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An Analysis Of Expectations Of School Business Officials As Perceived By Superintendents And School Business Officials

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An Analysis of Expectations of School Business Officials as Perceived by Superintendents and School Business Officials

By

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Seton Hall University
2003
ABSTRACT

An Analysis of Expectations of School Business Officials as Perceived by Superintendents and School Business Officials

The purpose of this study was to gather data concerning the expectations that superintendents and school business officials have of school business officials and compare this information to determine whether there are any statistically significant differences between these two groups.

The researcher modified an instrument and conducted an ex post facto descriptive study to gather the data. The participants consisted of superintendents and school business officials practicing in school districts throughout the state of New York. The data from the survey were analyzed using the Independent Sample t-Test.

The findings included: (1) Working knowledge is more valuable than academic preparation for the professional preparation of the school business official. (2) Participation in seminars and workshops and membership in professional organizations are valued as important factors in the professional growth of the school business official.

The recommendations for action are: (1) The New York State Department of Education should develop a standard title and qualification for the position of school business official in order to obtain a consistency throughout the state. (2) School business officials should continue to be involved in professional organizations and should attend professional seminars and workshops to enhance their professional growth.
ACKNOWLEDGEMENTS

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Thank you to my husband, Ted, who provided constant support, and endured the "spousal absence" that accompanies a project of this intensity. His encouragement gave me the drive I needed to get through the tough times.

Last, but certainly not least, thank you to my family, friends and colleagues whose continuous support granted me the fortitude to realize this goal.
DEDICATION

To my best friend, my husband, Ted, thank you for your unwavering love and support throughout the doctoral program and life.

To my mother, Gisela Kempf, whom I know is always with me, providing the love, encouragement and pride that only a truly dedicated mother could. I wish you could be here to see me complete this endeavor. You are deeply missed.

To my father, Robert Kempf, who has been watching over me for many years. I hope that you would be proud.
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS ................................................................. iv

DEDICATION .............................................................................. v

LIST OF TABLES ........................................................................ viii

I. INTRODUCTION ........................................................................ 1

   Introduction ........................................................................... 1
   Overview of School Business Officials ................................. 4
   Significance of the Study ...................................................... 10
   Statement of the Problem ..................................................... 12
   Questions to be Answered ..................................................... 12
   Limitations of the Study ....................................................... 13
   Definitions of Terms ............................................................ 13
   Summary ............................................................................... 14

II. REVIEW OF RELEVANT LITERATURE .................................. 15

   Introduction ........................................................................... 15
   Professional Preparation of School Business Officials .......... 20
   Professional Growth and Service ......................................... 23
   Expectations of School Business Officials ......................... 28
   Summary ............................................................................... 32

III. METHODOLOGY ....................................................................... 33

   Participants ........................................................................... 33
   Instrument ............................................................................ 33
   Validity ................................................................................... 34
   Procedures ............................................................................. 35
   Data Analysis .......................................................................... 36

IV. ANALYSIS OF THE DATA .................................................... 38

   Introduction ........................................................................... 38
   Research Question 1 ............................................................. 39
      Professional Preparation .................................................. 39
      Professional Growth ......................................................... 42
   Research Question 2 ............................................................. 44
      Professional Preparation .................................................. 44
      Professional Growth ......................................................... 46
V. CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study
Questions to be Answered
Procedures: Data Collection
Findings
Question 1
   Professional Preparation
   Professional Growth
Question 2
   Professional Preparation
   Professional Growth
Question 3
   Professional Preparation
   Professional Growth
Conclusions
Recommendations for Action
Recommendations for Further Study
Summary

APPENDICES

A. SURVEY INSTRUMENT

B. LETTER OF PARTICIPATION

C. LETTERS OF SOLICITATION

REFERENCE LIST
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Superintendent Responses Regarding Professional Preparation of School Business Officials</td>
<td>41</td>
</tr>
<tr>
<td>2. Superintendent Responses Regarding Professional Growth of School Business Officials</td>
<td>43</td>
</tr>
<tr>
<td>5. Superintendent versus School Business Official Responses Regarding Professional Preparation of School Business Officials</td>
<td>50</td>
</tr>
<tr>
<td>7. Certified versus Civil Service School Business Official Responses Regarding Professional Preparation of School Business Officials</td>
<td>61</td>
</tr>
</tbody>
</table>
CHAPTER 1

Introduction

Managing the business of public school districts has become an increasingly confounding task. For the duration of the development of the public school system in the United States, the school business official has only recently been recognized as an essential member of the administrative team.

During the formation of school systems in the United States, the local Board of Education or its equivalent was responsible for handling the business aspects of running the district. Many school boards retained this control by hiring fiscal officers, treasurers, and comptrollers who reported directly to the board.

The universal acceptance of the role of the superintendent at the end of the 1800s, coupled with the rapid growth of the population and economies of the country during that time, resulted in school boards gradually relinquishing the control of the financial affairs of the districts to the superintendent (Cremin, 1961). This movement first occurred in several of the larger city districts including San Francisco, Chicago, and Atlanta (Peterson, 1985). It wasn’t until 1841 that the first district-wide school administrator hired in Cleveland was also the business administrator (Meglis, 1998).

Despite the realization that an administrator other than the superintendent best manages the responsibility for the business aspects of the district, many districts throughout the United States continue to combine these two positions. In a study conducted in Virginia by Tharpe (1995), of the 88 districts included in the
survey, it was noted that in 27, the superintendents were primarily responsible for
the school business functions of the districts.

A new administrative model for school districts was designed at this time, and the superintendent became the only member of the district’s administration who reported directly to the Board of Education. It was also during this time that the National Association of Public School Business Officials was formed. This organization became what is now known as the Association of School Business Officials or ASBO (Hack, Candoli and Ray, 1998).

Today, according to the New York State Association of School Business Officials (2002a) or NYSASBO, the role of the school business official is a critical one, and the school business official is an integral part of the leadership team in any district.

The business of education in many instances is the largest single enterprise in a community. Given the operation’s magnitude and importance, an individual with the financial and managerial expertise to provide fiscal leadership is a vital member of the school district’s management team. A School Business Administrator can assist greatly in facilitating the allocation and redirection of resources to educational programs, thereby enhancing the quality of life for all students (NYSASBO, 2002a).

There is an acknowledged lack of recognition for school business officials with regard to the place that they hold within the administration of school districts. The school business official in a district is similar in responsibility and reputation to the chief financial officer of a corporation in the private sector.
According to Meglis (1998), while students can usually identify the superintendent, principals, and many of the district’s teachers, they probably have little or no contact with the school business administrator. Similarly, most adults recognize names like Lee Iacocca and Bill Gates as the heads of major corporations, but cannot identify the chief financial officers of the same companies.

Tully (1995) described the new role of chief financial officers in the private sector as follows; “Forget the image of the CFOs as boring bean counters. Today’s best CFOs shape strategy, earn millions, and can be worth billions to a company and its shareholders” (p. 162). Meglis (1998) believed that this statement also has parallel relevance and meaning to the school business officials in the public sector.

In an effort to develop and enhance the leadership skills of practicing school business officials in New York, NYSASBO developed the SBO Academy. This is a new program for 2002 that is geared toward experienced school business officials who are technically proficient and wish to become true educational leaders. The Academy provides the nineteen selected individuals with the opportunity to collaborate with school business officials from different parts of the state and share ideas and experiences in the areas of leadership, communication, and relationship development (NYSASBO, 2002b).
Overview of School Business Officials

The breadth of the responsibility areas of a school business official is large and can vary significantly from one district to another, depending on several factors such as district size and budget. According to Meglis (1998), these areas of responsibility may include, but are not limited to the following:

1. Accounting
2. Auditing
3. Budgeting
4. Facilities and Maintenance
5. Data Processing
6. Evaluating
7. Environmental Issues (Monitoring and Compliance)
8. Financial Reporting
9. Fixed Assets
10. Food Service
11. Insurance and Risk Management
12. Inventory Control
13. Investing
14. Legal Issues
15. Negotiations
16. Personnel
17. Public Relations
18. Purchasing
19. Record Keeping
20. Reporting
21. Supervising
22. Warehousing
23. Transportation
24. Other duties as assigned (p. 108).

Dembowski and Kerr (1996) conducted a study of school business officials in New York and found that leadership ability, communication skills, values and ethics were some of the most desirable attributes of school business officials, while experience as an educator and adherence to policy were considered much less important qualities.

Meglis (1998) also described some of the personal attributes that are considered necessary to be successful as a school business official. These include, but are not limited to:

1. Aptitude
2. Charisma
3. Commitment
4. Communication Skills
5. Delegation
6. Energy
7. Fortitude
8. Humor
9. Innovation
10. Motivation
11. Organization
12. Resilience

The role of the school business official is dynamic and evolves as educational reform movements and economic factors impact on the way in which schools operate. According to Odden (1992), the changes in attitude within the field of education from "the need for fiscal equity in the schools to standards-based structures of fiscal adequacy has enhanced the financial responsibilities of school districts." Although under standards-based reform schools are being required to demonstrate double and triple education results, comparable funding increases are highly unlikely. Therefore, the ability of the schools and districts to accomplish these goals will only be possible if schools "use resources more productively and reallocate resources to new and more effective education strategies" (Odden, 1992).

Thompson, Wood and Honeyman (1994) discussed the education reform movement as part of the national agenda in that many critics have linked the nation's success to the success of the education system. The importance of understanding that school finance is at the heart of schooling is critical for administrators because it is expensive to pay for either the successes or failures of education.

According to NYASASBO (2002a), "the business official is a key member of the management team representing the superintendent and board of education
in the management of district financial, physical, material and human resources.” The responsibility to evaluate how districts are allocating and spending their resources and to implement policies to ensure that the spending practices support these new finance structures fall primarily on the school business official.

Deering and Stevenson (2001) described the position of school business official as a critical position and one of the most important members of the educational leadership team. The vital expertise that school business officials bring “contributes to the success of school districts as they struggle to strive for excellence while using public resources in a manner that engenders trust on the part of the taxpayer and policy makers at all levels” (p. 28).

Hack et al., (1998) summarized the overall objective of school business administration as contributing “to the development and implementation of general policies and administrative decisions that provide the most effective, efficient management of business affairs and optimize the attainment of educational goals (p. viii).

NYSASBO (2002a) supports the position that a school business official is an integral part of the district’s leadership team. Some of the leadership skills that are deemed critical for an effective school business official include intelligence, high ethical standards, good judgment, initiative, creative vision, commitment to educational excellence and dedication to the mission of the district.

Along with the variety of areas that are part of a school business official’s daily job description, many school business officials are also expected to be actively involved with community relations. In an effort to determine what
school boards expect of school business officials, Shannon (1993) reviewed the Code of Ethics and Standards of Conduct of ASBO International and evaluated this information against the roles of school boards. It was found that, by observing the Code of Ethics and Standards of Conduct for business officials, the school business official helped the school board in its role of school governance and met the highest expectations any school board had. Based on his findings, Shannon concluded that

working closely with community members, the school board, the superintendent, and other administrators and developing an effectively and coherently organized program within the business office, would satisfy the expectations of the school board, while simultaneously conforming to the business administrator’s standards. (p. 36)

Graczyk (2001) referred to the importance of the relationship between the school business official and the superintendent and board of education as follows: “School business administrators rarely get fired for making an adding mistake. However, school administrators in all positions are often forced to seek other jobs because they have alienated their superintendents, their boards, or their communities through inappropriate human interactions” (p. 13). This further emphasizes the importance of good community relations.

A nationwide study conducted by Horrow (1981) looked at the “needed” and “demonstrated” competencies of the school business official as perceived by the superintendent and school business official. Superintendents and school business officials were “in substantial agreement regarding the demonstrated...
and needed competencies of the school business administrator” (p. 140). However, this study did not demonstrate significant differences regarding the perception of the competencies between districts of different sizes, as was found in the study conducted by Santo (2000).

