The role of a school business administrator: perspectives of a role incumbent and his role set

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THE ROLE OF A SCHOOL BUSINESS ADMINISTRATOR

PERSPECTIVES OF A ROLE INCUMBENT

AND HIS ROLE SET

by

Stephen J. Lynch

A Master's Thesis

Submitted in partial fulfillment of the requirements of the Master of Arts Degree of The Graduate School of Rowan University

May 1999

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Abstract

Stephen J. Lynch

The Role of School Business Administrator
Perspectives of a Role Incumbent and his Role Set
1999
Dr. Ronald Capasso
School Business Administration

This study compared the perceptions held by a school business administrator for his position with the perceptions of his principal role set.

Interviews were held with the school business administrator and 17 members of his role set to determine perceptions of the role expectations and actual role performance. For each question on the role set interview instrument, frequency distributions were constructed and then converted into relative frequency distributions expressed as a percentages.

The interview data was used to compare role expectation and role performance as perceived by the role incumbent; to compare role expectations and role performance as perceived by the role partners; and to relate the two sets of perceptions on role expectation and role performance. Each of these examinations was designed to reveal any patterns in responses between the role expectations and actual role performance as perceived by the role incumbent and his role partners in an attempt to identify concurrences and conflicts in perceptions.

The findings indicated that the perceptions related to actual performance clearly illustrated the presence of role ambiguity.
Mini-Abstract

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Chapter 1

Introduction

Focus of the Study

The role of teachers, principals, supervisors, and most recently superintendents in education have been examined many times from numerous perspectives. Lacking in this realm of research is the role played by the school business administrator. If viewed by examining the conventional responsibilities such as budgeting and financial planning, purchasing and supply management, plant planning and construction, accounting and reporting (Hack, Candoli and Ray, 1995), the role of the school business administrator in education appears to be separate and autonomous with respect to the roles of the aforementioned positions. The roles played by teachers, principals, supervisors, and superintendents are generally accepted as having a direct responsibility for or influence on decision-making in curriculum and instruction. Separately, the school business administrator role appears to play the role of the bean counter whose sole responsibility is the bottom line; devoid of interplay in decision-making process in areas other than those having a financial basis (Sielke, 1995).

The theory and practice of budgeting has changed over the years as has the status and role of the school business administrator. Today, public education is continuing to examine budgeting practices and the discussion continues regarding who should make which budgeting decisions.
Traditionally, many budgeting decisions were made at the central office level, however, the competition for scarce resources coupled with various school reform movements are forcing decentralized decision-making in all aspects of school district management. The involvement of more stakeholders in the budgeting process is changing roles and expanding the necessary skills for those who have traditionally controlled the budgeting process.

How do school business administrators perceive their role in the decision-making process in areas of school management outside the financial realm? Do role perceptions of school business administrators differ from those held by their role partners? The researcher, through interviews with the school business administrator and and his role partners, will seek to answer these questions. A better understanding of the self-perceptions held by school business administrators of their role in decision-making with respect to teaching and learning will benefit school business administrators by improving their effectiveness as educational leaders.

Purpose of the Study

Budgeting and financial planning were identified as the school business administrator's most important task cluster in a survey sponsored by the Association of School Business Officials International. Unfortunately, many in the education field view the school business administrator as the official bean counter or the number cruncher of the district. Many perceive the business administrator as the person who holds up purchase orders and does not understand the educational process. And too often, the business administrator sees the instructional personnel as people who have no understanding of why receipts and purchase orders are necessary (Sielke, 1995).
The purpose of this study is to determine and compare role expectations held by a school business administrator and his role set for the role of school business administrator. The study will enhance the awareness of school business administrators of their roles by identifying those expectations as well as identifying possible role conflicts. Ultimately, the study will provide information that will assist school business administrators to improve their performance by gaining a clearer insight on their roles and thus minimizing role conflict. This study will examine the role expectations for the school business administrator by attempting to answer the following questions:

1. What are the role expectations and elements of the actual role of a school business administrator held by a school business administrator?

2. How do the role expectations and actual role held by the school business administrator differ?

3. What are the role expectations and the elements of actual role of a school business administrator held by his role set?

4. How do the role expectations and actual role held by the role set differ?

5. How do the perceptions of the school business administrator and his role set differ and concur regarding the role of school business administrator?

The study will examine the role expectations of the role of school business administrator held by a school business administrator and his role partners using an interview instrument and data analysis through frequency distributions. The data will be analyzed to identify similar role expectations as well as any role conflicts. These conflicts may take the form of intrapositional or interpositional as defined in *Society Today* (1973).
The study will inform school business administrators of the role perceptions held by the members of their field and by those with whom they work. The identification of the role expectations and conflicts will assist the business administrator in redefining their role to reduce role stress which affect performance (Fried et al., 1998).

Limitations of the Study

The boundaries of this study will be the role expectations for the school business administrator held by the school business administrator from Deptford Public Schools and those Deptford employees with whom he most interacts. The role expectations to be investigated are role expectation, required and preferred behaviors, and actual role. An examination of these elements of role will provide the basis for a role analysis.

The study is limited by its scope and population. The study does not include all of the elements of a role analysis, thus restricting the scope of its purpose. The population to be studied is small and its selection was narrowed by the number of role partners named by the school business administrator. In view of the small selected population, the study will not provide broad conclusions or be used to predict outcomes of other studies. The study will provide specific information for use in further study.

Setting of the Study

The setting of the study is the Deptford Township School District. The district serves a community of nearly 25,000 residents. At present, the school district consists of seven elementary schools, a middle school and a high school to meet the needs of over 3,800 students. As of 1990, Deptford's district factor grouping (DFG), a socioeconomic status index, is a rating of CD.
In the district factor model, a rating of A is the lowest on the socioeconomic scale and J is the highest on the scale. Statistically, 385 districts out of the 573 rated districts in the state earned a higher rating than Deptford. The DFG rating is deceiving given the economic growth and social changes the district has been experiencing since the rating was determined.

The racial composition of the student population is as follows: 78% white, 18% Afro-American, 3% Hispanic, and 1% Asian. The total number of professional staff is 256. It is a the third largest educational program in Gloucester County.

Within the district context, the study will focus on the school business administrator and his principle role partners. The role partners include the superintendent, assistant superintendent, assistant school business administrator, department supervisors, board members, and building principals.

Significance of the Study

As school management becomes decentralized, the role of the business administrator must change. Hack, Candoli and Ray (1995) discuss the skill levels of business administrators. They divide the levels into technical, human relations and conceptual skills. The levels represent a progression of skills, knowledge and maturation of the business administrator as indicated by their role. According to Hack, Candoli and Ray, the business administrators who operate in a shared decision-making management system will progress into higher skill levels reflecting an increased professional status. In her research, Sielke (1995) found that perceptions of the role of the business administrator improved as the level of shared decision-making increased; supporting the Hack, Candoli and Ray skills progression.
Clearly, the ongoing decentralization of school management must affect change in role expectations for the business administrator position and increase the level of role stressors, such as role conflict or ambiguity which affect the performance (Fried, et al., 1998). The study will provide an examination of the current role expectations for the school business administrator held by a school business administrator and his role partners, as well as determine what conflicts exists and who is in conflict. By investigating the role of school business administrator, the study will provide information which will assist school business administrators to better identify and communicate their role, thus reducing role conflict and ambiguity and thereby improving performance.

Organization of the Study

The remaining portion of this study will be organized in four chapters. Each chapter will focus on various aspects of the study leading to support of the final chapter, stating the major conclusions found by the researcher.

In Chapter 2, the researcher will discuss the related studies in recent literature. In addition, this chapter will discuss role theory and its importance in this study. The focus of this chapter will be to support the purpose and significance of the study.

