws/Issues	Beginning Principal (less than 3 years experience)	102	2.75	.829	.082
	Experienced Principal (more than 3 years experience)	370	3.04	.812	.042
Q9.30r: Addressing ELL/Bilingual Issues	Beginning Principal (less than 3 years experience)	84	2.35	.843	.092
	Experienced Principal (more than 3 years experience)	316	2.56	.897	.050
Q9.31r: Developing Public Relations Skills	Beginning Principal (less than 3 years experience)	102	3.26	.770	.076
	Experienced Principal (more than 3 years experience)	365	3.34	.725	.038
Q9.32r: Possessing Public Speaking Skills	Beginning Principal (less than 3 years experience)	102	3.33	.762	.075
	Experienced Principal (more than 3 years experience)	364	3.33	.750	.039
Q9.33r: Creating an Effective Site Council	Beginning Principal (less than 3 years experience)	102	2.77	.922	.091
	Experienced Principal (more than 3 years experience)	367	2.95	.828	.043
Q9.34r: Working with Parent Organizations and/or Committees	Beginning Principal (less than 3 years experience)	101	3.07	.852	.085
	Experienced Principal (more than 3 years experience)	365	3.28	.790	.041
Q9.35r: Organizing and Supervising School Activities/Athletics	Beginning Principal (less than 3 years experience)	101	3.50	.770	.077
	Experienced Principal (more than 3 years experience)	357	3.60	.683	.036
Q9.36r: Dealing with _Concerned_/Angry Parents	Beginning Principal (less than 3 years experience)	100	3.32	.709	.071
	Experienced Principal (more than 3 years experience)	368	3.51	.734	.038
Q9.37r: Developing Decision Making Skills	Beginning Principal (less than 3 years experience)	100	3.41	.637	.064
	Experienced Principal (more than 3 years experience)	367	3.53	.680	.036
Q9.38r: Developing Time Management Skills	Beginning Principal (less than 3 years experience)	102	2.95	.872	.086
	Experienced Principal (more than 3 years experience)	368	3.21	.767	.040
Q9.39r: Possessing Mediation Skills (staff vs. staff and/or student vs. student)	Beginning Principal (less than 3 years experience)	100	3.17	.726	.073
	Experienced Principal (more than 3 years experience)	369	3.39	.730	.038
Q9.40r: Possessing Necessary Technology Skills	Beginning Principal (less than 3 years experience)	100	3.21	.743	.074
	Experienced Principal (more than 3 years experience)	367	3.04	.824	.043
Q9.41r: Developing and Preparing for Board Meeting Presentations	Beginning Principal (less than 3 years experience)	100	3.20	.752	.075
	Experienced Principal (more than 3 years experience)	359	3.36	.723	.038

APPENDIX M

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q9.1r: Possessing Instructional Leadership Skills	Equal variances assumed	.370	.543	-1.099	465	.272	-.084	.077	-.235	.066
	Equal variances not assumed			-1.098	159.214	.274	-.084	.077	-.236	.067
Q9.2r: Possessing Knowledge of Effective Instructional Methods (Best Practices)	Equal variances assumed	.061	.804	-.343	466	.732	-.028	.081	-.186	.131
	Equal variances not assumed			-.336	154.543	.738	-.028	.082	-.191	.135
Q9.3r: Instructing Teachers in Effective Instructional Techniques	Equal variances assumed	.299	.585	-1.307	469	.192	-.110	.084	-.275	.055
	Equal variances not assumed			-1.254	152.567	.212	-.110	.088	-.283	.063
Q9.4r: Assisting Teachers in Creating More Effective Lesson Plans	Equal variances assumed	.000	.997	-.255	466	.799	-.023	.088	-.196	.151
	Equal variances not assumed			-.253	155.478	.801	-.023	.089	-.198	.153
Q9.5r: Leading Effective Staff Development	Equal variances assumed	.569	.451	-1.144	467	.253	-.098	.085	-.266	.070
	Equal variances not assumed			-1.143	158.969	.255	-.098	.086	-.267	.071
Q9.6r: Creating an Atmosphere of High Expectations	Equal variances assumed	2.847	.092	-1.206	463	.228	-.089	.074	-.234	.056
	Equal variances not assumed			-1.120	147.367	.264	-.089	.079	-.246	.068
Q9.7r: Improving Overall School Climate	Equal variances assumed	4.362	.037	-2.309	464	.021	-.172	.074	-.318	-.026
	Equal variances not assumed			-2.138	146.729	.034	-.172	.080	-.331	-.013
Q9.8r: Improving Staff Morale	Equal variances assumed	.746	.388	-.966	465	.334	-.080	.082	-.242	.082