Santo’s (2000) study to “investigate and compare the perceptions of a nationwide sample of superintendents and school business administrators as to the importance of various competencies for entry level school business administrators,” (p. 5) revealed similar conclusions to Horrow (1981). Santo, using a modified instrument that was originally developed in 1979 by Mayerson, found that there is an overall agreement between the perception of superintendents and school business administrators regarding many of the competencies for new school business administrators. However, as this study encompassed the entire continental United States, statistically significant differences were found between responses from various regions of the country, particularly in the areas of risk management, general business and office management, and collective bargaining negotiations. This may be because some regions of the country do not participate in collective bargaining, and certain issues may be more prevalent in certain regions of the country than others.

In addition, Santo (2000) noted that there were statistically significant differences in the responses depending on the size of the district. Smaller districts tended to emphasize data processing as an important competency, whereas larger districts emphasized competency in the areas of educational administration theory and economics of educational finance.
Significance of the Study

The field of education is currently experiencing shortages in qualified personnel in many areas of administration, including superintendents, building administrators, and school business officials (Gracyzk, 2001). These shortages are expected to continue, and may worsen, as the more experienced administrators retire and take advantage of retirement incentives that are being offered by the state of New York. Gracyzk cited a lack of understanding of the responsibilities of the school business administrator and the rewards of the position as contributing factors to the lack of qualified individuals entering the field to fill these anticipated vacancies.

A survey of school business officials practicing in New York conducted by NYSASBO in December 2002 revealed that 22% of current school business officials are planning retirement within the next five years. However, it should be noted that this percentage varies depending on the region of the state, from a low of 19% to a high of 30% (NYSASBO, 2003).

This study could provide critical information to superintendents and school boards in New York State regarding the reasonability of the expectations of the skills of prospective candidates for school business official positions. As the role of the school business official becomes more complex, it may be necessary for universities offering certificate programs in the area of school business administration to realign the curriculum of these programs to focus on skills that have become more critical to district superintendents. This could
contribute to better preparation of individuals for roles as school business officials.

Additionally, although there have been various studies conducted in the field of school business officials, many of which measured the perceptions of superintendents and school business officials regarding certain criteria, no such study has been conducted that focused on school business officials practicing in the state of New York. This study could contribute to the body of knowledge and, perhaps, would lead to improvements in the professionalism of practicing school business administrators in the state.

Giambrone (2001) reflected on his thirty-plus years of experience as a school business official in the state of Pennsylvania and developed a chart comparing areas of responsibility of a business official prior to 1970 to today. According to this chart, in each category -- business office, personnel office, buildings and grounds, support services, food services, and transportation -- the additional responsibilities of the school business official have at least doubled since 1970.

Sielke (1995) noted that the evolving role of the business administrator involves a shift from a “primarily technical skill level to a human relations skills level,” which results in an increased professional status (p. 34). This change in the role of the school business administrator from the technical to the human relations level is necessary for school districts to implement the varied levels of school reform. In order for schools to effectively implement ideas such as site-based management, school business administrators need to exercise human
relations skills to coordinate their work with the building administrators who are currently overseeing tasks such as site-based budgeting. If these tasks are not overseen and coordinated by the individual with the expertise and knowledge in the respective areas, the financial condition of the district is likely to deteriorate.

Thompson et al. (1994) stated that “even a technologically advanced aid scheme coupled with superior instructional programs would be utterly useless without technical and ethical competence in carrying out the educational and financial trust of the district.” Thompson et al. deemed school finance to be “the vital organ that supplies the essential nutrient (money) to an integrated and interdependent organism called schooling” and that the importance of school finance and school business operations cannot be overestimated.

Statement of the Problem

The purpose of this study is to modify an instrument and conduct an ex post facto descriptive study of school business officials and superintendents in the state of New York to compare the expectations held by school business officials of themselves to the expectations of school business officials held by superintendents. This study will replicate with studies conducted in California by Bustillos (1989) and Medeiros (2000).

Questions to be Answered

1. What expectations do superintendents hold for other school business officials regarding professional preparation and professional growth?
2. What expectations do school business officials hold for school business officials regarding professional preparation and professional growth?
3. What significant differences exist regarding the expectations of superintendents and school business officials in the areas of professional preparation and professional growth of the school business official?

Limitations of the Study

1. This study will measure perceptions of professionals within the field of education.

2. This study will not assess whether responses are directly affected by the background or experience of the respondents.

3. The sample population surveyed will be selected from school districts limited to the state of New York whose superintendents responded positively to a request to participate. This may exclude a portion of the population of school business officials who otherwise would have participated in such a study.

Definitions of Terms

The following definitions apply to this study:

School Business Official – This term refers to the chief financial officer of a school district. For the purposes of this study, this term will also be used to refer to interim and acting school business officials. This term is interchangeable with “school business administrator.”

Superintendent – This term refers to the chief operating officer or chief executive officer of a school district. For the purposes of this study, this term will also be used to refer to interim and acting superintendents.
Summary

The shortage of school business officials has become as alarming as the shortage of superintendents and building administrators. The role of the school business official has become more recognized as a critical part of the leadership of school districts and as a necessary position to ensure that the district's resources are being maximized. Formal recruitment plans for potential candidates for vacant positions has begun on a district-by-district basis, with the state chapters of the Association of School Business Officials beginning to recognize that a more regional effort is necessary to fill the impending vacancies. However, these recruitment programs have lagged behind the efforts at recruiting superintendents and building administrators. According to Armstrong, Burkybile, Dembowski and Guiney (1999), "When everyone concerned sees the school finance and school business operations as the foundation on which the educational system is grounded, appropriate action will likely be taken" (p. 30). In the meanwhile, understanding the expectations held by superintendents of the school business officials may assist individual districts in identifying the best candidates for this critical leadership position.
CHAPTER II
Review of Relevant Literature

Introduction

The school business official is gradually becoming accepted as a critical member of the leadership team in school districts. The changing demographics of the country's population and the school populations, along with the imposition of increased accountability and need for resources to support the evolving technology in the 21st century, have resulted in the need for an individual with expertise to enable school districts to "achieve excellence with limited resources" (ASBO International, 2001).

The thrust of the educational reform movement was the presentation of the report *A Nation at Risk* in 1983. This report outlined many levels of improvement that are necessary in schools in the United States in order to lead to excellence in our system of education, ranging from the curriculum standpoint all the way to the training of school leaders (National Commission on Excellence in Education, 1983).

In the ten years following the publication of *A Nation at Risk*, the public concern over the quality of education in the United States continued to grow and flourish. In that ten-year period, thirty major reports were written by various organizations, calling for fundamental reform of the nation's schools (Thompson et al., 1994).
Stevenson and Warren (1996) cited seven major issues that will impact on the role of the school business official in the twenty-first century. These issues are:

1. Aging Population
2. A Cultural and Pluralistic Society
3. Children of Poverty
4. Continued Growth in Site-Based Management
5. Public Education Alternatives
6. Technology and Telecommunication Explosion
7. The New American Culture.

The ability of the school business official to handle the technical as well as the political aspects of all of these changes is what will lead to the business official's success.

Pichel and Piper (1998) concurred with Stevenson and Warren on several points, but submitted that the following items reflect the probable future issues relative to school business administration:

1. Greater State Funding
2. Greater State Involvement
3. Greater Competition
4. Vouchers
5. Technology
6. Academics
7. Expanded Services
8. Social Services

9. Diversity and Equity

10. Media Focus.

Pichel and Piper's viewpoint was that, "Rather than managing the business of schools, the new role will be managing an educational-social services enterprise" (p. 8).

Hay (1999) also discussed the changes in public education that will affect the roles of school business administrators in upcoming years. He cited the effects of the Internet, technology, electronic schools including e-books, the "information deluge and democratization of information," the "Age of Convenience and Flexibility", and the "aging of America" as some of the significant trends that will impact education (p. 21).

The next major influence on the education reform movement was the enactment of Goals 2000: Educate America Act in 1984. This act was designed to encourage all states to set standards in education that would establish high expectations for all students (Picus, 1995). In order for school systems to achieve these goals, fundamental changes must occur in the organization and management of schools. Picus believed that the type of systemic reform that will be necessary to meet the criteria of Goals 2000 will require the school business officials to find new and creative ways to manage the increasingly diverse activities of the district.

President George W. Bush subsequently augmented the standards set forth by Goals 2000, with the signing of the No Child Left Behind Act of 2001 in January 2002. This law redefines the federal government's role in K-12
education and is intended to close the achievement gap between disadvantaged and minority students and their peers. It is designed on the basis of four principles:

"stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work" (U.S. Department of Education, 2002).

In a discussion of the impact of the No Child Left Behind Act (NCLB) on the role of the school business official, Doyle (2003) opined that the school business official is frequently one of the few members of the leadership team with a system-wide view of the district. Therefore, it will be the school business official that will be relied upon to ensure that all members of the district's team are working together to achieve the necessary goals. Doyle further stated that, "Leading-edge business officials must behave like private-sector entrepreneurs. They must acquire technologies and gain the expertise that will make it possible for the schools they serve to make discerning judgments about best practice" (p. 12).

Hack et al. (1998) summarized the overarching themes that have been the framework of all of these reform movements as follows:

1. Achievement of excellence
2. Effectiveness
3. Equity
4. Liberty or parent choice
5. Restructuring.
The implementation of each of the reform movements has had an impact on the
to way in which schools are run in general and, specifically, on the role and function
of the school business official. Although the development of these themes
precedes Goals 2000 and NCLB, their themes are still relevant.

The impact of the changing demographics in the nation's schools on the
role of schools and education and, ultimately, on the role of the school business
official cannot be overlooked. Bolton (2000) referred to several factors that are
going to have considerable impact on the field of education over the next several
years. The changing demographic and social factors are creating new
governance, finance, and management challenges for education. Schools today
are serving a more diverse student base, including increasing numbers of students
with limited English proficiency and students from various racial and ethnic
backgrounds. Some of these students may require different methods of
instruction in order to achieve at the high levels that are required by programs
such as NCLB.

Farnsworth-Riche (2000) noted that the United States is experiencing the
largest influx of immigrants since the turn of the 20th century. Across the country,
many districts are realizing the impact of the large number of immigrant groups,
particularly Latinos, which have immigrated to the United States. By the middle
of the 21st century, non-hispanic whites will comprise a slim majority of the
population, with Latinos representing approximately one fourth of the population
and the remaining one-fourth consisting of African Americans, Asians, and
Native Americans combined (Gordon, Piana and Kelcher, 2000). According to
the National Center for Education Statistics (1996), Latino students represent the fastest growing population in America's schools. By the year 2010, Latinos are projected to account for 43% of the U.S. population growth, and the Latino school-age population is expected to increase about 60% in the next 20 years. By 2025, it is forecasted that approximately one-fourth of school-age children will be Latino (Reyes, Wagstaff, and Fusarelli, 1999).

According to Bolton (2000), schools are also experiencing an increase in social problems including crime, poverty and drugs, which impact on students' health, safety and readiness to learn. Resources are necessary to provide programs and human services that will be demanded as a result of these growing issues.

Bolton (2000) viewed the productive use of school resources as one of the most critical issues in the school arena today. Bolton believed that it is critical for all members of the educational community to acknowledge that money can and must matter more than ever if the United States is going to achieve the ambitious goal of high achievement for all students. According to Bolton, there are many uncertainties that educators face today. There is, however, one thing that is certain: "business officials will be an important part of the efforts to transform education and to improve learning and teaching in the classroom through the more productive use of human and financial capital in the schools" (p. 17).

Professional Preparation of School Business Officials

The current movement toward greater accountability in the field of school business has resulted in more states adding to or improving the requirements
necessary to become certified as a school business administrator (Hack et al., 1998). Drake and Roe (1994) found that thirty-five states still have no minimum required educational background or certification for school business officials. Meglis (1998) concurred, remarking that the certification and education requirements to become a school business official are extremely lacking, particularly when compared with the requirements to become teachers or superintendents.

New York State added the School Business Administrator certification in 1991, in response to growing demands for business officials with a more specific knowledge base than educators who merely completed administrative or supervisory certification courses. Certificated school business officials in New York are required to obtain a certificate of advanced study. Currently, this program requires thirty credits above a Masters’ Degree, and requires an administrative internship in a business office (Everett and Mastro, 1994).