Chapter 3 will address the research design of the study. Discussion will focus on a general description to the research design. The chapter will describe the development and design of the research instruments actually used in the study. Further, the discussion of the research design will include a description of the population and sampling techniques used in the study. Lastly, the researcher will discuss the data collection and data analysis approaches used in the study.
Chapter 4 will be a presentation of research findings. The researcher will discuss what information was found. The chapter will also include a discussion on what meanings can synthesized from the information gathered.

Finally, Chapter 5, will describe the study's major conclusions and their corresponding implications. The chapter will also highlight the conclusions and implications of the study on the author's leadership development. Furthermore, the chapter will include a discussion on the need for further study and cite possible topics.
Chapter 2

Review of the Literature

The role of teachers, principals, supervisors, and most recently superintendents in education have been examined many times from numerous perspectives; however, lacking in this realm of research is the role played by the school business administrator. The business administrator in school districts play fundamentally important roles which are rarely seen by the public, teachers, and students (Shannon, 1988). The school business administrator occupies a unique role in serving an essential and sometimes powerful role while operating somewhat on the periphery of instructional and curricular concerns (Shannon, 1988).

Given the seriousness of the effects of role conflict and role ambiguity, it is important to identify the components of role conflict and role ambiguity affecting the role of the school business administrator. As stated previously, clearly lacking data in the field, the role of the school business administrator is an understudied subject. This study will examine the role expectations for the school business administrator by attempting to answer the following questions:

1. What are the role expectations and the elements of actual role of a school business administrator held by a school business administrator?

2. How do the role expectations and actual role held by the school business administrator concur and differ?

3. What are the role expectations and the elements of actual role of a school business administrator held by his role set?
4. How do the role expectations and actual role held by the role set concur and differ?

5. How do the perceptions of the school business administrator and his role set concur and differ regarding the role of school business administrator?

In attempting to answer the preceding questions, the study is significant and relevant to improving the understanding of the role of a school business administrator. By clarifying the role of the school business administrator, the study will provide information that should assist school business administrators reduce role conflict and ambiguity.

**Role of School Business Administrator**

If viewed by examining the conventional responsibilities such as budgeting and financial planning, purchasing and supply management, plant planning and construction, accounting and reporting (Hack, Candoli and Ray, 1995), the role of the school business administrator in education appears to be separate and autonomous with respect to the roles of the previously mentioned. The roles played by teachers, principals, supervisors, and superintendents are generally accepted as having a direct responsibility for or influence on decision-making in curriculum and instruction. Separately, the school business administrator role appears to play the role of the bean counter whose sole responsibility is the bottom line; devoid of interplay in decision-making process in areas other than those having a financial basis (Sielke, 1995).

In the traditional setting, teachers view the role of the school business administrator as the generator of data whose major decisions are approval of purchase orders. They see the business office as "hardened, cold, and without consideration of what is happening in the field" (Sielke, 1995).
In contrast, school business officials designated fiscal planning as a top priority area in a recent survey. In this context, the term includes budgeting, preparation of reports on revenues and expenditures, as well as collection, custody, investment, and disbursement of funds (Jordan and Webb, 1986).

The theory and practice of budgeting has changed over the years as has the status and role of the school business administrator. Today, public education is continuing to examine budgeting practices and the discussion continues regarding who should make which budgeting decisions.

Traditionally, many budgeting decisions were made at the central office level, however, the competition for scarce resources coupled with various school reform movements including school site-based management are forcing decentralized decision-making in all aspects of school district management. In the 1990's, individual schools have gained more responsibility for and authority over everything from curriculum to the allocation of resources and personnel decisions (Stevenson and Warren, 1996).

Rather than functioning as a subunit of the superintendency that provides a service to instruction, school business administration is beginning to be viewed as a function exercised by many persons in the school organization. Superintendents, central office personnel, principals, and teachers are involved in making educational decisions. Instructional decisions have business implications and business decisions have instructional implications. Thus, the school business administration function permeates the whole school system. This suggests that collaboration of all decision makers in the system with the school business administrator is imperative if these decisions are to be cost effective (Hack, Candoli and Ray, 1995).
The school business administrator will become both teacher and general resource for the building principals and others grappling with the factors of school based budgeting, accounting systems, personnel legal issues, environmental health and freedom of information (Stevenson and Warren, 1996). The involvement of more stakeholders in the budgeting process is changing roles and expanding the necessary skills for those who have traditionally controlled the budgeting process (Sielke, 1995).

**Role Theory**

An examination of the role of school business administrator should also include a discussion of the subject of role and role theory in general. A role is the expectations or standards applied to the behavior of incumbents of a focal position or person. In this case, the position of school business administrator is the focal position or role incumbent. The focus of role can shift from the number of positions a single individual may occupy to a single position that a number of individuals may occupy. The concept of role may also be used to account for differences in behavior for a set of people; individuals who occupy the same position may entertain varying expectations of what constitutes appropriate behaviors in it (Gross and Herriot, 1965).

A professional's role development can be defined in two phases. As a professional, there is a period of formal training or the preparatory phase. Here a formal socialization or learning of their role takes place before receiving certification. The ideals of the role are internalized. A second phase, organizational reality, follows the formal phase. This phase is the on the job reality where theory and practice may not be the same (Gross and Herriot, 1965).
A role may be defined by those in orbit of the focal person, i.e., his role network. Those positions in orbit of the focal position are the individuals who are the source of the rewards and sanctions and may influence the school business administrator’s behavior (Gross and Herriot, 1965). Kahn and associates refer to these as a role set. The role set can be immediately seen if the organizational chart of a school district is spread out like a vast fishing net, in which each knot is a position and each string a functional relationship. By picking up a position, the positions directly attached (role set) are identified (Kahn, 1964). For the business administrator, these may include the superintendent, board members, central administration, and principals.

The proscriptions and prescriptions held by members of focal person’s role set are role expectations. The role expectations held for a certain person by some member of their role set will reflect that member’s conception of the person’s position and of their abilities. These are not restricted by formal job descriptions (Kahn, 1964).

Members of the role set are role senders. They communicate expectations either directly, as when a supervisor directs a subordinate in the requirements of the job, or indirectly, as when a colleague expresses admiration or disappointment in some behavior. The activities which define a role consist of the expectations of the members of the role set, and that these are communicated or sent to the focal person. The role set are role senders who communicate their expectations as sent role (Kahn, 1964).

Role sending is not merely informational. They are influence attempts directed toward the focal person and intended to bring about conformity with the expectations of the senders. Such acts are role pressures (Kahn, 1964).
For the school business administrator, these pressures may originate from superiors such as superintendents and board members, or from subordinates such as principals and central office personnel. Each sent pressure arouses in the focal person a psychological force or role force. They are whatever requirements and demands are actually communicated to the focal person (Kahn, 1964).

Because role is an act of communication, it must be viewed not only as sent role but also as received role. Sent role is the means organizations communicate the person’s do’s and don’ts. Received role consists of perceptions and cognitions of what is sent and can be observed by its immediate influence on behavior and role performance. How closely the sent and received role correspond is an empirical question for the focal person and the role senders (Kahn, 1964).

The focal person not only receives external sent role but can receive role from within, becoming a self-sender, a role-sender to oneself. It is the self perception of role, a set of attitudes and beliefs about what should or should not be done while in the position. A conception that the focal person has an occupational self-identity and is motivated to behave in ways which affirm and enhance the valued attributes of that identity (Kahn, 1964).