	Equal variances not assumed				- .935	152.706	.351		- .080	.085	-.248	.089
Q9.9r: Conducting Formal Evaluations	Equal variances assumed	2.426	.120		- .758	467	.449		- .065	.085	-.232	.103
	Equal variances not assumed				- .800	172.274	.425		- .065	.081	-.224	.095
Q9.10r: Supervising Staff	Equal variances assumed	.955	.329		-3.114	462	.002		- .227	.073	-.370	-.084
	Equal variances not assumed				-2.959	149.616	.004		- .227	.077	-.379	-.075
Q9.11r: Learning Routine office tasks/procedures	Equal variances assumed	7.636	.006		-2.865	463	.004		- .221	.077	-.372	-.069
	Equal variances not assumed				-2.613	140.582	.010		- .221	.085	-.388	-.054
Q9.12r: Preparing for and Conducting Effective Faculty Meetings	Equal variances assumed	2.613	.107		-1.669	462	.096		- .136	.082	-.297	.024
	Equal variances not assumed				-1.587	147.666	.115		- .136	.086	-.306	.034
Q9.13r: Teacher Union Issues	Equal variances assumed	1.497	.222		-2.074	427	.039		- .201	.097	-.392	-.011
	Equal variances not assumed				-2.016	141.433	.046		- .201	.100	-.399	-.004
Q9.14r: Addressing Building Maintenance Issues	Equal variances assumed	.207	.649		-2.322	468	.021		- .203	.087	-.374	-.031
	Equal variances not assumed				-2.189	147.445	.030		- .203	.093	-.385	-.020
Q9.15r: Addressing Custodial Staff Issues	Equal variances assumed	1.236	.267		-2.324	467	.021		- .205	.088	-.379	-.032
	Equal variances not assumed				-2.309	157.725	.022		- .205	.089	-.381	-.030
Q9.16r: Addressing Fire Marshal Issues	Equal variances assumed	.028	.867		-3.572	464	.000		- .321	.090	-.498	-.145
	Equal variances not assumed				-3.366	149.901	.001		- .321	.095	-.510	-.133
Q9.17r: Addressing Secretarial Staff Issues	Equal variances assumed	.017	.895		-3.809	465	.000		- .305	.080	-.462	-.148
	Equal variances not assumed				-3.623	149.401	.000		- .305	.084	-.471	-.139
Q9.18r: Guiding the School Improvement Process	Equal variances assumed	.274	.601		-4.010	462	.000		- .336	.084	-.501	-.171
	Equal variances not assumed				-3.743	142.534	.000		- .336	.090	-.514	-.159
Q9.19r: Analyzing Student Data	Equal variances assumed	.334	.564		-2.297	466	.022		- .202	.088	-.375	-.029
	Equal variances not assumed				-2.268	152.046	.025		- .202	.089	-.378	-.026

Q9.20: Leading Curriculum Development	Equal variances assumed	.000	.985	-1.159	467	.247	-.105	.090	-.283	.073
	Equal variances not assumed			-1.138	153.094	.257	-.105	.092	-.287	.077
Q9.21: Overseeing the NCA/QPA Accreditation Process	Equal variances assumed	1.256	.263	-4.487	464	.000	-.385	.086	-.554	-.217
	Equal variances not assumed			-4.211	145.156	.000	-.385	.091	-.566	-.204
Q9.22: Completing Kansas State Department of Education Reports	Equal variances assumed	.107	.743	-5.347	463	.000	-.445	.083	-.608	-.281
	Equal variances not assumed			-4.925	142.176	.000	-.445	.090	-.623	-.266
Q9.23: Handling Site-Based Management	Equal variances assumed	.000	.998	-4.344	462	.000	-.357	.082	-.519	-.196
	Equal variances not assumed			-4.138	152.115	.000	-.357	.086	-.528	-.187
Q9.24: Staffing/Interviewing Skills	Equal variances assumed	3.364	.067	-4.397	466	.000	-.335	.076	-.484	-.185
	Equal variances not assumed			-3.997	143.477	.000	-.335	.084	-.500	-.169
Q9.25: Dealing with the Building Budget	Equal variances assumed	.684	.409	-5.825	457	.000	-.503	.086	-.672	-.333
	Equal variances not assumed			-5.210	134.620	.000	-.503	.096	-.693	-.312
Q9.26: Implementing District/Building Policy	Equal variances assumed	7.086	.008	-3.378	465	.001	-.252	.075	-.399	-.105
	Equal variances not assumed			-3.096	143.075	.002	-.252	.081	-.413	-.091
Q9.27: Effectively Handling Individual Student Discipline Issues	Equal variances assumed	7.675	.006	-2.875	464	.004	-.209	.073	-.351	-.066
	Equal variances not assumed			-2.664	144.976	.009	-.209	.078	-.363	-.054
Q9.28: Interpreting and Enforcing School Law Issues	Equal variances assumed	3.697	.055	-3.678	470	.000	-.302	.082	-.463	-.140
	Equal variances not assumed			-3.673	160.724	.000	-.302	.082	-.464	-.139
Q9.29: Managing Special Education Laws/Issues	Equal variances assumed	3.389	.066	-3.269	470	.001	-.298	.091	-.477	-.119
	Equal variances not assumed			-3.231	158.494	.002	-.298	.092	-.480	-.116
Q9.30: Addressing ELL/Bilingual Issues	Equal variances assumed	1.030	.311	-2.004	398	.046	-.218	.109	-.432	-.004
	Equal variances not assumed			-2.078	137.264	.040	-.218	.105	-.426	-.011