Prior to the adoption of the School Business Administrator certification in New York there were two possible routes once could take to attain this position: by passing a competitive civil service examination or by completing a 60-credit graduate program, including a Master’s degree. In addition to the graduate coursework, the individual had to have three years of teaching experience and a permanent teaching certificate (Murphy, 1997).

In a study conducted of school business officials practicing in New York, Dembowski and Kerr (1996) found that certified school business officials earned approximately 55% more, on average, than those business officials appointed with
civil service credentials. New York State Association of School Business Officials’s annual salary survey conducted in December 2002 also found a significant difference in salaries between the two categories of school business officials. NYSASBO’s survey showed a 47% differential in salary between certified- and civil service-appointed school business officials. This survey also found that school business officials who are appointed through civil service qualifications are less likely to hold ‘assistant superintendent,’ ‘director of finance,’ or ‘school business administrator’ titles (NYSASBO, 2003).

Williams (2002) referred to the results of the National Survey of Salaries and Wages in Public Schools conducted by the Educational Research Service. The data from this report concurs that school business officials holding the title of assistant superintendent in the Mideast region earn approximately 21% more than those holding the titles of directors of finance and business.

In an effort to establish standards for the training and certification of school business officials and to provide a framework for current members in the school business profession to continue to develop and improve as professionals, the Association of School Business Officials International (ASBO International) developed a professional standards guide in 1991. This guide identifies specific knowledge that a school business official should have or attain under the various responsibility areas (ASBO International, 2001). ASBO International is also attempting to standardize the titles, training, and functions of the school business official throughout the country. Until that time, the disparities between the role of the school business official between the states and regions will continue.
Professional Growth and Service

In a comprehensive study within the field of school business officials, conducted by McGuffey (1980) and recommended by the University Research Contacts Research Committee of the Association of School Business Officials (Research Committee), McGuffey attempted to identify the competencies of the school business official. The types of information that the Research Committee felt could be gained from the conduct of this survey included:

Clarifying what business officials should be required to study; guiding those planning continuing or in-service education programs; identifying factors that could be used in a performance-assessment program; determining the importance of tasks school business administrators are expected to perform; providing direction in the preparation of job descriptions and role definitions; and providing information needed to form the basis for a competency-based certification program (McGuffey, 1980).

Although McGuffey's (1980) study is now over twenty years old, it is a landmark that forms the basis of many other studies that have followed. The basic competencies of school business officials have remained the same but, as time has progressed, new areas that require expertise have been added. The primary area new to many school business officials is technology, which had limited application in the early 1980s, but has become a critical area in the 21st century.
In a discussion of the role of the school business administrator relative to instructional decisions, Ward (1992) noted that the school business administration can no longer stand aside as a staff function, separate and distinct from the other activities in the school. The school business administrator will be part of a leadership team... flexible and open to participation in school district decision making from a wide variety of individuals (p. 21).

If the school business official is truly a member of the leadership team of a school district, then the business official’s primary role is the education of children, albeit from a fiscal standpoint. According to Drake and Roe (1994), if the management of resources makes a difference in the confidence of the public and if the maximizing of resources for increasing the effectiveness of instruction makes a difference in that effectiveness, then the school business manager makes educational decisions. As such he or she is in an educational leadership position and is an important part of the educational leadership team (Drake and Roe, 1994).

Also in support of the school business official as part of the instructional leadership of a school district, Drake and Roe stated that the school business manager’s ability to articulate the vision of excellence held by the leadership of the district can make an important difference whether business management functions are merely mechanical services rendered or are part of the educational leadership effort toward excellence (Drake & Roe, 1994).
Hack et al. (1998) concurred with Drake and Roe in stating that, "the function of school business administration is to contribute to instructional effectiveness by assisting key decision makers in using financial resources in ways to maximize the achievement of educational goals" (p. viii). Additionally, Hack et al. stated that, "the school business administrator occupies a most sensitive and important post in the administrative structure of the school district" (p. 383).

In a study conducted in California, Medeiros (2000) noted that superintendents, principals and school business officials value the experience in the field of school business administration over the school business officials' academic credentials. This study also demonstrated that, in California, school business officials are deemed to hold a position of leadership within the school district and should display strength in a variety of leadership skills and values.

The results of Medeiros's study, conducted in eighty southern California unified school districts, were that superintendents, principals and school business officials are in general agreement as to the preparation, skills, and personality characteristics that are necessary for chief business officials. Medeiros's study supported the importance of the role of the school business official to the success of a school district and reinforced the variety of skills and characteristics that are necessary for the effectiveness of the school business official.

Peterson (1992) surveyed school business officials in the United States and Canada to determine the competencies and training required for this administrative position. The findings of the study supported the existence of a
stable body of knowledge that is critical for every school business official. The
findings also demonstrated that, regardless of the background and training of the
school business official and whether the training is primarily education- or
business-based, the school business officials viewed their training as invaluable
for their roles as school business officials.

The ASBO International (1993) presented a study at its annual conference.
The study was designed to determine how school districts can find and keep chief
school business officials. The survey instrument was designed and reviewed by
representatives from Pennsylvania ASBO and California ASBO and contained 64
multiple choice questions regarding school business official characteristics, salary
and benefits, and job satisfaction, among other topics. The instrument was sent to
over 1,000 school business officials practicing in the United States and several
other countries, including Canada, that have membership in ASBO International.
The results of this survey once again revealed that large numbers of school
business officials were planning retirement within ten years.

This ASBO International study revealed that there was a concern about the
need for school board and superintendent support for the position of school
business official and for the importance of the school business official becoming
an equal participant in school district management teams. The survey indicated
that addressing these issues could lead to better retention of school business
officials.

In reference to the ASBO International (1993) study mentioned above,
Guzman Wagner, Armstrong and Speck (1993) cited the following:
The chief school business official job has not lessened; in fact, it has increased. If the chief school business official position is truly valued, school board members, superintendents, administrators and other decision-makers must view the job as collegial (p. 31).

Santo (2000) conducted a study to determine the perceived level of competence required by entry-level school business officials in certain knowledge and technical skill areas. This study surveyed superintendents and school business officials in the United States. The findings revealed that superintendents and school business administrators have an overall similar perception as to the competencies required for entry-level school business administrators.

As part of a study to determine the use of professional networks and networking characteristics of school business officials in Illinois, Schneider (2000) noted that there were five issues that were identified as the most important to the survey respondents. These five areas, which are based on job clusters identified by McGuffley (1980), were:

1. Professional negotiations,
2. Insurance management,
3. Financial planning and budgeting,
4. Transportation services, and
5. Fiscal accounting and reporting.

The study revealed that networking among school business officials in Illinois occurs regularly and that many school business officials develop or enhance skills related to the job clusters mentioned above through networking.
Superintendents and boards of education rely on calculations and other information provided to them by the school business official prior to making these types of decisions that will directly affect the education of the district's students. When there are "no good choices" left such as choices between staff cuts, lost programs or closed schools, the expectation is that the information being provided is accurate and timely (Angelo, 2002).

ASBO International (2001) developed professional standards for school business officials. These standards are intended to "provide school business officials, as well as those who prepare, certify, and hire them, a framework that may be used to understand and structure the complex job of a school business official" (p. 6).

The seven professional standards that have been developed by ASBO International outline the expectations for the school business official based on a standardized set of criteria. The following enumerates these expectations:

1. The Education Enterprise – In order for the school business official to meet the demands for increased accountability, the expanding complexity of society, the challenge to do more with less, and the needed expertise to manage the financial resources of the school, certain standards in the areas of organization and administration, public policy and intergovernmental relations, and legal issues, must be met (p. 9).

2. Financial Resource Management – School business officials must be able to demonstrate, understand, and comprehend the principles associated with school finance; budgeting and financial planning; accounting,
auditing, and financial reporting; cash management, investments and debt management; and technology for school finance operations (p. 11).

3. Human Resource Management – In the education sector, the critical importance of human resource management can be demonstrated by considering the proportion of a school district’s total budget that is allocated to salaries, wages, and employee benefits. School business officials cannot fulfill their human resource management role effectively and efficiently without being aware of relevant management concepts and theories as well as applicable leadership styles (p. 14).

4. Facility Management – Effective and efficient facility management contributes to the educational process by providing the environment in which instructional programs are delivered. Research conducted over the last 25 years has validated the effect of the environment on the learner (p. 16).

5. Property Acquisition and Management – Accountability in education begins with the procurement of school property and materials. The school business official maximizes the process by coordinating the economic, efficiency, and cost effectiveness of property acquisition and management. Property acquisition and management includes purchasing, supply and fixed asset management, and real estate management (p. 18).

6. Information Management – The school business official is required to process, manage, and communicate vast amounts of organizational information. This standard includes strategic planning, instructional
support program evaluation, communications, and management information systems (p. 19).

7. Ancillary Services - This area of school business management includes risk management, transportation, and food service.

Risk management needs to play a role in standards of benchmarking, best practices and performance measurement. Financial standards such as claim statistics and cost-of-risk analysis are important measures of efficiency but are not true measures of risk management effectiveness when used alone. Other areas that need to be measured include strategies to contain costs of workers’ compensation, litigation management, employee relations, loss control, and cost containment (p. 22).

School transportation is the largest public mass transportation system. In school districts where there is no mandate to provide transportation, school transportation funding does not always receive as high a priority in budget decisions as mandated education programs. Where law requires transportation of students to and from school, funding shortfalls in recent years have created problems in maintaining an adequate school transportation program (p. 22).

Food service is provided to more than 26.1 million children in the United States every day. This standard requires that the school business official understand and demonstrate the ability to oversee the function of the district’s food service program to ensure that the nutritional needs of the students are being met (p. 23).
ASBO International (2001) intended for these standards to be used to assist community and policy makers in enhancing the effectiveness of the school business official, to monitor the quality of school business officials being trained, to provide school boards with measures to assess the productivity of their own business administrators, and to build public confidence that public schools are effectively and efficiently using tax dollars (p. 25).

Summary

The role of the school business official continues to expand as education reform continues to change and reprioritize. The school business official is a critical part of any school leadership team and, as regulations become more extensive and at the same time, more stringent, accountability for the efficient use of school district funds continues to increase. The school business official must become recognized as “more than just a number cruncher” (Sielke, 1995, p. 33).
Chapter III
Methodology

Participants

The participants for this study were 277 superintendents and 277 school business officials practicing in non-New York City school districts throughout the state of New York. Requests to participate were mailed to 707 school districts, and the participant sample included all districts whose superintendents returned a positive response. The listing of school superintendents was obtained from the publication, New York Public School Administrators' Business Directory and was updated according to the responses received from the initial mailing to the superintendents.

Instrument

In order to determine whether significant differences exist in the expectations of school business officials, a survey entitled, "Expectations of School Business Officials, as Perceived by Superintendents and School Business Officials" (see Appendix A) was designed by the researcher. The survey was adapted from a questionnaire developed by Bustillos (1989) and subsequently used in studies conducted by Ware (1995) and Medeiros (2000). The questionnaire has been used in the state of California, and has been adjusted to reflect corresponding information regarding school business officials practicing in New York State, for example, changing the term "chief business official" to "school business official." Further modifications have been made, according to
recommendations made by the original author, input from the jury of experts, and the researcher’s personal experience in the field of school business administration.

The instrument used was a 28 question, self-administered survey, in a Likert scale format with four response options. These options ranged from (4) Strongly Agree to (1) Strongly Disagree. There were 14 questions relating to the professional preparation of school business officials. These questions primarily addressed the educational and professional experience of the school business official. The remaining 14 questions involved the professional growth and service of school business officials as they related to information regarding various skills and specific knowledge areas of the school business official.

Validity

The validity and reliability of the instrument were established by the original author. Bustillos (1989) designed the survey for a study entitled, “Expectations Held for the California School Business Administrator.” A jury of experts was engaged to review the questionnaire and, subsequently, Bustillos piloted the study by sending it to ten principals, assistant superintendents, and superintendents. All of the instruments were returned, and several incidental modifications were made.