Obviously, not all sent role will be the same or compatible. For example, the superintendent may hold expectations of the school business administrator that may differ or conflict with those of other central administration. To the extent that these role pressures give rise to role forces, the person will experience conflict (Kahn, 1964). According to Miles and Perreault, while some role forces do not in themselves lead to conflict, they assume more importance when they are considered with other pressures placed on the focal person (Katz, 1980).
Sent role conflict is defined as the simultaneous occurrence of two or more sets of pressure such that compliance with one makes compliance with the others difficult (Kahn, 1964). An example of this is if the superintendent may have strict expectations of the business office while the business office personnel prefer a more loose environment, placing the school business administrator in the middle.

Role conflicts can be identified by several types. Intra-sender conflict is defined as when different prescriptions and proscriptions from a single member of the role set may be incompatible (Kahn, 1964). For example, the board may instruct the business administrator to procure material which is unavailable through normal channels and at the same time prohibits violations of normal channels.

A second type of conflict is termed inter-sender conflict. Conflict arising when pressures from one role sender are different from one or more senders (Kahn, 1964). An example of this is the aforementioned situation placing the business administrator between the superintendent and the business office personnel.

A third type of conflict is inter-role conflict. Here the role pressures associated with membership in one group may conflict with pressures from membership in another group (Kahn, 1964). A perfect example is the conflict between professional demands and family needs.

The previous three types of conflict are types of sent role conflict. They result in psychological conflicts for the focal person. Other types of conflict are generated directly by a combination of sent pressures and internal forces. Conflict may exist between the needs and values of a person and the demands of the role set. This type of conflict is called person-role conflict.
The role requirements may violate a person's moral values or a person's needs and aspirations may lead to behaviors unacceptable to the role set. An example is when a person with high aspirations steps on the toes of peers while trying to advance (Kahn, 1964).

In all of these types of conflict, members of the role set exert pressures to change the behavior of the focal person. When such pressures are generated or sent, the focal person is already in the role, already behaving, already maintaining some kind of equilibrium among the disparate forces and motives which the person experiences. Pressures to change represent new forces with which the person must cope, threatening an existing equilibrium (Kahn, 1964).

In addition to role conflict, the focal person may also suffer from role ambiguity. Role ambiguity occurs when an individual lacks clear expectations about their role, methods for fulfilling their role and/or consequences associated with role performance (Rizzo, 1970). The focal person wants to know the potential consequences of his role performance or nonperformance for themselves, their role senders, and the organization in general. This may result because the information is nonexistent or because existing information is inadequately communicated (Kahn, 1964).

Two concepts of role ambiguity exist. The first type is termed objective ambiguity. Objective ambiguity is a condition of the environment. For example, visibility as termed in meteorology is not a property of the one perceiving but based on the density of moisture and dust in the air. Objective ambiguity can be described as the properties of the social and physical environment in terms of their influence on perception and cognitive processes of the "normal person" (Kahn, 1964).
The second concept of role ambiguity is called subjective or experienced ambiguity. This concept of subjective ambiguity is the actual influence of objective ambiguity on an individual in a particular situation.

An adequate understanding of how role conflict and role ambiguity occur is best achieved by viewing the process as a whole or a role episode. A role episode is a complete cycle of role sending, response by the focal person and the effects of that response on the role senders. Figure 1 represents the Kahn model of a role episode.

Figure 1. The Kahn model of role response.

The four boxes represent events that constitute a role episode. The arrows connecting them imply a causal sequence. Role pressures are assumed to originate in the expectations held by members of the role set. Role senders have expectations regarding the way in which the focal role should be performed. They also have perceptions regarding the way in which the focal person is actually performing.
They correlate the two and further exert pressures to make the focal performance congruent with their expectations. These pressures induce in the focal person adjustive responses. The responses of the focal person are observed by those exerting the pressures, and their expectations are correspondingly adjusted. Thus for both the role senders and the focal person, the episode involves experience and response (Kahn, 1964).

The actual degree of role conflict will depend on the configuration of role pressures actually exerted by role senders on the focal person. The experience of this conflict will in turn depend upon its objective magnitude and on certain characteristics of the focal person. Similarly, the potential degree of clarity or ambiguity in a role can be assessed by investigating the availability of relevant information within the role set. The degree of ambiguity for a focal person will depend on the availability of information to the position.

The two most frequently cited sources of distress in the management literature are role conflict and role ambiguity (Douglas, 1996). The significance of this fact become relevant when viewed in conjunction with the level of occurrence and the effects upon role performance. Increase in role conflict and role ambiguity are associated with increasingly lower levels of job performance (Fried, 1998). Evidence suggests that there is a significant relationship between role conflict and job satisfaction in respect to the role of the administrator, along with productivity, attainment of goals, participation, anxiety, decision making, self confidence and other variables. Role ambiguity has been viewed as being related to many of the same variables (Caldwell and Forney, 1982).

In a national survey nearly half of the respondents reported that they were confronted with role conflict (Kahn, 1964).
In the same survey, it was reported that role conflict leads to greater job related tensions, lower job satisfaction, and less confidence in the organization. High conflict leads to less trust of the members of the role set; respect them less; and communicate with them less (Katz, 1980). The presence of conflict in one's role tends to undermine the focal person's relations with role senders, to produce weaker bonds of trust and respect. Role conflicts are costly for the person in emotional and interpersonal terms. They may also be costly to the organization, which depends on effective coordination and collaboration within and among its parts (Kahn, 1964).

In a study of factory workers findings indicated that 35% of the labor force surveyed were disturbed by the lack of clarity of their job responsibility with 29% being bothered by about what their peers expected. In addition, 33% were distressed because they lacked the required information to perform their job adequately (Kahn, 1964). In a 1971 study, Caplan found that 60% of respondents suffered some type of role ambiguity. The ambiguity was related to job satisfaction, job related threat to mental and physical well being, and the lack of utilization of skills and knowledge (Katz, 1980). In 1973, French and Caplan found that in addition to the effects found in Caplan's earlier study, anxiety and symptoms of depression were related to role ambiguity (Katz, 1980).
Chapter 3
Design of the Study

To assess and analyze the perceptions held by a school business administrator and his role partners on the role of school business administrator, a qualitative research project was initiated in Deptford Public Schools, Deptford, New Jersey. The purpose of this chapter is identify the subjects, define the data gathering instrument, explain the process by which the interviews were conducted, and list the procedure for analysis of the data obtained in the study.

Research Design

The researcher selected an action science research design, an outgrowth of the action research tradition. The action science design returns the scientific dimension to action research. The goal of action science is the generation of knowledge that is useful, valid, descriptive of the world, and informative of how we might change it. Action science is important because unless solutions to school problems under study tap into the complex theories of action that underlie and maintain the status quo, problems will only be solved in a superficial and temporary manner (Anderson et al, 1994).

Research Instruments and Data Collection

The researcher, in collaboration with his university mentor, developed two interview instruments; an incumbent role interview instrument and a role set interview instrument. The interview instrument used to question the school business administrator was designed to determine his perceptions on role expectations, actual role performance, and his principle role partners.
An interview with the school business administrator revealed his responses to the following questions:

1. What general overall job description would you apply to your position as a school business administrator?

2. As a school business administrator, what kinds of behavior should you exhibit?

3. With regard to (indicated behavior), would you consider such a behavior required or preferred for your actual performance?

4. What are the dimensions of your actual performance?

5. In performing your role as the district's school business administrator, with whom do you have significant interaction?

Questions #1, #2 and #3 were created to determine the role expectation held by the school business administrator on his own role. Question #4 was used to identify the perceptions of the school business administrator on his actual performed role. The last question, question #5, identified the school business administrator's role set.