Q9.31r: Developing Public Relations Skills	Equal variances assumed	.003	.958	-0.878	465	.381	-0.072	.082	-.234	.090
	Equal variances not assumed			-.849	154.704	.397	-0.072	.085	-.240	.096
Q9.32r: Possessing Public Speaking Skills	Equal variances assumed	.037	.848	.076	464	.939	.006	.084	-.159	.172
	Equal variances not assumed			.075	159.947	.940	.006	.085	-.162	.174
Q9.33r: Creating an Effective Site Council	Equal variances assumed	7.119	.008	-1.799	467	.073	-.171	.095	-.358	.016
	Equal variances not assumed			-1.693	149.306	.092	-.171	.101	-.371	.029
Q9.34r: Working with Parent Organizations and/or Committees	Equal variances assumed	.066	.797	-2.296	464	.022	-.207	.090	-.385	-.030
	Equal variances not assumed			-2.200	150.922	.029	-.207	.094	-.394	-.021
Q9.35r: Organizing and Supervising School Activities/Athletics	Equal variances assumed	2.895	.090	-1.283	456	.200	-.102	.079	-.257	.054
	Equal variances not assumed			-1.200	147.411	.232	-.102	.085	-.269	.066
Q9.36r: Dealing with _Concerned_/Angry Parents	Equal variances assumed	.185	.667	-2.255	466	.025	-.185	.082	-.347	-.024
	Equal variances not assumed			-2.301	161.466	.023	-.185	.081	-.345	-.026
Q9.37r: Developing Decision Making Skills	Equal variances assumed	.021	.886	-1.602	465	.110	-.121	.076	-.270	.027
	Equal variances not assumed			-1.663	165.734	.098	-.121	.073	-.265	.023
Q9.38r: Developing Time Management Skills	Equal variances assumed	.006	.940	-2.979	468	.003	-.264	.089	-.438	-.090
	Equal variances not assumed			-2.772	147.159	.006	-.264	.095	-.452	-.076
Q9.39r: Possessing Mediation Skills (staff vs. staff and/or student vs. student)	Equal variances assumed	2.671	.103	-2.713	467	.007	-.223	.082	-.384	-.061
	Equal variances not assumed			-2.722	157.559	.007	-.223	.082	-.385	-.061
Q9.40r: Possessing Necessary Technology Skills	Equal variances assumed	.107	.743	1.917	465	.056	.175	.091	-.004	.354
	Equal variances not assumed			2.034	171.369	.043	.175	.086	.005	.344
Q9.41r: Developing and Preparing for Board Meeting Presentations	Equal variances assumed	.920	.338	-1.999	457	.046	-.165	.082	-.327	-.003
	Equal variances not assumed			-1.955	153.730	.052	-.165	.084	-.332	.002

APPENDIX N

Note that for all tables in Appendix N, significant effects ($p < .05$) are indicated with an asterisk (*). In addition, *df* represents Degrees of Freedom and *MS* represents Mean Square.

2 x 5 ANOVA Tables for Experience, Age, and Experience by Age

2x5 ANOVA: Competency 1 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.08	0.17	.68
Age	4	0.97	2.10	.08
Experience by Age	3	0.71	1.54	.20

2x5 ANOVA: Competency 2 by Experience and Age (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	.03	0.05	.82
Age	4	.89	1.75	.14
Experience by Age	3	.86	1.69	.17

2x5 ANOVA: Competency 3 by Experience and Age (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	.02	.04	.85
Age	4	.53	.94	.44
Experience by Age	3	.40	.71	.55

2x5 ANOVA: Competency 4 by Experience and Age (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.55	0.90	.34
Age	4	1.25	2.06	.09
Experience by Age	3	0.37	0.61	.61

2x5 ANOVA: Competency 5 by Experience and Age (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.02	0.04	.84
Age	4	1.09	1.89	.11
Experience by Age	3	0.54	0.94	.42

2x5 ANOVA: Competency 8 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.05	0.09	.77
Age	4	0.13	0.24	.92
Experience by Age	3	0.06	0.10	.96

2×5 ANOVA: Competency 9 by Experience and Age (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.04	0.07	.79
Age	4	0.68	1.18	.32
Experience by Age	3	0.61	1.05	.37

2×5 ANOVA: Competency 10 by Experience and Age (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.65	1.56	.21
Age	4	1.16	2.80	.03*
Experience by Age	3	0.18	0.43	.74

2×5 ANOVA: Competency 13 by Experience and Age(N=429)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.20	0.31	.58
Age	4	3.48	5.26	.00*
Experience by Age	3	0.73	1.10	.35

2×5 ANOVA: Competency 14 by Experience and Age (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.06	0.11	.75
Age	4	5.41	9.58	.00*
Experience by Age	3	1.08	1.91	.13

2×5 ANOVA: Competency 15 by Experience and Age (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.03	0.04	.84
Age	4	4.33	7.34	.00*
Experience by Age	3	1.02	1.73	.16

2×5 ANOVA: Competency 16 by Experience and Age (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.18	1.87	.17
Age	4	2.75	4.36	.00*
Experience by Age	3	0.34	0.55	.65

2×5 ANOVA: Competency 17 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.52	3.07	.08
Age	4	2.04	4.14	.00*
Experience by Age	3	0.40	0.80	.49

2×5 ANOVA: Competency 18 by Experience and Age (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.44	6.28	.01*
Age	4	0.75	1.38	.24
Experience by Age	3	0.44	0.81	.49

2×5 ANOVA: Competency 19 by Experience and Age (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.02	3.36	.07
Age	4	0.82	1.36	.25
Experience by Age	3	0.65	1.08	.36

2×5 ANOVA: Competency 20 by Experience and Age (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.06	0.09	.77
Age	4	0.70	1.08	.37
Experience by Age	3	0.53	0.83	.48

2×5 ANOVA: Competency 21 by Experience and Age (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.90	10.15	.00*
Age	4	0.66	1.14	.34
Experience by Age	3	.043	0.74	.53

2×5 ANOVA: Competency 22 by Experience and Age (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	9.24	16.88	.00*
Age	4	0.38	0.70	.59
Experience by Age	3	0.16	0.28	.84

2×5 ANOVA: Competency 23 by Experience and Age (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.59	8.47	.00*
Age	4	0.50	0.92	.45
Experience by Age	3	0.25	0.46	.71