The original survey contained a section that was designed to measure 24 personality traits. After consideration of a recommendation from Medeiros (2000), who used the same instrument for a replication study, this researcher elected not to include personality traits as part of the study, due to the subjective nature of this information.
Due to subsequent adaptations of this instrument since its initial design, this researcher determined that further validation testing was necessary to ensure that the current adaptations did not jeopardize the face and content validity of the instrument. A jury of experts consisting of nine current and retired school business officials, one current superintendent and one assistant superintendent were sent the modified instrument to review. Many of the resulting recommendations were incorporated into the final instrument that was distributed to participating superintendents and school business officials.

Demographic data were requested and were designed to identify whether certain categories, such as district size, years of experience, and educational level of the respondent had an impact on the responses.

**Procedures**

A Letter of Participation (see Appendix B) requesting permission to conduct this study was mailed to the superintendents of 707 districts in New York State, and 277 superintendents responded that their districts would participate by signing and returning the form to the researcher on the respective district’s letterhead.

A 28-question survey was then mailed to 277 superintendents and 277 school business officials in the participating districts. Each participant was mailed the survey, with an accompanying Letter of Solicitation (see Appendix C) describing the study and explaining the confidentiality and anonymity of the responses. This Letter of Solicitation also served as the Informed Consent form.
The completed surveys were returned to the researcher via mail to the researcher’s business address.

**Data Analysis**

Survey responses were coded according to two categories: school business official responses and superintendent responses. These two categories represent independent samples.

The frequency of the response to each question was determined according to the four Likert-style responses that were being solicited: strongly agree, agree, disagree and strongly disagree. Each of the four response categories was assigned a numerical value of 4, 3, 2, and 1, respectively, which was used in conducting the quantitative analysis. Means were then used to determine the relative strength of the response to each of the questions for each group: superintendents and school business officials.

The data obtained from the Likert-response portion of the survey was analyzed using the Independent Sample t-Test. This method compared the means between the two groups of respondents and determined whether any statistical significance existed. This test “compares the within-group deviations from the mean with the between-group deviations from the mean” (George and Mallery, 2001, p. 130).

The information obtained from the demographic portion of the questionnaire was coded in groups to provide a quantitative means of analysis. Data was analyzed to determine whether any significant relationships exist.
between the demographic groups and the responses to each of the 28 questions in the survey.
CHAPTER IV
Analysis of the Data

Introduction

This study was intended to examine whether there are differences in the expectations of school business officials as perceived by superintendents and school business officials.

On November 15, 2002, 554 surveys were mailed: 277 to school business officials and 277 to superintendents. The surveys were mailed to the school business officials and superintendents in non-New York City school districts in New York State whose superintendents agreed to participate in this study. The questionnaire included 28 questions regarding professional preparation and professional growth and eight questions to collect demographic data from the respondent.

Of the 554 surveys mailed, 316 were returned, which represents an overall response rate of 57 percent. The returned responses included 52 percent from superintendents, 47 percent from school business officials, and 1 percent from individuals whose titles fell into other categories such as deputy superintendent and treasurer.

All information retrieved from the responses was entered into the Statistical Product and Service Solutions (SPSS) statistical software program. The Likert-scale responses were entered according to the scale: 4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree. The information from the demographic portion was coded for use to determine whether further statistical
relationships exist between the two groups of professionals being studied: superintendents and school business officials.

The primary purpose for this study was to determine whether statistically significant differences exist between the expectations that school business officials hold of themselves and the expectations that superintendents hold of school business officials. The statistic used to determine whether these differences exist was the Independent Samples Test, which compares the means of the two groups to determine whether a statistically significant difference exists. The Levene's Test for Equality of Variances was reviewed for each question. This test takes into consideration the degree of polarity in the responses before determining whether the result is statistically significant. For questions with statistically significant differences, the t-Test for Unequal Variances was used. The t-Test for Equal Variances was used to analyze all other questions. The statistics were run using the .05 level of confidence, which is the significance level that is traditionally used for the social sciences.

Research Question 1

What expectations do superintendents hold for school business officials regarding professional preparation and professional growth?

Professional Preparation

Responses to the survey from superintendents regarding professional preparation were placed in descending order according to mean. The frequency of each response according to the scale of 4 (strongly agree) to 1 (strongly disagree) is indicated as a percentage of the total response (see Table 1).
The data in Table 1 represents the superintendents’ responses to Questions 1 to 14 on the survey regarding the professional preparation of the school business official. This data is sorted by the mean of the responses received and is shown in descending order. A mean of 3.50 or higher was used to identify the skills regarding professional preparation that the superintendents deemed most important. These skills are:

2. Knowledge of laws related to budgeting.
4. Knowledge of data processing.
5. Knowledge of laws related to capital projects.
7. Knowledge of facilities management.
8. Knowledge of transportation.
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possess a minimum of a Bachelors Degree in Business or Public Administration.</td>
<td>3.29</td>
<td>87</td>
<td>54.4%</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>2. Possess a minimum of a Masters Degree in Education Administration</td>
<td>2.89</td>
<td>52</td>
<td>32.5%</td>
<td>42</td>
<td>63</td>
</tr>
<tr>
<td>3. Possess a minimum of a Masters Degree in Business or Public Administration.</td>
<td>2.96</td>
<td>54</td>
<td>33.8%</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>4. Have experience as a site level administrator.</td>
<td>2.58</td>
<td>20</td>
<td>12.1%</td>
<td>59</td>
<td>83</td>
</tr>
<tr>
<td>5. Have experience as a classroom teacher.</td>
<td>2.33</td>
<td>13</td>
<td>7.9%</td>
<td>42</td>
<td>96</td>
</tr>
<tr>
<td>6. Have strong working knowledge of accounting.</td>
<td>3.68</td>
<td>118</td>
<td>71.5%</td>
<td>42</td>
<td>25.5%</td>
</tr>
<tr>
<td>7a. Have a working knowledge of School Finance.</td>
<td>3.90</td>
<td>149</td>
<td>90.3%</td>
<td>16</td>
<td>9.7%</td>
</tr>
<tr>
<td>7b. Have a working knowledge of Data Processing.</td>
<td>3.64</td>
<td>106</td>
<td>65.0%</td>
<td>36</td>
<td>34.4%</td>
</tr>
<tr>
<td>7c. Have a working knowledge of Facilities Management.</td>
<td>3.59</td>
<td>101</td>
<td>61.2%</td>
<td>60</td>
<td>36.4%</td>
</tr>
<tr>
<td>7d. Have a working knowledge of Food Services.</td>
<td>3.45</td>
<td>86</td>
<td>52.1%</td>
<td>67</td>
<td>40.6%</td>
</tr>
<tr>
<td>7e. Have a working knowledge of Risk Management.</td>
<td>3.60</td>
<td>103</td>
<td>62.4%</td>
<td>58</td>
<td>35.2%</td>
</tr>
<tr>
<td>7f. Have a working knowledge of Transportation.</td>
<td>3.55</td>
<td>98</td>
<td>59.4%</td>
<td>60</td>
<td>36.4%</td>
</tr>
<tr>
<td>8. Have a working knowledge of collective bargaining and negotiations laws in New York State.</td>
<td>3.49</td>
<td>86</td>
<td>52.8%</td>
<td>71</td>
<td>43.6%</td>
</tr>
<tr>
<td>9. Have strong working knowledge of New York State Municipal Laws related to school district budgeting.</td>
<td>3.78</td>
<td>130</td>
<td>78.8%</td>
<td>34</td>
<td>20.6%</td>
</tr>
<tr>
<td>10. Have strong working knowledge of New York State laws and regulations related to school district capital projects.</td>
<td>3.64</td>
<td>109</td>
<td>66.9%</td>
<td>49</td>
<td>30.1%</td>
</tr>
<tr>
<td>11. Qualify for New York State Civil Service designation as a school business official.</td>
<td>2.80</td>
<td>36</td>
<td>22.4%</td>
<td>62</td>
<td>38.5%</td>
</tr>
<tr>
<td>12. Hold a School Business Administrator certification from an accredited university.</td>
<td>3.25</td>
<td>70</td>
<td>43.8%</td>
<td>62</td>
<td>38.8%</td>
</tr>
<tr>
<td>13. Be required to have completed fieldwork or an internship in school business administration.</td>
<td>3.44</td>
<td>88</td>
<td>54.7%</td>
<td>56</td>
<td>34.8%</td>
</tr>
<tr>
<td>14. Have private sector work experience in business management and finance.</td>
<td>2.37</td>
<td>5</td>
<td>3.1%</td>
<td>57</td>
<td>35.6%</td>
</tr>
</tbody>
</table>
All of the skills that were preferred by superintendents related to the working knowledge in relevant areas falling under the responsibility of the school business official. Most superintendents did not rank questions related to educational preparation as highly as questions related to professional experience and knowledge. Work experience as a site level administrator or as a classroom teacher were among the lowest ranking responses, which seems to indicate that hands-on working experience in areas of school business is deemed more valuable than educational background.

The data also indicates that, in general, superintendents value a school business official that possesses certification as a school business official versus a civil service-designated school business official.

Professional Growth

As shown in Table 2, superintendents seem to value professional growth of the school business official. The specific skills that the superintendents seemed to feel strongly about relative to professional growth included the following:
### Table 2

**Superintendent Responses Regarding Professional Growth of School Business Officials**

<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Mean</th>
<th>Freq</th>
<th>%</th>
<th>Freq</th>
<th>%</th>
<th>Freq</th>
<th>%</th>
<th>Freq</th>
<th>%</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Be actively involved in the Association for School Business Officials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.44</td>
<td>81</td>
<td>49.4%</td>
<td>74</td>
<td>45.1%</td>
<td>9</td>
<td>5.5%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>16. Enroll in seminars/workshops offered for practitioners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.54</td>
<td>91</td>
<td>55.2%</td>
<td>72</td>
<td>43.6%</td>
<td>2</td>
<td>1.2%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>17. Be the in-district source for information related to current issues in areas of responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.59</td>
<td>100</td>
<td>60.6%</td>
<td>63</td>
<td>38.2%</td>
<td>2</td>
<td>1.2%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>18. Have attained or be pursuing a doctoral degree in School Finance/Business Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.90</td>
<td>2</td>
<td>1.3%</td>
<td>12</td>
<td>7.4%</td>
<td>116</td>
<td>71.2%</td>
<td>33</td>
<td>20.2%</td>
</tr>
<tr>
<td>19. Have attained or be pursuing a doctoral degree in Educational Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.83</td>
<td>0</td>
<td>0.0%</td>
<td>10</td>
<td>6.1%</td>
<td>115</td>
<td>70.6%</td>
<td>38</td>
<td>23.3%</td>
</tr>
<tr>
<td>20. Annually review expectations with the superintendent and determine goals for the upcoming year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.75</td>
<td>124</td>
<td>75.2%</td>
<td>41</td>
<td>24.8%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>21. Be a member of the superintendent’s cabinet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.80</td>
<td>134</td>
<td>81.2%</td>
<td>39</td>
<td>13.6%</td>
<td>2</td>
<td>1.2%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>22. Work collaboratively with building principals and district administrators in managing school financial resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.91</td>
<td>149</td>
<td>90.9%</td>
<td>15</td>
<td>9.1%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>23. Be the designated financial spokesperson for the district</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.17</td>
<td>62</td>
<td>37.8%</td>
<td>71</td>
<td>33.3%</td>
<td>28</td>
<td>17.1%</td>
<td>3</td>
<td>1.8%</td>
</tr>
<tr>
<td>24. Be directly involved in collective bargaining as a member of the district’s negotiating team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.22</td>
<td>65</td>
<td>39.4%</td>
<td>76</td>
<td>46.1%</td>
<td>20</td>
<td>12.1%</td>
<td>4</td>
<td>2.4%</td>
</tr>
<tr>
<td>25. Support the superintendent in maintaining and improving the educational program of the district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.62</td>
<td>107</td>
<td>64.8%</td>
<td>54</td>
<td>32.7%</td>
<td>4</td>
<td>2.4%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>26. Possess good oral and written communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.70</td>
<td>114</td>
<td>69.5%</td>
<td>50</td>
<td>30.5%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>27. Perceive and understand the probable effects of business applications and functions on the educational programs of the district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.73</td>
<td>120</td>
<td>72.7%</td>
<td>45</td>
<td>27.3%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>28. Be able to facilitate staff development for both staff and line administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.95</td>
<td>35</td>
<td>21.2%</td>
<td>88</td>
<td>53.3%</td>
<td>41</td>
<td>24.8%</td>
<td>1</td>
<td>0.6%</td>
</tr>
</tbody>
</table>
1. Work collaboratively with building principals and district administrators in managing school financial resources.
2. Be a member of the superintendent’s cabinet.
3. Review expectations and set goals with the superintendent.
4. Perceive and understand the impact of business applications on the educational programs.
5. Possess good oral and written communication skills.
6. Support the superintendent in maintaining and improving the educational program of the district.
7. Be the source for information related to current issues in areas of responsibility.
8. Enroll in seminars and workshops offered for practitioners.