Once the interview with the position incumbent was completed, the data collected was then used to develop a list of principle role partners or his role set. The school business administrator named the following positions as role partners: (a) superintendent, (b) assistant superintendent, (c) assistant board secretary/district accountant, (d) board president, (e) board vice president, (f) maintenance supervisor, (g) transportation supervisor, (h) supervisor of curriculum and instruction, (i) food service supervisor, (j) personal secretary, (k) supervisor of special services, and (l) the six principals.
Interviews were held with the 17 members of the school business administrator's role set. The role set interview reflected the purpose of the incumbent interview instrument. The role set interview instrument was created to discern the perceptions held by the school business administrator's role partners regarding role expectation and actual role performance of the school business administrator. The role set interview included the following questions:

1. How would you describe the job of this district's school business administrator?
2. How should the school business administrator behave in this district?
3. With regard to (indicated behavior), would you consider such a behavior to be required or preferred for the school business administrator's actual role performance?
4. In your opinion, what does the school business administrator actually do in this district?
5. How many years have you worked in this district?

Three questions (items 1, 2 and 3) were created to determine the role expectation of the school business administrator held by the role set. Question #4 was used to identify the perceptions of the role set regarding the school business administrator's actual performed role. The last question, question #5, provided demographic data.

Data Analysis Plan

The responses of the role incumbent and his role partners were reported in tables. Frequency distributions of responses were computed and constructed for each question on the role set interview instrument. In addition, the frequency distribution for each question was converted into a relative frequency distribution and expressed as a percentage which were analyzed in Chapter 4.
The interview data was then used to compare role expectation and role performance as perceived by the role incumbent; to compare role expectations and role performance as perceived by the role partners; and to relate the two sets of perceptions on role expectation and role performance. Each of these examinations was designed to reveal any patterns in responses between the role expectations and actual role performance as perceived by the role incumbent and his role partners in an attempt to identify concurrences and conflicts in perceptions. Thus, identifying the possible existence of role conflict or ambiguity experienced by the school business administrator which could be detrimental to the role performance of the school business administrator.
Chapter 4
Presentation of Research Findings

The success of role performance is dependent upon the ability of the role incumbent to minimize the level of role conflict or ambiguity that he or she may experience. When role perceptions differ between the focal person and the role set, role conflict or ambiguity is experienced. To identify role conflict, role set and focal person sent role must be included in an examination of role.

The purpose of this study has been to determine and compare role expectations held by a school business administrator and his role partners for the role of school business administrator. The research addresses five major questions:

1. What are the role expectations and the elements of actual role of a school business administrator held by a school business administrator?

2. How do the role expectations and actual role held by the school business administrator concur and differ?

3. What are the role expectations and the elements of actual role of a school business administrator held by his role set?

4. How do the role expectations and actual role held by the role set concur and differ?

5. How do the perceptions of the school business administrator and his role set differ and concur regarding the role of school business administrator?
Interviews were conducted with the school business administrator from Deptford Public Schools and the seventeen members of his role set. Role set demographic data was analyzed to determine if there was a pattern between years in the district and their perceptions of the role of the school business administrator.

Chapter 4 includes the facts and understandings gathered in the course of the study to learn about the perceptions of the school business administrator of Deptford Public Schools and his role set. The results of the incumbent interview instrument will be presented in Chapter 4. The role set response to their interview instrument is also included in the chapter. The results were analyzed to determine the existence of patterns of similarities and differences in role expectation and actual role performance. In addition, a comparison of the role expectations and actual role performance between the two sets of interview data is presented in Chapter 4. The final element of Chapter 4 is the relationship between the demographic data and the perceptions of the role set on the role of school business administrator.

**Role Incumbent Interview**

An interview was conducted with the school administrator of Deptford Public Schools using the incumbent interview instrument (see Appendix A). The instrument was constructed to address two of the five research questions.

Research question #1: **What are the role expectations and the elements of actual role of a school business administrator held by a school business administrator?**

Item one on the interview instrument was designed to determine the responsibilities the school business administrator perceived he was expected to perform.
The school business administrator described the following list in response to the question on job description:

1. Budget development including cost containment and tax rate stability;
2. Purchasing meaning efficiency in through cooperative or
   volume purchasing to gain the optimal price;
3. Bidding defined by maintaining specifications are tight to secure what
   is needed at the highest quality;
4. Expenditures should be appropriate and public contract law followed
   within budget constraints;
5. Investments by seeking the highest return available by
   aggressively investigating investment sources;
6. Transportation should be a safe and cost effective means to transport
   students through teamwork;
7. Cafeteria includes operating the cafeteria in the black by increasing
   participation while complying with regulations;
8. Negotiations are responsibilities that include costing out the proposals
   from both sides;
9. Technology is ensuring full utilization of technology cost effectively
   and develop a long term plan including staff training;
10. Maintenance includes well maintained facilities; ample money
    budgeted for building maintenance; provide pleasant and safe environment;
    project and plan for the future through the five year plan;
11. Building projects described as interact with contractors/architect; confirm that projects are on time; authorize payment through an approval system.

The response reflects the conventional characteristics of the school business administrator role as described in the Chapter 2 which included autonomy from the instructional and curriculum side of district operations. Missing are indications of interaction with the instructional side of the school district. As discovered in the Chapter 2, a change in management style toward site based management would require interaction with the curriculum and instructional staff.

The second item on the interview instrument was constructed to define the behaviors the school business administrator thought he should exhibit. His reply contained the following behaviors: (a) people skills, (b) confidence, (c) professionalism, (d) appropriate dress, (e) self inspection, (f) increase knowledge, (g) flexibility, (h) acceptance of new ideas, (i) detail oriented, (j) dedication, and (k) honest and trustworthy. The behaviors listed support the traditional role of school business administrator. Only acceptance of new ideas and flexibility hint of the possibility of moving from the traditional role.

Item three on the interview instrument was designed to specify whether the behaviors listed in item two were perceived by the school business administrator as required or preferred for his actual performance. Of the eleven behaviors listed, ten were considered to be required. The only behavior considered to be preferred was the acceptance of new ideas. The demotion of this behavior to preferred rather than required for actual role performance suggests the historic role in the standard hierarchical management system.
The fourth item on the interview instrument was drafted to determine the perception of the school business administrator regarding the dimensions of his actual role performance. He first responded by saying that the responsibilities he listed in the first question should be included in this list. He added to this list: (a) interact with the staff who answer to him, (b) interact with the board, and (c) motivate staff to set goals.

Research question #2: How do the role expectations and actual role held by the school business administrator concur and differ?

The role expectations and elements of actual role are nearly identical. In effect, he perceived his actual role performance fulfilled the role expectations he held. The results suggest he suffers little role ambiguity. Although this outcome is possible, the possibility exists that the school business administrator found separating expectations and actual role to difficult. The three added items on the actual response suggest behaviors which support the performance of a traditional role.

Role Set Interviews

Interviews were conducted with the members of the school business administrator's role set using the principle role set interview instrument (see Appendix A). The instrument was constructed to answer research questions #3 and #4. The interviewees included: (a) superintendent, (b) assistant superintendent, (c) assistant board secretary/district accountant, (d) board president, (e) board vice president, (f) maintenance supervisor, (g) transportation supervisor, (h) supervisor of curriculum and instruction, (i) food service supervisor, (j) personal secretary, (k) supervisor of special services, and (l) and the six principals.
Research question #3: What are the role expectations and the elements of actual role of a school business administrator held by his role set?

The first question on the role set interview instrument was drafted to determine the role expectations of the focal person held by his role set.