2×5 ANOVA: Competency 24 by Experience and Age (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.21	6.99	.01*
Age	4	0.71	1.55	.19
Experience by Age	3	0.43	0.94	.42

2×5 ANOVA: Competency 25 by Experience and Age (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	6.82	12.31	.00*
Age	4	2.15	3.87	.00*
Experience by Age	3	1.36	2.46	.06

2×5 ANOVA: Competency 26 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.56	1.28	.26
Age	4	1.50	3.46	.01*
Experience by Age	3	0.18	0.41	.75

2×5 ANOVA: Competency 28 by Experience and Age (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.49	4.64	.03*
Age	4	1.02	1.90	.11
Experience by Age	3	0.42	0.79	.50

2×5 ANOVA: Competency 29 by Experience and Age (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.31	8.12	.01*
Age	4	1.59	2.42	.05*
Experience by Age	3	0.96	1.46	.22

2×5 ANOVA: Competency 30 by Experience and Age (N=400)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.37	1.73	.19
Age	4	0.43	0.54	.71
Experience by Age	3	0.27	0.34	.80

2×5 ANOVA: Competency 31 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.07	0.12	0.73
Age	4	0.39	0.72	0.58
Experience by Age	3	0.35	0.64	0.59

2×5 ANOVA: Competency 32 by Experience and Age (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.05	1.85	.18
Age	4	0.45	0.79	.53
Experience by Age	3	1.05	1.86	.14

2×5 ANOVA: Competency 33 by Experience and Age (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.01	0.01	.93
Age	4	1.54	2.15	.07
Experience by Age	3	0.25	0.35	.79

2×5 ANOVA: Competency 34 by Experience and Age (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.20	1.87	.17
Age	4	1.15	1.78	.13
Experience by Age	3	0.35	0.55	.65

2×5 ANOVA: Competency 35 by Experience and Age (N=458)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	.13	0.27	.60
Age	4	.89	1.81	.13
Experience by Age	3	.08	0.16	.92

2×5 ANOVA: Competency 36 by Experience and Age (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.44	0.82	.37
Age	4	0.62	1.17	.32
Experience by Age	3	0.48	0.91	.44

2×5 ANOVA: Competency 37 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.00	0.00	.95
Age	4	0.96	2.15	.07
Experience by Age	3	0.26	0.58	.63

2×5 ANOVA: Competency 38 by Experience and Age (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.10	4.95	.03*
Age	4	0.24	0.38	.82
Experience by Age	3	0.09	0.14	.94

2×5 ANOVA: Competency 40 by Experience and Age (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.36	0.55	.46
Age	4	0.70	1.08	.37
Experience by Age	3	0.30	0.47	.70

2×5 ANOVA: Competency 41 by Experience and Age (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.48	2.78	.10
Age	4	0.67	1.26	.29
Experience by Age	3	0.52	0.97	.41

APPENDIX O

Note that for all tables in Appendix O, significant effects ($p < .05$) are indicated with an asterisk (*). In addition, *df* represents Degrees of Freedom and *MS* represents Mean Square.

2 x 2 ANOVA Tables for Experience, Gender, and Experience by Gender

2x2 ANOVA: Competency 1 by Experience and Gender (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.78	1.71	.19
Gender	1	2.18	4.77	.03*
Experience by Gender	1	0.18	0.39	.54

2x2 ANOVA: Competency 2 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.27	0.55	.46
Gender	1	8.29	17.14	.00*
Experience by Gender	1	0.42	0.87	.35

2x2 ANOVA: Competency 3 by Experience and Gender (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.36	2.47	.12
Gender	1	4.57	8.33	.00*
Experience by Gender	1	0.24	0.43	.51

2x2 ANOVA: Competency 4 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.02	0.03	.86
Gender	1	10.21	17.41	.00*
Experience by Gender	1	0.13	0.23	.64

2x2 ANOVA: Competency 5 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.75	1.33	.25
Gender	1	4.63	8.16	.00*
Experience by Gender	1	0.00	0.01	.95

2x2 ANOVA: Competency 8 by Experience and Gender (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.71	1.32	.25
Gender	1	0.45	0.84	.36
Experience by Gender	1	0.23	0.43	.52

2×2 ANOVA: Competency 9 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.56	0.99	.32
Gender	1	1.84	3.22	.07
Experience by Gender	1	0.29	0.51	.48

2×2 ANOVA: Competency 14 by Experience and Gender (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.31	5.55	.02*
Gender	1	4.04	6.79	.01*
Experience by Gender	1	0.23	0.38	.54

2×2 ANOVA: Competency 15 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.02	4.89	.03*
Gender	1	1.52	2.47	.12
Experience by Gender	1	0.01	0.01	.93

2×2 ANOVA: Competency 16 by Experience and Gender (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	9.39	14.56	.00*
Gender	1	0.72	1.11	.29
Experience by Gender	1	1.28	1.98	.16

2×2 ANOVA: Competency 17 by Experience and Gender (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	8.05	15.88	.00*
Gender	1	0.00	0.00	.99
Experience by Gender	1	0.63	1.24	.27

2×2 ANOVA: Competency 19 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.54	7.93	.01*
Gender	1	5.89	10.27	.00*
Experience by Gender	1	1.35	2.35	.13

2×2 ANOVA: Competency 20 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.58	0.97	.32
Gender	1	18.54	31.06	.00*
Experience by Gender	1	0.42	0.70	.40

2×2 ANOVA: Competency 22 by Experience and Gender (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	16.17	29.87	.00*
Gender	1	0.35	0.64	.42
Experience by Gender	1	0.52	0.97	.33