The value of a doctoral degree in either Educational Administration or School Finance for the school business official received the lowest scores.

Research Question 2

What expectations do school business officials hold for school business officials regarding professional preparation and professional growth?

Professional Preparation

The responses received from the school business officials to the same questions were also sorted according to the mean scores (see Table 3).
<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>Freq</th>
<th>%</th>
<th>3</th>
<th>Freq</th>
<th>%</th>
<th>2</th>
<th>Freq</th>
<th>%</th>
<th>1</th>
<th>Freq</th>
<th>%</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possess a minimum of a Bachelor's Degree in Business or Public Administration</td>
<td>3.25</td>
<td>82</td>
<td>56.2%</td>
<td>25</td>
<td>17.1%</td>
<td>32</td>
<td>21.9%</td>
<td>7</td>
<td>4.8%</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Possess a minimum of a Masters Degree in Education Administration</td>
<td>2.80</td>
<td>45</td>
<td>30.6%</td>
<td>40</td>
<td>27.2%</td>
<td>49</td>
<td>33.3%</td>
<td>13</td>
<td>8.8%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Possess a minimum of a Masters Degree in Business or Public Administration</td>
<td>2.71</td>
<td>31</td>
<td>21.1%</td>
<td>52</td>
<td>35.4%</td>
<td>55</td>
<td>37.4%</td>
<td>9</td>
<td>6.1%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have experience at a site level administrator</td>
<td>2.50</td>
<td>19</td>
<td>12.9%</td>
<td>49</td>
<td>33.3%</td>
<td>66</td>
<td>44.9%</td>
<td>13</td>
<td>8.8%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have experience as a classroom teacher</td>
<td>2.11</td>
<td>15</td>
<td>10.3%</td>
<td>23</td>
<td>15.8%</td>
<td>71</td>
<td>48.6%</td>
<td>37</td>
<td>25.3%</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Have strong working knowledge of accounting</td>
<td>3.41</td>
<td>76</td>
<td>51.7%</td>
<td>57</td>
<td>38.5%</td>
<td>13</td>
<td>8.8%</td>
<td>1</td>
<td>0.7%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a. Have a working knowledge of School Finance</td>
<td>3.73</td>
<td>107</td>
<td>72.8%</td>
<td>40</td>
<td>27.2%</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7b. Have a working knowledge of Data Processing</td>
<td>3.37</td>
<td>61</td>
<td>41.5%</td>
<td>80</td>
<td>54.4%</td>
<td>6</td>
<td>4.1%</td>
<td>0</td>
<td>0.0%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7c. Have a working knowledge of Facilities Management</td>
<td>3.63</td>
<td>94</td>
<td>63.9%</td>
<td>51</td>
<td>34.3%</td>
<td>2</td>
<td>1.4%</td>
<td>0</td>
<td>0.0%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7d. Have a working knowledge of Food Services</td>
<td>3.37</td>
<td>60</td>
<td>40.8%</td>
<td>82</td>
<td>55.8%</td>
<td>4</td>
<td>2.7%</td>
<td>1</td>
<td>0.7%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7e. Have a working knowledge of Risk Management</td>
<td>3.46</td>
<td>70</td>
<td>47.5%</td>
<td>75</td>
<td>51.0%</td>
<td>2</td>
<td>1.4%</td>
<td>0</td>
<td>0.0%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7f. Have a working knowledge of Transportation</td>
<td>3.43</td>
<td>64</td>
<td>44.8%</td>
<td>77</td>
<td>53.8%</td>
<td>2</td>
<td>1.4%</td>
<td>0</td>
<td>0.0%</td>
<td>143</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have a working knowledge of collective bargaining and negotiation laws in New York State</td>
<td>3.37</td>
<td>62</td>
<td>42.2%</td>
<td>78</td>
<td>53.1%</td>
<td>7</td>
<td>4.8%</td>
<td>0</td>
<td>0.0%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Have strong working knowledge of New York State Municipal Laws related to school district budgeting</td>
<td>3.63</td>
<td>94</td>
<td>63.9%</td>
<td>51</td>
<td>34.7%</td>
<td>2</td>
<td>1.4%</td>
<td>0</td>
<td>0.0%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Have strong working knowledge of New York State law and regulations related to school district capital projects.</td>
<td>3.51</td>
<td>78</td>
<td>53.8%</td>
<td>63</td>
<td>43.4%</td>
<td>4</td>
<td>2.8%</td>
<td>0</td>
<td>0.0%</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Qualify for New York State Civil Service designation as a school business official</td>
<td>2.54</td>
<td>22</td>
<td>15.3%</td>
<td>56</td>
<td>38.9%</td>
<td>44</td>
<td>30.6%</td>
<td>22</td>
<td>15.3%</td>
<td>144</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Hold a School Business Administration certification from an accredited university</td>
<td>2.95</td>
<td>46</td>
<td>31.3%</td>
<td>57</td>
<td>38.8%</td>
<td>35</td>
<td>23.8%</td>
<td>9</td>
<td>6.1%</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Be required to have completed fieldwork or an internship in school business administration</td>
<td>3.14</td>
<td>62</td>
<td>42.5%</td>
<td>50</td>
<td>34.2%</td>
<td>27</td>
<td>18.5%</td>
<td>7</td>
<td>4.8%</td>
<td>146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Have private sector work experience in business management and finance</td>
<td>2.74</td>
<td>26</td>
<td>18.1%</td>
<td>61</td>
<td>42.4%</td>
<td>51</td>
<td>35.4%</td>
<td>6</td>
<td>4.2%</td>
<td>144</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The areas that school business officials ranked higher than a mean of 3.50 in the area of professional preparation were:

2. Knowledge of facilities management.
3. Knowledge of laws relating to school district budgeting.
4. Knowledge of laws relating to capital projects.

The school business officials agreed with the superintendents regarding the relative lack of importance of classroom teacher and site level administrator experience in favor of hands-on experience in the relevant areas. There also seems to be a general consensus regarding the importance of the various levels of education that the school business administrator should possess.

Professional Growth

Table 4 reveals the results of the school business officials' responses regarding the area of professional growth. The following list indicates the skill areas that resulted in a mean score of 3.50 or higher by the school business officials:
<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Be actively involved in the Association for School Business Officials.</td>
<td>3.36</td>
<td>66</td>
<td>46.9%</td>
<td>70</td>
<td>47.6%</td>
<td>9</td>
</tr>
<tr>
<td>16. Enroll in seminars/workshops offered for practitioners.</td>
<td>3.48</td>
<td>71</td>
<td>48.3%</td>
<td>75</td>
<td>51.0%</td>
<td>1</td>
</tr>
<tr>
<td>17. Be the in-district source for information related to current issues in areas of responsibility.</td>
<td>3.38</td>
<td>59</td>
<td>40.1%</td>
<td>85</td>
<td>57.8%</td>
<td>3</td>
</tr>
<tr>
<td>18. Have attained or be pursuing a doctoral degree in School Finance/Business Services.</td>
<td>1.78</td>
<td>1</td>
<td>0.7%</td>
<td>13</td>
<td>8.8%</td>
<td>85</td>
</tr>
<tr>
<td>19. Have attained or be pursuing a doctoral degree in Educational Administration.</td>
<td>1.77</td>
<td>2</td>
<td>1.4%</td>
<td>14</td>
<td>9.5%</td>
<td>79</td>
</tr>
<tr>
<td>20. Annually review expectations with the superintendent and determine goals for the upcoming year.</td>
<td>3.65</td>
<td>96</td>
<td>65.8%</td>
<td>49</td>
<td>33.6%</td>
<td>1</td>
</tr>
<tr>
<td>21. Be a member of the superintendent's cabinet.</td>
<td>3.76</td>
<td>113</td>
<td>76.9%</td>
<td>33</td>
<td>22.4%</td>
<td>1</td>
</tr>
<tr>
<td>22. Work collaboratively with building principals and district administrators in managing school financial resources.</td>
<td>3.78</td>
<td>114</td>
<td>77.6%</td>
<td>33</td>
<td>22.4%</td>
<td>0</td>
</tr>
<tr>
<td>23. Be the designated financial spokesperson for the district.</td>
<td>3.33</td>
<td>66</td>
<td>45.5%</td>
<td>62</td>
<td>42.8%</td>
<td>16</td>
</tr>
<tr>
<td>24. Be directly involved in collective bargaining as a member of the district's negotiating team.</td>
<td>3.47</td>
<td>73</td>
<td>50.0%</td>
<td>69</td>
<td>47.3%</td>
<td>4</td>
</tr>
<tr>
<td>25. Support the superintendent in maintaining and improving the educational program of the district.</td>
<td>3.59</td>
<td>91</td>
<td>61.9%</td>
<td>51</td>
<td>34.7%</td>
<td>5</td>
</tr>
<tr>
<td>26. Possess good oral and written communication skills.</td>
<td>3.73</td>
<td>107</td>
<td>72.8%</td>
<td>40</td>
<td>27.2%</td>
<td>0</td>
</tr>
<tr>
<td>27. Perceive and understand the probable effects of business applications and functions on the educational programs of the district.</td>
<td>3.62</td>
<td>92</td>
<td>63.0%</td>
<td>53</td>
<td>36.3%</td>
<td>1</td>
</tr>
<tr>
<td>28. Be able to facilitate staff development for both staff and line administrators.</td>
<td>3.02</td>
<td>37</td>
<td>25.3%</td>
<td>77</td>
<td>52.7%</td>
<td>30</td>
</tr>
</tbody>
</table>
1. Collaborate with building principals and district administrators.

2. Membership in the superintendent’s cabinet.

3. Good oral and written communication skills.

4. Review expectations and set goals annually with the superintendent.

5. Understand the impact of business application on the educational programs.

6. Support the superintendent in maintaining/improving the educational program.

Consistent with the superintendent’s responses, the school business officials deemed the pursuance of a doctoral degree to be statistically the least critical skill for the school business official to possess.

Research Question 3

What significant differences exist regarding the expectations of superintendents and school business officials in the areas of professional preparation and professional growth of the school business official?

In order to compare the rankings for the two groups studied, superintendents and school business officials, the Independent Samples t Test and, where applicable, the Levene’s Test for Unequal Variance were used. The .05 confidence level was used, which is traditionally the significance level traditionally used for studies in the social sciences. It should be noted that the respondents who fell into the category of “Other” were not included for the purposes of this analysis.
Professional Preparation

Table 5 illustrates the results of the Independent Samples Test for responses related to professional preparation. In the category of professional preparation, there were statistically significant differences between the expectations of superintendents and school business officials on 12 out of 19 survey items. A detailed analysis of the 12 items with statistically significant differences follows.