Table 1

<table>
<thead>
<tr>
<th>Role Set's Expectations Held for Focal Person</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget development</td>
<td>15</td>
<td>88%</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12</td>
<td>71%</td>
</tr>
<tr>
<td>Business office</td>
<td>10</td>
<td>59%</td>
</tr>
<tr>
<td>Transportation</td>
<td>10</td>
<td>59%</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>9</td>
<td>53%</td>
</tr>
<tr>
<td>Salary negotiation</td>
<td>5</td>
<td>29%</td>
</tr>
<tr>
<td>Bidding</td>
<td>5</td>
<td>29%</td>
</tr>
<tr>
<td>Liaison between departments and board</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>Board secretary</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>Total fiscal oversight</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>Purchasing</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>Long term planning</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Audit</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Noninstructional</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Evaluate supervisors</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Investments</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Revenues</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>New Jersey school law</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Fiscal liaison between municipality and district</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Support instruction</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>School bonds</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Financial Background</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Public Relations</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Building Projects</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Expenditures</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>
Table 1 represents the findings of the first question.

As the reader can see in reviewing Table 1, budget development had the highest response of 88% of the role set. Other responses indicated by at least half of the role set were maintenance (71%), business office (59%), transportation (59%), and cafeteria (51%). The role set response follows the traditional elements of the role as described in the review of literature.

The data suggests that once the role set responded beyond the traditional role indicators, the role set perceived the role as less definable. The sent role from this group could be unclear resulting in the role incumbent to suffer role ambiguity.

The second item on the role set interview instrument was constructed to define the behaviors the role set thought the school business administrator should exhibit. The role set response is presented in Table 2.

Table 2

<table>
<thead>
<tr>
<th>Role Set’s Expectations for Focal Person’s Role Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Communicates well</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Good manager</td>
</tr>
<tr>
<td>Educational focus</td>
</tr>
<tr>
<td>Businesslike</td>
</tr>
<tr>
<td>People skills</td>
</tr>
<tr>
<td>Decision maker</td>
</tr>
<tr>
<td>Informational resource</td>
</tr>
<tr>
<td>Honest</td>
</tr>
<tr>
<td>Accept new ideas</td>
</tr>
<tr>
<td>Leader</td>
</tr>
<tr>
<td>Analytical</td>
</tr>
<tr>
<td>Problem solver</td>
</tr>
</tbody>
</table>
Table 2 (Cont.)

Role Set’s Expectations for Focal Person’s Role Behavior

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Innovative</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Market place mentality</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Serious demeanor</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Negotiator</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Responsive</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Tour facilities</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Consistent</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Patience</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Respected/Respectful</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Support board and superintendend</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Interact with instructional staff</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Nonpolitical</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Confidential</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Political savvy</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Foresight</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Well read</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Dedication</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Detail oriented</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Increase knowledge</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

A review of Table 2 reveals that the response of the role set to the behavior question lacks any pattern or consistency. Only one item, communicates well, reaches a frequency of 9 or 50% of the role set. The response precludes generalizing the expectant behavior of the role set. This suggests a diverse sent role from the role set with regard to expected behavior.

In item 3, the role set was asked to identify their responses to item 2 as required or preferred for the actual role performance of business administrator.
Table 3
Role Set's Expectations for the Focal Person's Actual Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Incumbent</th>
<th>Required</th>
<th>Preferred</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates well</td>
<td>5</td>
<td>4</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Professionalism</td>
<td>R</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Good manager</td>
<td>6</td>
<td>0</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Educational focus</td>
<td>4</td>
<td>1</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Businesslike</td>
<td>5</td>
<td>0</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>People skills</td>
<td>R</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Decision maker</td>
<td>4</td>
<td>0</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Informational resource</td>
<td>3</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Honest</td>
<td>R</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Accept new ideas</td>
<td>P</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Leader</td>
<td>3</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Analytical</td>
<td>3</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Problem solver</td>
<td>2</td>
<td>0</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Intelligent</td>
<td>2</td>
<td>0</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Innovative</td>
<td>2</td>
<td>0</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Market place mentality</td>
<td>2</td>
<td>0</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Serious demeanor</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Negotiator</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Responsive</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tour facilities</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Consistent</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Patience</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Respected/Respectful</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Support Board/Superintendent</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Interact with instructional staff</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Nonpolitical</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Confidential</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Political savvy</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Foresight</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Well read</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Dedication</td>
<td>R</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Detail oriented</td>
<td>R</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Increase knowledge</td>
<td>R</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Appropriate dress</td>
<td>R</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
The responses are presented in Table 3.

The data presented in Table 3 does not provide a clearer picture of the expected behaviors for actual role performance. Similar observations can be made here as were made in the data presented in Table 2. The expected behaviors for actual performance are not generalizable according to the role set response.

The fourth item on the role set interview instrument was drafted to discern the actual role performed by the school business administrator as perceived by his role set. Table 4 represents the findings of the fourth question.

As the reader can see in reviewing table 4, budget development had the highest response of 88% of the role set.

<table>
<thead>
<tr>
<th>Actual Role of School Business Administrator as Perceived by Role Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Budget development</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Business office</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Cafeteria</td>
</tr>
<tr>
<td>Bidding</td>
</tr>
<tr>
<td>Board secretary</td>
</tr>
<tr>
<td>Salary negotiation</td>
</tr>
<tr>
<td>Liaison between departments and superintendent/board</td>
</tr>
<tr>
<td>Total fiscal oversight</td>
</tr>
<tr>
<td>Long term planner</td>
</tr>
<tr>
<td>Purchasing</td>
</tr>
<tr>
<td>Creditability builder</td>
</tr>
<tr>
<td>Responsive to administrators</td>
</tr>
<tr>
<td>Professional</td>
</tr>
</tbody>
</table>
### Table 4 (Cont.)

**Actual Role of School Business Administrator as Perceived by Role Set**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Noninstruction</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Support instruction</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Evaluate supervisors</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Investments</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Expenditures</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Revenues</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>District foundation initiative</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Tours buildings</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Support board and superintendent</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Right to Know</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Leader</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>EOE official</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Workers compensation</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Educator</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Board meetings</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Fiscal liaison between municipality and district</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>School bonds</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>NJ school law</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Financial background</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Public relations</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Meet with vendors</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Building projects</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

Other responses indicated by at least half of the role set were maintenance (71%), business office (65%), transportation (59%), and cafeteria (53%). The role set response to actual role follows the traditional elements of the role as described in the Chapter 1.
The role set’s picture of the role became less clear as they struggled to find responses. This fact is illustrated in the response of elementary principal 1, “I know he does a lot but I’m not sure what he does.” The number of responses with low frequencies supports the findings.

Research question #4: How do the role expectations and actual role of the school business administrator perceived by the role set concur and differ?

In order to compare the role expectations and the actual role as perceived by the role set, Tables 3 and 4 were combined to create Table 5.

**Table 5**

<table>
<thead>
<tr>
<th>Response</th>
<th>Role Expectation</th>
<th>Role Expectation Frequency</th>
<th>Role Expectation Percent</th>
<th>Actual Role</th>
<th>Actual Role Frequency</th>
<th>Actual Role Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget development</td>
<td>E,A</td>
<td>15</td>
<td>88%</td>
<td>15</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>E,A</td>
<td>12</td>
<td>71%</td>
<td>12</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>E,A</td>
<td>10</td>
<td>59%</td>
<td>10</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Business office</td>
<td></td>
<td>10</td>
<td>59%</td>
<td>11</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Cafeteria</td>
<td>E,A</td>
<td>9</td>
<td>53%</td>
<td>9</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Salary negotiation</td>
<td>E,A</td>
<td>5</td>
<td>29%</td>
<td>5</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Bidding</td>
<td>E,A</td>
<td>5</td>
<td>29%</td>
<td>6</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Purchasing</td>
<td>E,A</td>
<td>4</td>
<td>24%</td>
<td>4</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Total fiscal oversight</td>
<td></td>
<td>4</td>
<td>24%</td>
<td>4</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Board secretary</td>
<td></td>
<td>4</td>
<td>24%</td>
<td>5</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>E,A</td>
<td>2</td>
<td>12%</td>
<td>2</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>E,A</td>
<td>2</td>
<td>12%</td>
<td>2</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Evaluate supervisors</td>
<td></td>
<td>2</td>
<td>12%</td>
<td>2</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Noninstructional</td>
<td></td>
<td>2</td>
<td>12%</td>
<td>2</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td></td>
<td>2</td>
<td>12%</td>
<td>2</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Long term planner</td>
<td>E,A</td>
<td>2</td>
<td>12%</td>
<td>4</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>E,A</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Building projects</td>
<td>E,A</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Public relations</td>
<td></td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>
Table 5 (Cont.)