2×2 ANOVA: Competency 25 by Experience and Gender (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	17.30	30.26	.00*
Gender	1	1.92	3.36	.07
Experience by Gender	1	0.16	0.29	.59

2×2 ANOVA: Competency 28 by Experience and Gender (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.43	13.87	.00*
Gender	1	1.96	3.65	.06
Experience by Gender	1	0.38	0.70	.40

2×2 ANOVA: Competency 29 by Experience and Gender (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.10	10.80	.00*
Gender	1	3.18	4.84	.03*
Experience by Gender	1	0.03	0.05	.83

2×2 ANOVA: Competency 30 by Experience and Gender (N=400)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.82	3.71	.06
Gender	1	7.92	10.42	.00*
Experience by Gender	1	0.00	0.00	.97

2×2 ANOVA: Competency 31 by Experience and Gender (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.82	1.51	.22
Gender	1	0.01	0.01	.92
Experience by Gender	1	0.89	1.64	.20

2×2 ANOVA: Competency 32 by Experience and Gender (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.07	0.13	.72
Gender	1	0.62	1.09	.30
Experience by Gender	1	1.32	2.33	.13

2×2 ANOVA: Competency 34 by Experience and Gender (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.25	6.73	.01*
Gender	1	3.05	4.82	.03*
Experience by Gender	1	0.69	1.08	.30

2×2 ANOVA: Competency 36 by Experience and Gender (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.58	8.71	.00*
Gender	1	0.72	1.36	.24
Experience by Gender	1	3.69	7.02	.01*

2×2 ANOVA: Competency 38 by Experience and Gender (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.16	11.47	.00*
Gender	1	0.22	0.35	.56
Experience by Gender	1	2.00	3.21	.07

2×2 ANOVA: Competency 39 by Experience and Gender (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.81	9.08	.00*
Gender	1	0.03	0.06	.80
Experience by Gender	1	0.93	1.75	.19

2×2 ANOVA: Competency 40 by Experience and Gender (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.46	2.24	.14
Gender	1	0.07	0.11	.74
Experience by Gender	1	0.72	1.10	.30

2×2 ANOVA: Competency 41 by Experience and Gender (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.06	5.77	.02*
Gender	1	0.00	0.00	.95
Experience by Gender	1	1.27	2.40	.12

APPENDIX P

Note that for all tables in Appendix P, significant effects ($p < .05$) are indicated with an asterisk (*). In addition, *df* represents Degrees of Freedom and *MS* represents Mean Square.

2 x 6 ANOVA Tables for Experience, Building Enrollment, and Experience by Building Enrollment

2x6 ANOVA: Competency 1 by Experience and Building Enrollment (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.06	0.12	0.73
Building Enrollment	5	0.36	0.78	0.56
Experience by Building Enrollment	4	0.60	1.30	0.27

2x6 ANOVA: Competency 2 by Experience and Building Enrollment (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.01	0.02	.902
Building Enrollment	5	0.82	1.61	.155
Experience by Building Enrollment	4	0.45	0.89	.468

2x6 ANOVA: Competency 3 by Experience and Building Enrollment (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.08	0.15	.70
Building Enrollment	5	1.57	2.88	.01*
Experience by Building Enrollment	4	0.81	1.49	.21

2x6 ANOVA: Competency 4 by Experience and Building Enrollment (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.18	0.31	.58
Building Enrollment	5	2.22	3.72	.00*
Experience by Building Enrollment	4	0.97	1.62	.17

2x6 ANOVA: Competency 5 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.22	0.39	.53
Building Enrollment	5	0.92	1.62	.15
Experience by Building Enrollment	4	1.21	2.15	.07

2x6 ANOVA: Competency 8 by Experience and Building Enrollment (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.58	1.08	.30
Building Enrollment	5	0.30	0.56	.73
Experience by Building Enrollment	4	0.52	0.97	.43

2×6 ANOVA: Competency 9 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.47	0.86	.36
Building Enrollment	5	1.97	3.57	.00*
Experience by Building Enrollment	4	0.44	0.81	.52

2×6 ANOVA: Competency 10 by Experience and Building Enrollment (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.43	1.06	.31
Building Enrollment	5	1.20	2.94	.01*
Experience by Building Enrollment	4	0.66	1.63	.17

2×6 ANOVA: Competency 11 by Experience and Building Enrollment (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.74	1.58	.21
Building Enrollment	5	0.17	0.36	.87
Experience by Building Enrollment	4	0.35	0.75	.56

2×6 ANOVA: Competency 14 by Experience and Building Enrollment (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.71	2.80	.10
Building Enrollment	5	0.13	0.21	.96
Experience by Building Enrollment	4	0.43	0.71	.59

2×6 ANOVA: Competency 15 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.58	2.54	.11
Building Enrollment	5	0.17	0.28	.93
Experience by Building Enrollment	4	0.47	0.76	.55

2×6 ANOVA: Competency 16 by Experience and Building Enrollment (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.39	3.68	.06
Building Enrollment	5	0.57	0.88	.49
Experience by Building Enrollment	4	0.35	0.53	.71

2×6 ANOVA: Competency 17 by Experience and Building Enrollment (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.12	6.13	.01*
Building Enrollment	5	0.27	0.53	.75
Experience by Building Enrollment	4	0.37	0.74	.57

2×6 ANOVA: Competency 18 by Experience and Building Enrollment (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.50	4.68	.03*
Building Enrollment	5	1.05	1.97	.08
Experience by Building Enrollment	4	0.54	1.00	.41