1. The school business official should possess a minimum of a Masters Degree in Business or Public Administration. The results of the Independent Samples t-Test reveal that the 160 superintendents who responded had a mean of 2.96 and the 147 school business officials had a mean of 2.71. The Levene’s Test shows that the two means do not differ significantly from each other, with a p value of .794. Therefore, the Equal-Variance t-Test was used. With a t value of 2.435 and a mean difference of .015 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should possess a Masters Degree in Business or Public Administration.
<table>
<thead>
<tr>
<th>Table 5</th>
<th>Superintendent versus School Business Official Responses Regarding Professional Preparation of School Business Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Levene’s test for Equality of Variances</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>1.</td>
<td>Possess a minimum of a Bachelors Degree in Business or Public Administration.</td>
</tr>
<tr>
<td>2.</td>
<td>Possess a minimum of a Masters Degree in Education Administration.</td>
</tr>
<tr>
<td>3.</td>
<td>Possess a minimum of a Masters Degree in Business or Public Administration.</td>
</tr>
<tr>
<td>4.</td>
<td>Have experience as a site level administrator.</td>
</tr>
<tr>
<td>5.</td>
<td>Have experience as a classroom teacher.</td>
</tr>
<tr>
<td>6.</td>
<td>Have strong working knowledge of accounting.</td>
</tr>
<tr>
<td>7a.</td>
<td>Have a working knowledge of School Finance.</td>
</tr>
<tr>
<td>7b.</td>
<td>Have a working knowledge of Data Processing.</td>
</tr>
<tr>
<td>7c.</td>
<td>Have a working knowledge of Facilities Management.</td>
</tr>
<tr>
<td>7d.</td>
<td>Have a working knowledge of Food Services.</td>
</tr>
<tr>
<td>7e.</td>
<td>Have a working knowledge of Risk Management.</td>
</tr>
<tr>
<td>7f.</td>
<td>Have a working knowledge of Transportation.</td>
</tr>
<tr>
<td>8.</td>
<td>Have a working knowledge of collective bargaining and negotiations laws in New York State.</td>
</tr>
<tr>
<td>9.</td>
<td>Have strong working knowledge of New York State Municipal Laws related to school district budgeting.</td>
</tr>
<tr>
<td>10.</td>
<td>Have strong working knowledge of New York State laws and regulations related to school district capital projects.</td>
</tr>
<tr>
<td>11.</td>
<td>Qualify for New York State Civil Service designation as a school business official.</td>
</tr>
<tr>
<td>12.</td>
<td>Hold a School Business Administrator certification from an accredited university.</td>
</tr>
<tr>
<td>13.</td>
<td>Be required to have completed fieldwork or an internship in school business administration.</td>
</tr>
<tr>
<td>14.</td>
<td>Have private sector work experience in business management and finance.</td>
</tr>
</tbody>
</table>
2. The school business official should have experience as a classroom teacher. The results of the Independent Samples t-Test reveal that the 165 superintendents who responded had a mean of 2.33 and the 146 school business officials had a mean of 2.11. The Levene’s Test shows that the two means do not differ significantly from each other, with a p value of .285. Therefore, the Equal-Variance t-Test was used. With a t value of 2.332 and a mean difference of .020 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have experience as a classroom teacher.

3. The school business official should have a strong working knowledge of accounting. The results of the Independent Samples t-Test reveal that the 165 superintendents who responded had a mean of 3.68 and the 147 school business officials had a mean of 3.41. The Levene’s Test shows that, with a p value of .000, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of 3.880 and a mean difference of .000 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have a strong working knowledge of accounting.

4. The school business official should have a working knowledge of school business operations related to school finance. The results of the
Independent Samples $t$-Test reveal that the 165 superintendents who responded had a mean of 3.90 and the 147 school business officials had a mean of 3.73. The Levene’s Test shows that, with a $p$ value of .000, the means of the two groups differ significantly from each other. Therefore, the Unequal-Variance $t$-Test was used. With a $t$ value of 4.028 and a mean difference of .000 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have a working knowledge of school business operations related to school finance.

5. The school business official should have a working knowledge of school business operations related to data processing. The results of the Independent Samples $t$-Test reveal that the 163 superintendents who responded had a mean of 3.64 and the 147 school business officials had a mean of 3.37. The Levene’s Test shows that, with a $p$ value of .010, the means of the two groups differ significantly from each other. Therefore, the Unequal-Variance $t$-Test was used. With a $t$ value of 4.467 and a mean difference of .000 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have a working knowledge of school business operations related to data processing.
6. The school business official should have a strong working knowledge of school business operations related to risk management. The results of the Independent Samples t-Test reveal that the 165 superintendents who responded had a mean of 3.60 and the 147 school business officials had a mean of 3.46. The Levene’s Test shows that, with a p value of .508, the two means do not differ significantly from each other. Therefore, the Equal-Variance t-Test was used. With a t value of 2.272 and a mean difference of .024 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have a working knowledge of school business operations related to risk management.

7. The school business official should have strong working knowledge of New York State Municipal Laws related to school district budgeting. The results of the Independent Samples t-Test reveal that the 165 superintendents who responded had a mean of 3.78 and the 147 school business officials had a mean of 3.63. The Levene’s Test shows that, with a p value of .000, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of 2.894 and a mean difference of .04 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school
business official should have strong working knowledge of New York State Municipal Laws related to school district budgeting.

8. The school business official should have strong working knowledge of New York State laws and regulations related to school district capital projects. The results of the Independent Samples t-Test reveal that the 163 superintendents who responded had a mean of 3.64 and the 145 school business officials had a mean of 3.51. The Levene’s Test shows that, with a p value of .075, the two means do not differ significantly from each other. Therefore, the Equal-Variance t-Test was used. With a t value of 2.041 and a mean difference of .042 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have strong working knowledge of New York State laws and regulations related to school district capital projects.

9. The school business official should qualify for New York State Civil Service designation as a school business official. The results of the Independent Samples t-Test reveal that the 161 superintendents who responded had a mean of 2.80 and the 144 school business officials had a mean of 2.54. The Levene’s Test shows that, with a p value of .045, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of 2.498 and a mean difference of .013 at the .05 confidence level, superintendents and school business officials have statistically significant differences
in expectations regarding whether the school business official should qualify for New York State Civil Service designation as a school business official.

10. The school business official should hold a School Business Administrator certification from an accredited university. The results of the Independent Samples t-Test reveal that the 160 superintendents who responded had a mean of 3.25 and the 147 school business officials had a mean of 2.95. The Levene’s Test shows that, with a p value of .511, the two means do not differ significantly from each other. Therefore, the Equal-Variance t-Test was used. With a t value of 3.134 and a mean difference of .002 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should hold a School Business Administrator certification from an accredited university.

11. The school business official should be required to have completed fieldwork or an internship in school business administration. The results of the Independent Samples t-Test reveal that the 161 superintendents who responded had a mean of 3.44 and the 146 school business officials had a mean of 3.14. The Levene’s Test shows that, with a p value of .013, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of 3.273 and a mean difference of .001 at the .05 confidence
level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should be required to have completed fieldwork or an internship in school business administration.

12. The school business official should have private sector work experience in business management and finance. The results of the Independent Samples t-Test reveal that the 160 superintendents who responded had a mean of 2.37 and the 144 school business officials had a mean of 2.74. The Levene’s Test shows that, with a p value of .005, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of −4.497 and a mean difference of .000 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should have private sector work experience in business management and finance.

Professional Growth

Professional growth as a category resulted in less statistically significant responses between the expectations of superintendents and school business officials. Many of these differences indicate that the two groups are in general agreement. However, the degree of agreement is statistically different (see Table 6).
<table>
<thead>
<tr>
<th></th>
<th>Levene's test for Equality of Variances</th>
<th>t Test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>15. Be actively involved in the Association for School Business Officials.</td>
<td>0.411</td>
<td>0.522</td>
</tr>
<tr>
<td>16. Enroll in seminars/workshops offered for practitioners</td>
<td>0.030</td>
<td>0.862</td>
</tr>
<tr>
<td>17. Be the in-district source for information related to current issues in areas of responsibility</td>
<td>0.866</td>
<td>0.798</td>
</tr>
<tr>
<td>18. Have attained or be pursuing a doctoral degree in School Finance/Business Services</td>
<td>9.114</td>
<td>0.003</td>
</tr>
<tr>
<td>19. Have attained or be pursuing a doctoral degree in Educational Administration</td>
<td>14.249</td>
<td>0.000</td>
</tr>
<tr>
<td>20. Annually review expectations with the superintendent and determine goals for the upcoming year</td>
<td>14.507</td>
<td>0.000</td>
</tr>
<tr>
<td>21. Be a member of the superintendent's cabinet</td>
<td>1.863</td>
<td>0.173</td>
</tr>
<tr>
<td>22. Work collaboratively with building principals and district administrators in managing school financial resources</td>
<td>47.032</td>
<td>0.000</td>
</tr>
<tr>
<td>23. Be the designated financial spokesperson for the district</td>
<td>0.156</td>
<td>0.693</td>
</tr>
<tr>
<td>24. Be directly involved in collective bargaining as a member of the district's negotiating team</td>
<td>4.824</td>
<td>0.029</td>
</tr>
<tr>
<td>25. Support the superintendent in maintaining and improving the educational program of the district</td>
<td>1.158</td>
<td>0.281</td>
</tr>
<tr>
<td>26. Possess good oral and written communication skills</td>
<td>1.633</td>
<td>0.204</td>
</tr>
<tr>
<td>27. Perceive and understand the probable effects of business applications and functions on the educational programs of the district</td>
<td>14.393</td>
<td>0.000</td>
</tr>
<tr>
<td>28. Be able to facilitate staff development for both staff and line administrators</td>
<td>0.000</td>
<td>0.599</td>
</tr>
</tbody>
</table>
The results of the Independent Samples Test are summarized as follows:

1. The school business official should be the in-district source for information related to current issues in areas of responsibility. The results of the Independent Samples t-Test reveal that the 165 superintendents who responded had a mean of 3.59 and the 147 school business officials had a mean of 3.38. The Levene's Test shows that, with a p value of .798, the two means do not differ significantly from each other. Therefore, the Equal-Variance t-Test was used. With a t value of 3.598 and a mean difference of .000 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should be the in-district source for information related to current issues in areas of responsibility.

2. The school business official should work collaboratively with building principals and district administrators in managing school financial resources. The results of the Independent Samples t-Test reveal that the 164 superintendents who responded had a mean of 3.91 and the 147 school business officials had a mean of 3.78. The Levene's Test shows that, with a p value of .000, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of 3.224 and a mean difference of .001 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether
the school business official should work collaboratively with building principals and district administration in managing school financial resources.

3. The school business official should be directly involved in collective bargaining as a member of the district negotiating team. The results of the Independent Samples t-Test reveal that the 165 superintendents who responded had a mean of 3.22 and the 146 school business officials had a mean of 3.47. The Levene's Test shows that, with a p value of .029, the two means differ significantly from each other. Therefore, the Unequal-Variance t-Test was used. With a t value of -3.342 and a mean difference of .001 at the .05 confidence level, superintendents and school business officials have statistically significant differences in expectations regarding whether the school business official should be directly involved in collective bargaining as a member of the district negotiating team.

*Supplemental and Unplanned Analysis*

*Certified versus Civil Service School Business Officials*

Detailed analysis of some of the demographic data collected during the survey process yielded interesting results. Table 7 illustrates the responses from the school business officials, broken down according to whether the respondent was certified as a school business administrator or held the corresponding civil service designation. A review of the responses received from the school business officials revealed that, of the 146 school business
administrators who responded to the survey 105, or 71.9%, were certified school business administrators and 41, or 28.1%, were civil service designated school business officials. This statistic alone may have impacted on the responses received.