Comparison of Role Set's Expectations with the Actual Role of a School Business Administrator

<table>
<thead>
<tr>
<th>Response</th>
<th>Role Expectation</th>
<th>Role Expectation Frequency</th>
<th>Role Expectation Percent</th>
<th>Actual Role</th>
<th>Actual Role Frequency</th>
<th>Actual Role Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial background</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJ school law</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Bonds</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiscal liaison between municipality and district</td>
<td>1</td>
<td>6%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td>E,A</td>
<td>1</td>
<td>6%</td>
<td>2</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Support instruction</td>
<td>1</td>
<td>6%</td>
<td>2</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaison between departments and superintendent/board</td>
<td>1</td>
<td>6%</td>
<td>4</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with vendors</td>
<td>E,A</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Board meetings</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workers compensation</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOE official</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right to Know</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support board and superintendent</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tours buildings</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District foundation</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsive</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creditability builder</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interact with staff</td>
<td>A</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Note: E(expectation) or A(actual) in column I represent the incumbent's response.
An examination of Table 5 reveals to the reader, that the responses and their frequency for role expectation and actual role are almost identical. As discovered previously, the most frequent responses characterized the historical role of school business administrator. The role set added fourteen items to the actual role list that did not appear on the role expectation response.

Upon further study, one would notice 2/3 of each response list is singular in nature; one or two in response frequency. This observation supports the notion that the role becomes unclear to the role set once they responded beyond the traditional role as described in the Chapter 2.

Research question #5: How do the perceptions of the school business administrator and his role set differ and concur regarding the role of school business administrator?

The perceptions held by the school business administrator and his role set of the position of school business administrator were compared and contrasted in an attempt to find possible areas of role conflict or ambiguity. Table 5 summarizes the role expectation and actual role data for the role incumbent and his role set.

A review of the table discloses the incumbent responded similarly to the four of the five top role set responses to expectation and actual role. Of the top twelve role set responses to role expectation and actual role, the incumbent agrees in eight instances. All of the eight concurrences are traditional characteristics of the school business administrator as cited in the Chapter 2.

Beyond the top twelve role set responses, the data presents a more clouded view. Thirty one responses had a frequency of 3 or less. Of the less frequent responses, the incumbent mentioned five. The role becomes less identifiable.
How the response of each member of the role set compare to the incumbent response is important to understanding where inconsistency in role perceptions exist causing role conflict or ambiguity. Table 6 displays the frequency each member concurred with the incumbent responses to role expectation and actual role.

Table 6

<table>
<thead>
<tr>
<th>Position</th>
<th>Incumbent Concurrence</th>
<th>Actual Role</th>
<th>Years in District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school principal 3</td>
<td>7</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Board vice president</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Board president</td>
<td>6</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Assistant superintendent</td>
<td>6</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Superintendent</td>
<td>6</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Maintenance supervisor</td>
<td>5</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Assistant board secretary</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Personal secretary</td>
<td>4</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Curriculum/instruction supervisor</td>
<td>4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>High school principal</td>
<td>4</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Food service supervisor</td>
<td>3</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Transportation supervisor</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Special services supervisor</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Elementary principal 2</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Middle school principal</td>
<td>2</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>Elementary school principal 4</td>
<td>1</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Elementary school principal 1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

A review of Table 6 reveals that of the nine role set members with the highest incumbent concurrence frequency, eight are members of the district administration or its staff.
The superintendent, assistant superintendent, assistant board secretary, curriculum and instruction supervisor, and personal secretary work in the same building and have daily contact with the business administrator. The board president and vice president work closely with the school business administrator concerning district issues. The maintenance supervisor, although not located in the same building, still maintains daily contact with and works closely with the school business administrator. The bottom of the table contains five of the six principals, food supervisor, transportation supervisor, and special services supervisor. Such members of the role set have minimal contact with the school business administrator. This suggests that contact may influence concurrence in role perceptions between the role incumbent and his role set.

Demographic Analysis

Item 5 of the role set interview instrument was designed to ascertain if a pattern exists between role incumbent concurrence frequency and the number of years in the district. A review of the data presented in Table 6 shows the highest and lowest years in district spread throughout the table. This observation suggests that no pattern exists between role incumbent concurrence frequency and the number of years a member of the role set worked in the district.

Supplemental Data and Analysis

As the reader can see after reviewing the role incumbent’s responses, the amount of data available for analysis was not abundant. In an effort to bolster the view of the incumbent’s perception of his role, the researcher reinterviewed the school business administrator. The incumbent was asked to respond to the items in the role set’s response to role expectation and actual role that he did not mention.
He was also requested to provide anecdotal support for each answer (see Appendix B).

Of the 29 role set items not part of the original incumbent response, 20 were considered by the school business administrator as elements of his role expectation and actual role. The responses cited were the following:
(a) business office, (b) total fiscal oversight, (c) evaluate supervisors, (d) board secretary, (e) financial background, (f) support instruction, (g) noninstructional, (h) computer skills, (i) audit, (j) New Jersey school law, (k) liaison between departments and superintendent and board, (l) fiscal liaison between municipality and district, (m) board meetings, (n) builds creditability, (o) professional, (p) workers compensation, (q) leader, (r) Right to Know, (s) support board and superintendent, and (t) tours buildings.

In each the case, the incumbent provided an instance in support of each reply.

Discovered previously in the review of Table 5, the cited items had minimal role set frequency tallies except for item (a) business office. Sixty-five percent of the role set established the business office responsibility as part of role expectation and actual role. The data, once again, supports the historic view of the role of the school business administrator.
Chapter 5
Conclusions and Further Study

As we approach a new millennium, the societal and public demands made upon schools will continue to increase. In response, school districts will look to decentralize decision-making in all aspects of school district management, in effect, adopt some form of site-based management. Individual schools will insist on gaining more responsibility for and authority over everything from curriculum to the allocation of resources and personnel decisions. The role of school business administrator will be forced to move from the tradition of autonomy to a more shared decision making profile.

Superintendents, central office personnel, principals, and teachers will be involved in making educational decisions. Instructional decisions have business implications and business decisions have instructional implications. The collaboration of all decision makers in the system with the school business administrator will be imperative if these decisions are to be cost effective. The success of this consortium will require each participant, including the school business administrator, to have a clear understanding of the role the school business administrator.

The role of the school business administrator in this study as viewed through the eyes of the role incumbent and his role set is a conventional one. Both incumbent and role set agree that the role should be fiscal and system operations focused. The interaction between the school business administration and instruction or curriculum is barely identified by either party.
If the national trends become more evident in this district, changes must occur. Both groups must move towards integrating curriculum and instruction with the function of school business administration. Furthering the argument for increased collaboration is the evidence that increased contact improves the level of agreement in the perception of the focal role from Table 6. One step toward that goal is increasing the current level of site based management; enabling the two areas to work together.