2×6 ANOVA: Competency 19 by Experience and Building Enrollment (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.84	1.45	.23
Building Enrollment	5	1.18	2.02	.08
Experience by Building Enrollment	4	0.74	1.26	.28

2×6 ANOVA: Competency 20 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.28	0.44	.51
Building Enrollment	5	0.81	1.27	.28
Experience by Building Enrollment	4	0.49	0.77	.55

2×6 ANOVA: Competency 21 by Experience and Building Enrollment (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.23	5.59	.02*
Building Enrollment	5	0.45	0.77	.57
Experience by Building Enrollment	4	0.42	0.72	.58

2×6 ANOVA: Competency 22 by Experience and Building Enrollment (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.78	14.34	.00*
Building Enrollment	5	0.26	0.48	.80
Experience by Building Enrollment	4	0.90	1.65	.16

2×6 ANOVA: Competency 25 by Experience and Building Enrollment (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.49	9.77	.00*
Building Enrollment	5	1.47	2.61	.02*
Experience by Building Enrollment	4	0.43	0.76	.55

2×6 ANOVA: Competency 28 by Experience and Building Enrollment (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.52	2.88	.09
Building Enrollment	5	1.05	2.00	.08
Experience by Building Enrollment	4	0.67	1.27	.28

2×6 ANOVA: Competency 29 by Experience and Building Enrollment (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.12	1.71	.19
Building Enrollment	5	0.58	0.88	.50
Experience by Building Enrollment	4	0.97	1.47	.21

2×6 ANOVA: Competency 30 by Experience and Building Enrollment (N=400)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.16	0.21	.65
Building Enrollment	5	1.26	1.61	.15
Experience by Building Enrollment	4	1.05	1.37	.25

2×6 ANOVA: Competency 31 by Experience and Building Enrollment (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.65	1.21	.27
Building Enrollment	5	0.51	0.95	.45
Experience by Building Enrollment	4	0.80	1.49	.20

2×6 ANOVA: Competency 32 by Experience and Building Enrollment (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.01	0.02	.88
Building Enrollment	5	0.56	0.99	.42
Experience by Building Enrollment	4	1.04	1.85	.12

2×6 ANOVA: Competency 34 by Experience and Building Enrollment (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.63	1.02	.31
Building Enrollment	5	0.72	1.17	.33
Experience by Building Enrollment	4	1.88	3.05	.02*

2×6 ANOVA: Competency 35 by Experience and Building Enrollment (N=458)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.51	1.02	.31
Building Enrollment	5	0.36	0.71	.61
Experience by Building Enrollment	4	0.09	0.17	.95

2×6 ANOVA: Competency 36 by Experience and Building Enrollment (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.59	1.14	.29
Building Enrollment	5	0.83	1.61	.16
Experience by Building Enrollment	4	0.89	1.72	.14

2×6 ANOVA: Competency 38 by Experience and Building Enrollment (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.45	3.89	.05*
Building Enrollment	5	0.65	1.03	.40
Experience by Building Enrollment	4	0.20	0.32	.86

2×6 ANOVA: Competency 39 by Experience and Building Enrollment (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.66	1.29	.26
Building Enrollment	5	1.45	2.85	.02*
Experience by Building Enrollment	4	1.65	3.25	.01*

2×6 ANOVA: Competency 40 by Experience and Building Enrollment (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.65	0.99	.32
Building Enrollment	5	0.43	0.65	.66
Experience by Building Enrollment	4	1.01	1.54	.19

2×6 ANOVA: Competency 41 by Experience and Building Enrollment (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.13	0.24	.63
Building Enrollment	5	0.11	0.21	.96
Experience by Building Enrollment	4	0.88	1.66	.16

APPENDIX Q

Note that for all tables in Appendix Q, significant effects ($p < .05$) are indicated with an asterisk (*). In addition, *df* represents Degrees of Freedom and *MS* represents Mean Square.

2 x 7 ANOVA Tables for Experience, Building Configuration, and Experience by Building Configuration

2x7 ANOVA: Competency 1 by Experience and Building Configuration (N=463)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.18	0.39	.54
Building Configuration	6	0.59	1.28	.27
Experience by Building Config.	6	0.19	0.41	.87

2x7 ANOVA: Competency 3 by Experience and Building Configuration (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.28	0.49	.48
Building Configuration	6	1.16	2.06	.06
Experience by Building Config.	6	0.52	0.92	.48

2x7 ANOVA: Competency 4 by Experience and Building Configuration (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.05	0.08	.78
Building Configuration	6	0.94	1.54	.16
Experience by Building Config.	6	0.39	0.64	.70

2x7 ANOVA: Competency 5 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.14	0.25	.62
Building Configuration	6	1.29	2.26	.04*
Experience by Building Config.	6	0.60	1.06	.39

2x7 ANOVA: Competency 7 by Experience and Building Configuration (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.00	2.23	.14
Building Configuration	6	0.30	0.68	.70
Experience by Building Config.	6	0.21	0.47	.83

2x7 ANOVA: Competency 8 by Experience and Building Configuration (N=473)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.29	0.53	.47
Building Configuration	6	0.92	1.69	.12
Experience by Building Config.	6	0.25	0.45	.84

2×7 ANOVA: Competency 9 by Experience and Building Configuration (N=475)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.00	0.00	.96
Building Configuration	6	1.64	2.89	.01*
Experience by Building Config.	6	0.27	0.47	.83

2×7 ANOVA: Competency 13 by Experience and Building Configuration (N=422)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.45	2.09	.15
Building Configuration	6	0.83	1.19	.31
Experience by Building Config.	6	0.33	0.47	.83