*Professional Preparation*

The results of the Independent Samples Test demonstrate that, in the area of professional preparation, school business officials with certification and those with civil service designation disagree statistically as to the relative importance of many of the items. It should be noted that certification as a school business administrator requires a post-Masters' professional diploma, including an internship in school business administration, which may account for the response variances for questions 1, 2, 3, 11, 12, and 13. There also may be regional or experiential rationalizations for the differences in other areas. These are items that could be explored in future studies.
### Table 7

**Certified versus Civil Service School Business Official Responses Regarding Professional Preparation of School Business Officials**

<table>
<thead>
<tr>
<th>Response Description</th>
<th>Levene's Test for Equality of Variances</th>
<th>t Test for Equality of Means</th>
<th>05 Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Possess a minimum of a Bachelor's Degree in Business or Public Administration.</td>
<td>10.005 0.002 -3.089 0.003</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>2. Possess a minimum of a Master's Degree in Education Administration.</td>
<td>7.628 0.006 6.614 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3. Possess a minimum of a Master's Degree in Business or Public Administration.</td>
<td>1.173 0.281 4.816 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>4. Have experience as a site level administrator.</td>
<td>5.306 0.023 1.668 0.099</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>5. Have experience as a classroom teacher.</td>
<td>9.805 0.002 4.541 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>6. Have strong working knowledge of accounting.</td>
<td>12.963 0.000 -4.505 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>7a. Have a working knowledge of School Finance.</td>
<td>10.885 0.001 1.849 0.669</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7b. Have a working knowledge of Data Processing.</td>
<td>0.022 0.859 0.145 0.885</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7c. Have a working knowledge of Facilities Management.</td>
<td>0.142 0.707 1.321 0.189</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7d. Have a working knowledge of Food Services.</td>
<td>0.059 0.809 0.052 0.958</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7e. Have a working knowledge of Risk Management.</td>
<td>0.043 0.837 0.731 0.466</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>7f. Have a working knowledge of Transportation.</td>
<td>0.330 0.567 0.213 0.832</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>8. Have a working knowledge of collective bargaining and negotiations laws in NY State</td>
<td>1.555 0.214 2.415 0.017</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>9. Have strong working knowledge of New York State Municipal Laws related to school district budgeting.</td>
<td>11.573 0.001 3.185 0.002</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>10. Have strong working knowledge of New York State laws and regulations related to school district capital projects.</td>
<td>3.211 0.075 4.656 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>11. Qualify for New York State Civil Service designation as a school business official.</td>
<td>1.507 0.222 -3.874 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>12. Hold a School Business Administrator certification from an accredited university.</td>
<td>0.003 0.957 6.837 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>13. Be required to have completed fieldwork or an internship in school business administration.</td>
<td>1.546 0.216 4.388 0.000</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>14. Have private sector work experience in business management and finance.</td>
<td>0.441 0.508 -1.958 0.052</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
In the area of professional growth, shown in Table 8, school business officials, regardless of whether certified or civil service-designated, agree statistically on most points. A review the results of the Independent Samples t-Test and the respective Equal- or Unequal-Variance t-Test indicates that there are only two questions with statistically significant differences in scores. Both of these questions, numbers 18 and 19, relate to pursuing doctoral degrees.

A closer look at question 19, regarding whether the school business official should have attained or be pursuing a doctoral degree in Educational Administration, also indicates a level nearing statistical insignificance. A significance level of .042 compared with a confidence level of .05 indicates that the two groups, certified and civil service school business officials, are nearing statistical agreement on this point. Further study of this particular item may reveal a stronger interest in pursuance of doctoral degrees from certified school business officials, which might be related to the level of education required for certification.
Table 8
Certified versus Civil Service School Business Official Responses Regarding Professional Growth of School Business Officials

<table>
<thead>
<tr>
<th></th>
<th>Levene's test for Equality of Variances</th>
<th>t Test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>15. Be actively involved in the Association for School Business Officials.</td>
<td>0.472</td>
<td>0.493</td>
</tr>
<tr>
<td>16. Enroll in seminars/workshops offered for practitioners.</td>
<td>0.595</td>
<td>0.442</td>
</tr>
<tr>
<td>17. Be the in-district source for information related to current issues in areas of responsibility.</td>
<td>1.505</td>
<td>0.222</td>
</tr>
<tr>
<td>18. Have attained or be pursuing a doctoral degree in School Finance/Business Services.</td>
<td>2.988</td>
<td>0.090</td>
</tr>
<tr>
<td>19. Have attained or be pursuing a doctoral degree in Educational Administration.</td>
<td>1.963</td>
<td>0.163</td>
</tr>
<tr>
<td>20. Annually review expectations with the superintendent and determine goals for the upcoming year.</td>
<td>4.198</td>
<td>0.014</td>
</tr>
<tr>
<td>21. Be a member of the superintendent’s cabinet.</td>
<td>6.874</td>
<td>0.010</td>
</tr>
<tr>
<td>22. Work collaboratively with building principals and district administrators in managing school financial resources.</td>
<td>0.055</td>
<td>0.814</td>
</tr>
<tr>
<td>23. Be the designated financial spokesperson for the district.</td>
<td>0.095</td>
<td>0.758</td>
</tr>
<tr>
<td>24. Be directly involved in collective bargaining as a member of the district’s negotiating team.</td>
<td>0.498</td>
<td>0.482</td>
</tr>
<tr>
<td>25. Support the superintendent in maintaining and improving the educational program of the district.</td>
<td>2.201</td>
<td>0.140</td>
</tr>
<tr>
<td>26. Possess good oral and written communication skills.</td>
<td>10.885</td>
<td>0.001</td>
</tr>
<tr>
<td>27. Perceive and understand the probable effects of business applications and functions on the educational programs of the district.</td>
<td>0.269</td>
<td>0.605</td>
</tr>
<tr>
<td>28. Be able to facilitate staff development for both staff and line administrators.</td>
<td>3.303</td>
<td>0.071</td>
</tr>
</tbody>
</table>
Summary

In summary, superintendents viewed the following skills related to professional preparation of the school business official as the most important:

2. Knowledge of laws related to school district budgeting.
4. Knowledge of data processing.

Superintendents found the following skills regarding professional growth to be the most important for school business officials:

1. Working collaboratively with administrators.
2. Membership in the superintendent’s cabinet.
3. Reviewing expectations and setting goals with the superintendent.
4. Perceiving and understanding the impact of business applications on educational programs.

Degrees held by the school business official and type of work experience did not rate as high as the hands-on work experience. However, superintendents felt more strongly about a school business official with certification than one with civil service designation.

School business officials agreed with the superintendents in the ranking of two out of the four top choices in the category of professional preparation. The results were:

2. Knowledge of facilities management.
3. Knowledge of laws relating to school district budgeting.

4. Knowledge of laws relating to capital projects.

Similar to the superintendents, the school business officials ranked education and type of work experience relatively low, and agreed statistically that a school business official should be certified rather than civil service designated.

In the area of professional growth, the top four skill areas were:

1. Collaborate with building principals and district administrators.

2. Membership in the superintendent’s cabinet.

3. Good oral and written communication skills.

4. Review expectations and set goals annually with the superintendent.

Three out of four of the top-ranked skill areas are in agreement with those of the superintendents.

In comparing the expectations of the superintendents and school business officials regarding professional preparation, there were many areas that showed statistically significant results. The top four according to the level of significance are:

1. Have private sector work experience in business management.

2. Have a working knowledge of data processing.

3. Have a working knowledge of school finance.

4. Have a working knowledge of accounting.

All of the differences found in these areas were due to higher mean scores by the superintendent group except for “have private sector work experience in
business management.” The school business officials felt statistically stronger about this skill than the superintendents.

In the area of professional growth, the top four significance values were:

1. Serving as the in-district source for information related to current issues in areas of responsibility.
2. Direct involvement in collective bargaining.
3. Collaboration with building and district administrators.
4. Recognize impact of business applications on educational programs.

“Direct involvement in collective bargaining” is the only one of the four items that had a higher mean for the school business officials than the superintendents.

In the next chapter, conclusions will be drawn regarding the results obtained from this study and recommendations will be made for further studies that can be made related to this study.
CHAPTER V

Conclusions and Recommendations

Purpose of the Study

The purpose of this study was to modify an instrument and conduct an ex post facto descriptive study of school business officials and superintendents to compare the expectations of school business officials practicing in New York as perceived by superintendents and school business officials. The study also examined whether there were significant differences in these expectations between the two groups.

Questions to be Answered

1. What expectations do superintendents hold for school business officials regarding professional preparation and professional growth?
2. What expectations do school business officials hold for themselves regarding professional preparation and professional growth?
3. What significant differences exist regarding the expectations of superintendents and school business officials in the areas of professional preparation and professional growth of school business officials?

This study was a replication of a study conducted by Bustillos (1989), which was subsequently used by Ware (1995) and Medeiros (2000). The Bustillos survey contained a section that was designed to measure 24 personality traits. The instrument was modified by this researcher to reflect terminology for school business officials practicing in New York State, as the prior studies were
conducted in California. In addition, a section measuring 24 personality characteristics was eliminated, due to the subjective nature of this information.

**Procedures: Data Collection**

The survey, which included 28 questions regarding professional preparation and professional growth and 8 questions to collect demographic data, was mailed to 554 potential participants: 277 to superintendents and 277 to school business officials. Of the 554 surveys mailed, 316 were returned, which represented an overall response rate of 57 percent. The returned responses included 52 percent from superintendents, 47 percent from school business officials, and 1 percent from individuals whose titles fell into other categories such as deputy superintendent and treasurer.

**Findings**

**Question One**

*What expectations do superintendents hold for school business officials regarding professional preparation and professional growth?*

**Professional Preparation**

1. The school business official should have working knowledge of school finance.
2. The school business official should have strong working knowledge of New York State Municipal Laws related to school district budgeting.
3. The school business official should have strong working knowledge of accounting.
4. The school business official should have working knowledge of school business operations, including data processing.

5. The school business official should have a strong working knowledge of New York State laws and regulations related to school district capital projects.

6. The school business official should have working knowledge of school business operations, including risk management.

7. The school business official should have working knowledge of school business operations, including facilities management.

8. The school business official should have working knowledge of transportation.

All of these findings were consistent with the findings in the study conducted by Medeiros (2000).

Professional Growth

1. The school business official should work collaboratively with building principals and district administrators in managing school financial resources.

2. The school business official should be a member of the superintendent’s cabinet.

3. The school business official should annually review expectations with the superintendent and determine goals for the upcoming year.
4. The school business official should perceive and understand the probable effects of business applications and functions on the educational programs of the district.

5. The school business official should possess good oral and written communication skills.

6. The school business official should support the superintendent in maintaining and improving the educational program of the district.

7. The school business official should be the in-district source for information related to current issues related to areas of responsibility, for example, reporting requirements under GASB 34.

8. The school business official should enroll in seminars and workshops offered for practitioners.

**Question Two**

*What expectations do school business officials hold for school business officials regarding professional preparation and professional growth?*

**Professional Preparation**

1. The school business official should have a working knowledge of school business operations, including school finance.

2. The school business official should have a working knowledge of school business operations, including facilities management.

3. The school business official should have strong working knowledge of New York State Municipal Laws related to school district budgeting.
4. The school business official should have strong working knowledge of New York State laws and regulations related to school district capital projects.

Professional Growth

1. The school business official should work collaboratively with building principals and district administrators in managing school financial resources.

2. The school business official should be a member of the superintendent’s cabinet.

3. The school business official should possess good oral and written communication skills.

4. The school business official should annually review expectations with the superintendent and determine goals for the upcoming year.

5. The school business official should perceive and understand the probably effects of business applications and functions on the educational programs of the district.

6. The school business official should support the superintendent in maintaining and improving the educational program of the district.

Question Three

*What significant differences exist regarding the expectations of superintendents and school business officials in the areas of professional preparation and professional growth?*
Professional Preparation

1. The school business official should possess a minimum of a Masters Degree in Business or Public Administration.

2. The school business official should have experience as a classroom instructor.

3. The school business official should have strong working knowledge of accounting.

4. The school business official should have a working knowledge of school business operations, including school finance.

5. The school business official should have a working knowledge of school business operations, including data processing.

6. The school business official should have a working knowledge of school business operations, including risk management.

7. The school business official should have strong working knowledge of New York State Municipal Laws related to school district budgeting.

8. The school business official should have strong working knowledge of New York State laws and regulations related to school district capital projects.

9. The school business official should qualify for New York State Civil Service designation as a school business official.

10. The school business official should hold a School Business Administrator certification from an accredited university.
11. The school business official should be required to have completed fieldwork or an internship in school business administration.