The role set achieve a high level of concurrence with each other and with the incumbent on only a few items in the categories studied, role expectation and actual role. The principals, lowest in the role set on the hierarchical ladder, scored the fewest concurrence with the incumbent. With regard to actual role, uncertainty was expressed by the entire role set. When questioned on expected behaviors, agreement within the role set is nearly nonexistent. In the current hierarchical management system, these findings do not pose a problem because role is established from above in such systems.

In a shared decision-making system, however, the role set expands and in turn increases the number of role senders. The current role set is unsure of the role of school business administrator. Given the role set's uncertainty, one can only imagine the level of ignorance of those who now are not a member of the role set such as teachers. If the level of site-based management rises, the goal of educating all members of the educational system in the function of school business administration will be imperative to achieve effective and efficient collaboration. If the task is left undone, then the school business administrator will experience role ambiguity and role conflict due to varied and uncertain sent role.
Further Study

The research project involving the perceptions of a school business administrator and his role set on the role of school business administrator developed some valuable insights on the current role of the school business administrator. As with many research studies, this project developed a list of suggested issues to investigate related to the role of school business administration. The following are the recommendations made for further research:

1. The review of literature revealed there was little research completed on the role of school business administrator. Of the research available, nearly all were done before the site-based management movement in public education. A research project should be initiated that will investigate the current role of school business administrator in school districts with well established, progressive site-based management systems. The findings could be compared to findings from conventional district management systems.

2. Currently, school business administrators come through the educational ranks or from the private sector. A study should be instituted to learn how their perceptions of the role of school business administrator compare. School business administrators could be interviewed on their perceptions on their role and of others in the field.

3. The size of the population studied was indicated as a limitation of the study to provide reliable predictions for future study outcomes. A research project should be implemented to repeat the study using a national sampling to verify the findings in this research.
The role and function of the school business administrator is integral to the operation of a school district. A clearer understanding of the role can only help to improve the effectiveness of the school business administrator to contribute to educational system. The role of school business administrator is important and worthy of whatever future research it will undergo.
References


Capasso, R. L., Monahan, T., & White, Jr., E. H. The role of the superintendent in the 1990's and beyond. NJASA Perspective, 14, 16-30.


Appendix A

Research Instruments
Position Incumbent Interview Instrument

School Business Administrator

1. What general overall job description would you apply to your position as a school business administrator?

2. As a school business administrator, what kinds of behavior should you exhibit?

3. With regard to (indicated behavior), would you consider such a behavior required or preferred for your actual performance?

4. What are the dimensions of your actual role performance?

5. In performing your role as the district’s school business administrator, with whom do you have significant interaction?
Position Incumbent Interview Instrument

School Business Administrator

1. What general overall job description would you apply to your position as a school business administrator?

2. As a school business administrator, what kinds of behavior should you exhibit?

3. With regard to (indicated behavior), would you consider such a behavior required or preferred for your actual performance?

4. What are the dimensions of your actual role performance?

5. In performing your role as the district’s school business administrator, with whom do you have significant interaction?
Appendix B

Role Incumbent Interview Response
Position Incumbent Interview Response

School Business Administrator

1. What general overall job description would you apply to your position as a school business administrator?

   a. Budget - contain cost and maintain tax rate

   b. Purchasing - efficiency in purchasing through cooperative or volume purchasing to gain the optimal price

   c. Bidding - specifications are tight to secure what is desired at the highest quality

   d. Expenditures - expenditures should be appropriate and public contract law followed within budget constraints

   e. Investments - seek the highest return available by aggressively seeking investment sources

   f. Transportation - safely and cost effectively transport students through teamwork

   g. Cafeteria - operate the cafeteria in the black by increasing participation while complying with regulations

   h. Negotiations - cost out the proposals from both sides

   i. Technology - ensure full utilization of technology cost effectively and develop a long term plan including staff training

   j. Maintenance - well maintained facilities; ample money budgeted for building maintenance; provide pleasant and safe environment; project and plan for the future through the five year plan

   k. Building Projects - Interact with contractors/architect; confirm that projects are on time; authorize payment through an approval system

2. As a school business administrator, what kinds of behavior should you exhibit?

   a. People skills

   b. Confidence
c. Professionalism

d. Appropriate dress

e. Self inspection

f. Increase knowledge

g. Flexibility

h. Acceptance of new ideas

i. Detail oriented

j. Dedication

k. Honesty and Trustworthy

3. With regard to (indicated behavior), would you consider such a behavior required or preferred for your actual performance?

a. People skills - required

b. Confidence - required

c. Professionalism - required

d. Appropriate dress - required

e. Self inspection - required

f. Increase knowledge - required

g. Flexibility - required

h. Acceptance of new ideas - preferred

i. Detail oriented - required

j. Dedication - required

k. Honesty and Trustworthy

4. What are the dimensions of your actual role performance?

a. Budget - contain cost and maintain tax rate
b. Purchasing - efficiency in purchasing through cooperative or volume purchasing to gain the optimal price

c. Bidding - specifications are tight to secure what is desired at the highest quality

d. Expenditures - expenditures should be appropriate and public contract law followed within budget constraints

e. Investments - seek the highest return available by aggressively seeking investment sources

f. Transportation - safely and cost effectively transport students through teamwork

g. Cafeteria - operate the cafeteria in the black by increasing participation while complying with regulations

h. Negotiations - cost out the proposals from both sides

i. Technology - ensure full utilization of technology cost effectively and develop a long term plan including staff training

j. Maintenance - well maintained facilities; ample money budgeted for building maintenance; provide pleasant and safe environment; project and plan for the future through the five year plan

k. Building Projects - interact with contractors/architect; confirm that projects are on time; authorize payment through an approval system

l. Interact with staff

m. Interact with board

n. Motivate people to set goals

5. In performing your role as the district’s school business administrator, with whom do you have significant interaction?

Superintendent

Assistant Superintendent

Curriculum Coordinator

Principals
Cafeteria Supervisor
Transportation Supervisor
Maintenance Supervisor
Assistant Board Secretary/ Accountant
Personal Secretary
Board Members
Appendix C

Role Set Interview Response
Principle Role Set Interview Response

Superintendent

1. How would you describe the job of this district's school business administrator?
   
   a. Support instruction
   b. Totally integrated with administrative services and instruction
   c. Supervises: transportation, food services, maintenance, custodial services, and business office
   d. Provide resources - financial and building
   e. Evaluation of support services
   f. Budget development in concert with instructional side
   g. Employee benefits - cost analysis
   h. Negotiations - act as a resource
   i. Oversight of public contract law
   j. Preparation of audit

2. How should the school business administrator behave in this district?
   
   a. Professionalism
   b. Businesslike
   c. Open minded
   d. Educator - should be focused on education
   e. Analytical
   f. Market place mentality - familiar with recent initiatives
   g. Innovative - find alternative solutions
   h. Well read
   i. People skills
   j. Public relations - should have a knack for soothing public

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   
   a. Professionalism required
   b. Businesslike required
   c. Open minded required
   d. Educator - should be focused on education required
   e. Analytical required
   f. Market place mentality - familiar with recent initiatives required
   g. Innovative - find alternative solutions required
   h. Well read required
i. People skills
j. Public relations - should have a knack for soothing public

4. In your opinion what does the school business administrator actually do in this district?
   a. Support instruction
   b. Totally integrated with administrative services and instruction
   c. Supervises: transportation, food services, maintenance, custodial services, and business office
   d. Provide resources - financial and building
   e. Evaluation of support services
   f. Budget development in concert with instructional side
   g. Employee benefits - cost analysis
   h. Negotiations - act as a resource
   i. Oversight of public contract law
   j. Preparation of audit
   k. Professionalism
   l. Businesslike
   m. Open minded
   n. Educator - should be focused on education
   o. Analytical
   p. Market place mentality - familiar with recent initiatives
   q. Innovative - find alternative solutions
   r. Well read
   s. People skills
   t. Public relations - should have a knack for soothing public
   u. Creates an atmosphere of trust and credibility between community and district