2×7 ANOVA: Competency 15 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.36	2.22	.14
Building Configuration	6	1.13	1.84	.09
Experience by Building Config.	6	0.55	0.89	.50

2×7 ANOVA: Competency 16 by Experience and Building Configuration (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.02	7.79	.01*
Building Configuration	6	0.51	0.80	.57
Experience by Building Config.	6	0.92	1.42	.21

2×7 ANOVA: Competency 17 by Experience and Building Configuration (N=463)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.27	8.48	.00*
Building Configuration	6	0.76	1.51	.17
Experience by Building Config.	6	0.37	0.73	.63

2×7 ANOVA: Competency 19 by Experience and Building Configuration (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.59	4.43	.04*
Building Configuration	6	1.78	3.05	.01*
Experience by Building Config.	6	0.79	1.36	.23

2×7 ANOVA: Competency 20 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.20	0.32	.57
Building Configuration	6	1.41	2.21	.04*
Experience by Building Config.	6	0.57	0.90	.50

2×7 ANOVA: Competency 21 by Experience and Building Configuration (N=462)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.77	13.54	.00*
Building Configuration	6	0.42	0.73	.63
Experience by Building Config.	6	0.88	1.54	.17

2×7 ANOVA: Competency 22 by Experience and Building Configuration (N=461)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	10.41	19.36	.00*
Building Configuration	6	0.38	0.71	.64
Experience by Building Config.	6	0.96	1.79	.10

2×7 ANOVA: Competency 23 by Experience and Building Configuration (N=460)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.42	10.25	.00*
Building Configuration	6	1.16	2.20	.04*
Experience by Building Config.	6	0.50	0.94	.46

2×7 ANOVA: Competency 25 by Experience and Building Configuration (N=455)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	14.88	26.80	.00*
Building Configuration	6	1.88	3.40	.00*
Experience by Building Config.	6	0.85	1.53	.17

2×7 ANOVA: Competency 28 by Experience and Building Configuration (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.56	10.50	.00*
Building Configuration	6	1.28	2.42	.03*
Experience by Building Config.	6	0.13	0.24	.96

2×7 ANOVA: Competency 29 by Experience and Building Configuration (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.93	7.40	.01*
Building Configuration	6	1.33	2.00	.06
Experience by Building Config.	6	0.37	0.55	.77

2×7 ANOVA: Competency 30 by Experience and Building Configuration (N=398)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.93	1.23	.27
Building Configuration	6	1.59	2.09	.05
Experience by Building Config.	6	0.54	0.71	.64

2×7 ANOVA: Competency 31 by Experience and Building Configuration (N=463)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.03	0.05	.82
Building Configuration	6	0.48	0.89	.51
Experience by Building Config.	6	0.43	0.79	.58

2×7 ANOVA: Competency 32 by Experience and Building Configuration (N=462)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.05	0.08	.78
Building Configuration	6	0.46	0.82	.55
Experience by Building Config.	6	0.41	0.73	.63

2×7 ANOVA: Competency33 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.95	2.75	.10
Building Configuration	6	1.76	2.49	.02*
Experience by Building Config.	6	0.72	1.02	.41

2×7 ANOVA: Competency 34 by Experience and Building Configuration (N=462)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.36	2.20	.14
Building Configuration	6	2.22	3.59	.00*
Experience by Building Config.	6	0.83	1.35	.24

2×7 ANOVA: Competency 36 by Experience and Building Configuration (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.74	1.42	.23
Building Configuration	6	1.24	2.38	.03*
Experience by Building Config.	6	0.80	1.54	.16

2×7 ANOVA: Competency 38 by Experience and Building Configuration (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	4.70	7.48	.01*
Building Configuration	6	0.98	1.56	.16
Experience by Building Config.	6	0.58	0.92	.48

2×7 ANOVA: Competency 39 by Experience and Building Configuration (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.60	3.04	.08
Building Configuration	6	1.42	2.70	.01*
Experience by Building Config.	6	0.64	1.21	.30

2×7 ANOVA: Competency 40 by Experience and Building Configuration (N=463)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.79	2.75	.10
Building Configuration	6	0.41	0.65	.70
Experience by Building Config.	6	0.57	0.87	.51

2×7 ANOVA: Competency 41 by Experience and Building Configuration (N=455)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.24	2.32	.13
Building Configuration	6	0.45	0.84	.54
Experience by Building Config.	6	0.72	1.34	.24

APPENDIX R

Note that for all tables in Appendix R, significant effects ($p < .05$) are indicated with an asterisk (*). In addition, *df* represents Degrees of Freedom and *MS* represents Mean Square.

2 × 6 ANOVA Tables for Experience, District Size, and Experience by District Size

2 × 6 ANOVA: Competency 1 by Experience and District Size (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.72	1.57	.21
District Size	5	0.43	0.94	.45
Experience by District Size	5	0.38	0.82	.54

2 × 6 ANOVA: Competency 2 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.01	0.01	.92
District Size	5	0.70	1.38	.23
Experience by District Size	5	0.20	0.38	.86

2 × 6 ANOVA: Competency 3 by Experience and District Size (N=471)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.68	1.26	.26
District Size	5	1.84	3.38	.01*
Experience by District Size	5	0.39	0.71	.61

2 × 6 ANOVA: Competency 4 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.08	0.13	.72
District Size	5	2.08	3.49	.00*
Experience by District Size	5	0.84	1.42	.22