12. The school business official should have private sector work experience in business management and finance.

Although there were statistically significant differences in most of the responses in the area of professional preparation, a review of the items that did not have statistically significant differences revealed that the superintendents and school business officials concurred statistically that the level of education of the individual was not deemed a critical area with respect to the expectations of a school business official.

*Professional Growth*

Based on the results of this study, superintendents and school business officials tend to agree on the expectations of the school business official regarding professional growth. Three questions resulted in statistically significant differences. They were:

1. The school business official should be the in-district source for information related to current issues within areas of responsibility.

2. The school business official should work collaboratively with building principals and district administrators in managing school financial resources.

3. The school business official should be directly involved in collective bargaining as a member of the district negotiating team.
Conclusions

1. Superintendents and school business officials agree that working knowledge is more valuable than academic preparation for the professional preparation of the school business official.

2. Superintendents and school business officials value a certified school business administrator over a civil service-qualified school business administrator.

3. Neither school business officials nor superintendents place a high value on a doctoral degree as part of the school business official’s professional growth.

4. Participation in seminars and workshops and membership in the Association of School Business Officials is valued by both the superintendents and school business officials as an important factor in the professional growth of the school business official.

Recommendations for Action

1. The New York State Department of Education should develop a standard title and qualification for the position of school business official in order to obtain consistency throughout the state.

2. School business officials should continue to be actively involved in professional organizations, including the Association for School Business Officials, and should attend professional seminars and workshops to enhance their professional growth.
Recommendations for Further Study

The following recommendations are made for further study:

1. A replication study should be conducted that gathers regional data within the demographic data to determine whether expectations differ according to region.

2. A qualitative study should be conducted to further analyze the reasons for the differences in the expectations for the school business official.

3. A replication study should be conducted that analyzes whether the educational background of the respondent impacts on the responses generated.

4. A replication study should be conducted that analyzes whether the size of the district based on budget or enrollment reflects on the responses.

Summary

Literature related to school business officials indicates that the role of the school business official is changing rapidly, and the areas that are part of the school business official’s responsibility are expanding. This study identified the areas of professional preparation and professional growth that superintendents and school business officials deem critical for the success of a school business official.
APPENDICES
APPENDIX A

SURVEY INSTRUMENT
### A. Professional Preparation

"The School Business Official should..."

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Possess a minimum of a Bachelor's Degree in Business or Public Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Possess a minimum of a Master's Degree in Education Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>Possess a minimum of a Master's Degree in Business or Public Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>Have experience as a site level administrator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Have experience as a classroom instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Have strong working knowledge of accounting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td>Have a working knowledge of school business operations, including the following:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Finance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilities Management</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Food Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Risk Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td>Have a working knowledge of collective bargaining and negotiations laws in New York State.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>Have strong working knowledge of New York State Municipal Laws related to school district budgeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10)</td>
<td>Have strong working knowledge of New York State laws and regulations related to school district capital projects.</td>
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<td>11)</td>
<td>Qualify for New York State Civil Service designation as a school business official.</td>
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<td>12)</td>
<td>Hold a School Business Administrator certification from an accredited university.</td>
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<td>13)</td>
<td>Be required to have completed fieldwork or an internship in school business administration.</td>
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<td>14)</td>
<td>Have private sector work experience in business management and finance.</td>
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### B. Professional Growth and Service

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<td>15)</td>
<td>Be actively involved in the Association for School Business Officials.</td>
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<td>16)</td>
<td>Enroll in seminars/workshops offered for practitioners.</td>
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<td>17)</td>
<td>Be the in-district source for information related to current issues related to areas of responsibility, e.g. reporting requirements under GASB 34.</td>
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<td>18)</td>
<td>Have attained or be pursuing a doctoral degree in School Finance/Business Administration.</td>
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<td>19)</td>
<td>Have attained or be pursuing a doctoral degree in Educational Administration.</td>
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<td>20)</td>
<td>Annually review expectations with the superintendent and determine goals for the upcoming year.</td>
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<td>21)</td>
<td>Be a member of the superintendent's cabinet.</td>
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<td>22)</td>
<td>Work collaboratively with building principals and district administrators in managing school financial resources.</td>
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<td>23)</td>
<td>Be the designated financial spokesperson for the district.</td>
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<td>24)</td>
<td>Be directly involved in collective bargaining as a member of the district negotiating team.</td>
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<td>25)</td>
<td>Support the superintendent in maintaining and improving the educational program of the district.</td>
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<td>26)</td>
<td>Possess good oral and written communication skills.</td>
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<td>27)</td>
<td>Perceive and understand the probable effects of business applications and functions on the educational programs of the district.</td>
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<td>28)</td>
<td>Be able to facilitate staff development for both staff and line administrators.</td>
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Please indicate any additional expectations that you feel are relevant:

DEMOGRAPHIC DATA

1. Your current position:
   ____________ Superintendent ____________ School Business Official
   (Title) __________________________
   Please check one:
   Certified ___ OR ___ Civil Service
   ___ Other (Please Indicate) __________________________________________

2. Number of years holding current title: ____________

3. Number of years in public education: ____________

4. Gender: ___ Male ___ Female

5. Total school district budget for the 2002-2003 school year: $ ____________

6. Approximate enrollment for the 2002-2003 school year: ____________

7. Please indicate the category that best describes the school district:
   ___ K-6 ___ K-8 ___ K-12 ___ Central HS
   ___ Other (Indicate) __________________________________________

8. Please indicate Major (e.g., Education, Business) and Field of Study (e.g., Elementary Education, Accounting) for each applicable degree:

<table>
<thead>
<tr>
<th>Bachelors Degree</th>
<th>Masters Degree</th>
<th>Doctorate Degree</th>
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<td>Major</td>
<td>Field of Study</td>
<td>Major</td>
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APPENDIX B

LETTER OF PARTICIPATION
Dear Superintendent:

I am a doctoral candidate in Educational Administration at Seton Hall University and am presently working on my dissertation. The purpose of my study is to analyze the expectations of school business officials as perceived by superintendents and school business officials in New York State.

The intent of this letter is to request permission to include you and/or your school business official in this study. Specifically, the participant will be asked to complete a questionnaire, with questions relating to the perception of the professional preparation and professional growth and service expectations of the school business official. The survey is expected to take less than 10 minutes to complete. The questionnaire was designed by the researcher, based on an instrument that was previously used as part of a study in California. It was developed based on input from the author, current literature in the field, and any necessary modifications due to the change in demographics.

No individual, school, or school district will be identified at any time before, during, or after the study, and all responses will be confidential. Participants maintain the right not to participate and to withdraw from the study at any time. I would also be happy to provide you with a copy of the aggregate results of this study, if you are interested.

Please indicate your decision to participate by returning the enclosed Letter of Participation, signed and copied onto district letterhead, in the enclosed, self-addressed, stamped envelope no later than August 15, 2001.

Thank you for your consideration of this request. If you have any questions, I can be reached at the Center Moriches Union Free School District at (631) 878-0052 Ext. 116.

Sincerely,

Garla D. Gutman

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.775.2728
400 South Orange Avenue South Orange, New Jersey 07079-2685
Letter of Participation

[PLEASE COPY ONTO DISTRICT LETTERHEAD]

As Superintendent/Chief School Administrator of the ____________________________ Name of District

School District, I, ____________________________ Name, give Carla D. Gutman, a Doctoral

student in Educational Administration at Seton Hall University, permission to conduct

her research as described in her letter dated July 24, 2001 according to the policies

established by the Seton Hall University Institutional Review Board for Human Subjects

Research and within the parameters of local Board of Education policy.

________________________  ______________________
Signature                             Date
APPENDIX C

LETTERS OF SOLICITATION
Dear Superintendent:

Affiliation
I am a doctoral candidate in Educational Administration at Seton Hall University and am presently working on my dissertation. Last summer, I requested your district's participation in my study. Thank you for allowing your district to participate! Please note that this survey is being sent to a group of both superintendents and school business officials.

Purpose of Study and Duration of Participation
This study will analyze the expectations of school business officials as perceived by superintendents and school business officials in New York State. It is intended to contribute to the existing body of knowledge regarding school business officials practicing in New York. The enclosed survey should take approximately ten minutes to complete.

Procedures to Be Followed
Enclosed is a copy of the survey, "An Analysis of Expectations of School Business Officials as Perceived by Superintendents and School Business Officials." This instrument contains twenty-eight questions regarding the professional preparation and professional growth and service of school business officials, in addition to certain demographic information.

Voluntary Nature of the Project
Participation in this study is voluntary, and refusal to participate will involve no penalty or loss of benefits to the participant. Participants maintain the right not to participate and to withdraw from the study at any time.

Anonymity
Demographic information taken on the survey can not be used to identify the involved subjects. Therefore, total anonymity is guaranteed.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue  South Orange, New Jersey 07075-2685
Security of Data
All completed surveys will be stored in a locked file cabinet in the researcher's home, and the researcher will have sole access to this cabinet.

Confidentiality
All responses will be confidential. No individual, school, or school district will see the anonymous data at any time before, during, or after the study. Only the researcher and the researcher's mentor and committee will see the data.

Anticipated Risks or Discomforts
There are no anticipated risks or discomforts associated with participation in this study.

Benefits to Subjects
There are no monetary benefits to be expected from participating in this study.

Inquiries
If you have any pertinent questions regarding the research or research subject's rights, I can be reached at the Center Moriches UFSD at (631) 878-0052 or you may contact my mentor, Dr. Mary Ruzicka, at (973) 275-2723.

Informed Consent
Completion and return of the survey will indicate the your understanding of the project and willingness to participate.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2974.

The completed survey should be returned to me in the enclosed, self-addressed, stamped envelope no later than December 4, 2002. Thank you for your anticipated participation.

Sincerely,

[Signature]

Carla D. Gutman

ENC
Dear School Business Official:

Affiliation
I am a doctoral candidate in Educational Administration at Seton Hall University and am presently working on my dissertation.

Purpose of Study and Duration of Participation
This study will analyze the expectations of school business officials as perceived by superintendents and school business officials in New York State. It is intended to contribute to the existing body of knowledge regarding school business officials practicing in New York. The enclosed survey should take approximately ten minutes to complete.

Procedures to Be Followed
Enclosed is a copy of the survey, “An Analysis of Expectations of School Business Officials as Perceived by Superintendents and School Business Officials.” This instrument contains twenty-eight questions regarding the professional preparation and professional growth and service of school business officials, in addition to certain demographic information.

Voluntary Nature of the Project
Participation in this study is voluntary, and refusal to participate will involve no penalty or loss of benefits to the participant. Participants maintain the right not to participate and to withdraw from the study at any time.

Anonymity
Demographic information taken on the survey can not be used to identify the involved subjects but will be helpful in analyzing the data. Therefore, total anonymity is guaranteed.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.777.2728
400 South Orange Avenue South Orange, New Jersey 07079-2685
Security of Data

All completed surveys will be stored in a locked file cabinet in the researcher's home, and the researcher will have sole access to this cabinet.

Confidentiality

Permission for this study was secured from your superintendent. All responses will be confidential. No individual, school, or school district will see the anonymous data at any time before, during, or after the study. Only the researcher and the researcher's mentor and committee will see the data.

Anticipated Risks or Discomforts

There are no anticipated risks or discomforts associated with participation in this study.

Benefits to Subjects

There are no monetary benefits to be expected from participating in this study.

Inquiries

If you have any pertinent questions regarding the research or research subject's rights, I can be reached at the Center Moriches UFSD at (631) 878-0052.

Informed Consent

Completion and return of the survey will indicate your understanding of the project and willingness to participate.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2974.

The completed survey should be returned to me in the enclosed, self-addressed, stamped envelope no later than December 4, 2002. Thank you for your anticipated participation.

Sincerely,

[Signature]

Carla D. Gutman

ENC
REFERENCE LIST


Santo, J. A. (2000). *A description and comparison of the perceptions of superintendents and school business administrators in the continental United States as to the degree of competence needed in selected knowledge and technical skill areas by the entry level school business administrator* (Doctoral dissertation, St. John's University) UMI No. 9989096.


Tully, S. (1995). Super CFO's, they can't jump but some earn more than Deion Sanders. Fortune Magazine, 162.