2 × 6 ANOVA: Competency 5 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.37	0.66	.42
District Size	5	0.60	1.04	.39
Experience by District Size	5	0.77	1.35	.24

2 × 6 ANOVA: Competency 6 by Experience and District Size (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.47	1.07	.30
District Size	5	0.08	0.18	.97
Experience by District Size	5	0.31	0.72	.61

2×6 ANOVA: Competency 7 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.26	5.12	.02*
District Size	5	0.34	0.77	.57
Experience by District Size	5	0.34	0.78	.57

2×6 ANOVA: Competency 8 by Experience and District Size (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.97	1.79	.18
District Size	5	0.50	0.92	.47
Experience by District Size	5	0.58	1.08	.37

2×6 ANOVA: Competency 9 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.66	1.21	.27
District Size	5	1.53	2.82	.02*
Experience by District Size	5	1.38	2.55	.03*

2×6 ANOVA: Competency 11 by Experience and District Size (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.60	7.70	.01*
District Size	5	0.68	1.45	.21
Experience by District Size	5	0.16	0.34	.89

2×6 ANOVA: Competency 14 by Experience and District Size (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.90	4.76	.03*
District Size	5	0.57	0.94	.45
Experience by District Size	5	0.36	0.59	.71

2×6 ANOVA: Competency 15 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.78	4.49	.04*
District Size	5	0.89	1.44	.21
Experience by District Size	5	0.30	0.49	.79

2×6 ANOVA: Competency 16 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	8.75	13.52	.00*
District Size	5	0.80	1.23	.29
Experience by District Size	5	0.63	0.97	.44

2×6 ANOVA: Competency 17 by Experience and District Size (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.51	14.82	.00*
District Size	5	0.34	0.67	.64
Experience by District Size	5	0.58	1.15	.33

2×6 ANOVA: Competency 18 by Experience and District Size (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	8.36	15.59	.00*
District Size	5	1.09	2.04	.07
Experience by District Size	5	0.72	1.34	.24

2×6 ANOVA: Competency 19 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.38	4.08	.04*
District Size	5	1.69	2.89	.01*
Experience by District Size	5	0.24	0.42	.84

2×6 ANOVA: Competency 20 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.56	0.90	.35
District Size	5	1.34	2.15	.06
Experience by District Size	5	0.33	0.53	.76

2×6 ANOVA: Competency 21 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	11.23	19.44	.00*
District Size	5	0.29	0.50	.77
Experience by District Size	5	0.68	1.17	.32

2×6 ANOVA: Competency 22 by Experience and District Size (N=465)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	16.06	29.23	.00*
District Size	5	0.28	0.50	.77
Experience by District Size	5	0.34	0.63	.68

2×6 ANOVA: Competency 23 by Experience and District Size (N=464)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	9.22	17.75	.00*
District Size	5	1.18	2.28	.05*
Experience by District Size	5	0.54	1.04	.40

2×6 ANOVA: Competency 28 by Experience and District Size (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	7.38	13.83	.00*
District Size	5	0.57	1.07	.37
Experience by District Size	5	0.37	0.68	.64

2×6 ANOVA: Competency 29 by Experience and District Size (N=472)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	6.82	10.43	.00*
District Size	5	1.03	1.57	.17
Experience by District Size	5	0.63	0.96	.44

2×6 ANOVA: Competency 30 by Experience and District Size (N=400)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.80	2.38	.12
District Size	5	2.11	2.79	.02*
Experience by District Size	5	0.20	0.27	.93

2×6 ANOVA: Competency 31 by Experience and District Size (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.32	0.59	.44
District Size	5	0.42	0.79	.56
Experience by District Size	5	0.79	1.48	.20

2×6 ANOVA: Competency 32 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	0.27	0.48	.49
District Size	5	0.49	0.87	.50
Experience by District Size	5	1.02	1.82	.11

2×6 ANOVA: Competency 33 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.37	3.36	.07
District Size	5	1.75	2.48	.03*
Experience by District Size	5	0.65	0.92	.47

2×6 ANOVA: Competency 34 by Experience and District Size (N=466)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.28	5.40	.02*
District Size	5	1.60	2.62	.02*
Experience by District Size	5	1.39	2.29	.05*

2×6 ANOVA: Competency 35 by Experience and District Size (N=458)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.30	2.63	.11
District Size	5	0.67	1.36	.24
Experience by District Size	5	0.43	0.86	.51

2×6 ANOVA: Competency 36 by Experience and District Size (N=468)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.24	4.30	.04*
District Size	5	0.69	1.33	.25
Experience by District Size	5	0.47	0.90	.48

2×6 ANOVA: Competency 37 by Experience and District Size (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.17	2.66	.10
District Size	5	0.80	1.82	.11
Experience by District Size	5	0.51	1.15	.33

2×6 ANOVA: Competency 38 by Experience and District Size (N=470)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	5.03	7.96	.01*
District Size	5	0.55	0.87	.50
Experience by District Size	5	0.26	0.42	.84

2×6 ANOVA: Competency 39 by Experience and District Size (N=469)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	3.76	7.29	.01*
District Size	5	0.80	1.55	.17
Experience by District Size	5	0.83	1.62	.15

2×6 ANOVA: Competency 40 by Experience and District Size (N=467)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	1.90	2.90	.09
District Size	5	0.76	1.16	.33
Experience by District Size	5	0.76	1.16	.33

2×6 ANOVA: Competency 41 by Experience and District Size (N=459)

<i>Source</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Experience	1	2.50	4.62	.03*
District Size	5	0.04	0.08	1.00
Experience by District Size	5	0.27	0.51	.77