5. How many years in the district?

   22 years
Principle Role Set Interview Response

Assistant Superintendent

1. How would you describe the job of this district’s school business administrator?
   a. Responsible for the creation of the school budget and its execution
   b. Oversee:
      payroll
      maintenance
      cafeteria
      transportation
      bidding
      construction

2. How should the school business administrator behave in this district?
   a. Knowledgeable of budget and finance
   b. Foresight - always looking long term
   c. People person
   d. Knowledgeable of information resources
   e. Good manager
   f. Financial analyst
   g. Search for banking and fund resources
   h. Sense of humor
   i. Ability to clarify issues and explain concepts relating to budget and finance
   j. Politically savvy

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Knowledgeable of budget and finance required
   b. Foresight - always looking long term required
   c. People person required
   d. Knowledgeable of information resources required
   e. Good manager required
   f. Financial analyst required
   g. Search for banking and fund resources required
   h. Sense of humor preferred
   i. Ability to explain concepts relating to budget and finance preferred
   j. Politically savvy preferred
4. In your opinion what does the school business administrator actually do in this district?

    a. Responsible for the creation of the school budget and its execution
    b. Oversee:
       payroll
       maintenance
       cafeteria
       transportation
       bidding
       construction

The assistant superintendent has only been in the district for a few months and said that if she had more experience in the position that she would be able to offer more to this question.

5. How many years in the district?

   30 years
Principle Role Set Interview Response

Board President

1. How would you describe the job of this district's school business administrator?
   a. Financial background
   b. People skills
   c. Budget development
   d. Line item expenditure control
   e. Oversight of purchase orders
   f. Oversight of transportation, food service, custodial, and maintenance
   g. Bids - bid specification are appropriate

2. How should the school business administrator behave in this district?
   a. Honest
   b. Intelligent
   c. Communicator
   d. Tolerant (open to new ideas)
   e. Loyalty
   f. Confidential
   g. Discreet

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Honest required
   b. Intelligent required
   c. Communicator preferred
   d. Tolerant (open to new ideas) preferred
   e. Loyalty required
   f. Confidential required
   g. Discreet preferred

4. In your opinion what does the school business administrator actually do in this district?
   a. Financial background
   b. People skills
   c. Budget development
   d. Line item expenditure control
e. Oversight of purchase orders
f. Oversight of transportation, food service, custodial, and maintenance
g. Bids - bid specification are appropriate
h. Makes board members comfortable with budget (his explanation)
i. District foundation initiative

5. How many years in the district?

11 years
Principle Role Set Interview Response

Board Vice President

1. How would you describe the job of this district's school business administrator?
   a. Organize financial matters
      a. payroll
      b. computer system
      c. all accounts throughout the district
   b. Working knowledge of labor contracts
   c. Up to date on state requirements for accounting
   d. Institutional investing
   e. Oversight of transportation, food service, maintenance
   f. Inventory and purchasing control of those departments
   g. Bid law knowledge

2. How should the school business administrator behave in this district?
   a. Integrity and honesty
   b. Nonpolitical position
   c. Very accurate
   d. Stickler for detail
   e. Pride in work
   f. Hard worker
   g. Active member of ASBO
   h. Advanced finance degree
   i. Lives locally

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Integrity and honesty required
   b. Nonpolitical position required
   c. Very accurate required
   d. Stickler for detail required
   e. Pride in work required
   f. Hard worker required
   g. Active member of ASBO preferred
   h. Advanced finance degree preferred
   i. Lives locally preferred
4. In your opinion what does the school business administrator actually do in this district?
   
a. Organize financial matters
   a. payroll
   b. computer system
   c. all accounts throughout the district
   b. Working knowledge of labor contracts
   c. Up to date on state requirements for accounting
   d. Institutional investing
   e. Oversight of transportation, food service, maintenance
   f. Inventory and purchasing control of those departments
   g. Bid law knowledge
   h. Long term planner with superintendent
   i. Board Secretary

5. How many years in the district?

   8 years
Principle Role Set Interview Response

District Accountant

1. How would you describe the job of this district's school business administrator?
   
a. Oversight of business activity
b. Responsible for financial day to day and long term planning
c. Projection of local, state, and federal revenue
d. Budget development
e. Oversight of management personnel:
   - maintenance
   - transportation
   - cafeteria
   - employee benefits
   - payroll
f. Responsibilities separate from instructional

2. How should the school business administrator behave in this district?
   
a. More for profit attitude toward management (willingness not to accept status quo)
b. Improve site management by decreasing micromanagement
c. Administrator should delegate responsibilities
d. School business administrator should act as a facilitator of site problem solving

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   
a. More for profit attitude toward management (willingness not to accept status quo) required
b. Improve site management by decreasing micromanagement required
c. Administrator should delegate responsibilities required
d. School business administrator should act as a facilitator of site problem solving required
4. In your opinion what does the school business administrator actually do in this district?
   a. Oversight of business activity
   b. Responsible for financial day to day and long term planning
   c. Projection of local, state, and federal revenue
   d. Budget development
   e. Oversight of management personnel:
      maintenance
      transportation
      cafeteria
      employee benefits
      payroll
   f. Responsibilities separate from instructional

5. How many years in the district?

   2 years
Principle Role Set Interview Response

Supervisor of Curriculum and Instruction

1. How would you describe the job of this district’s school business administrator?
   a. Oversee finances
   b. Budget development
   c. Facilities planning
   d. Maintenance planning
   e. Personnel
   f. No connection to curriculum
   g. Board representative
   h. Liaison to superintendent
   i. Transportation
   j. Technology

2. How should the school business administrator behave in this district?
   a. Professionalism
   b. Confidential
   c. Supportive of board and superintendent
   d. Financial leader
   e. Quasi-instructional leader
   f. School business administrator should facilitate good instruction
   g. School business administrator should interact with instructional staff especially during budget development
   h. School business administrator should have curricular knowledge

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Professionalism
   b. Confidential
   c. Supportive of board and superintendent
   d. Financial leader
   e. Quasi-instructional leader
   f. School business administrator should facilitate good instruction
   g. School business administrator should interact with instructional staff especially during budget development
4. In your opinion what does the school business administrator actually do in this district?

   a. Oversee finances
   b. Budget development
   c. Facilities planning
   d. Maintenance planning
   e. Personnel
   f. Involved with curriculum - wrote instructional amendments to the state report.
   g. Board representative
   h. Liaison to superintendent
   i. Transportation
   j. Technology
   k. Professionalism
   l. Confidential
   m. Supportive of board and superintendent
   n. Financial leader
   o. Quasi-instructional leader
   p. School business administrator should facilitate good instruction
   q. School business administrator should have curricular knowledge

5. How many years in the district?

   less than a year
Principle Role Set Interview Response

Maintenance Supervisor

1. How would you describe the job of this district's school business administrator?
   a. Oversight of business office, maintenance, transportation, and cafeteria
   b. Financial planning - budget development
   c. Board Secretary - Liaison between board and district, minutes of board meetings

2. How should the school business administrator behave in this district?
   a. Professionalism
   b. Respected and respectful
   c. Leadership
   d. Interactive - open to ideas
   e. Good listener

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Professionalism required
   b. Respected and respectful required
   c. Leadership required
   d. Interactive - open to ideas required
   e. Good listener required

4. In your opinion what does the school business administrator actually do in this district?
   a. Honesty
   b. Straightforward and forthright
   c. Time manager
   d. Good people skills
   e. Experience in the private sector
   f. Savings programs - investigates them thoroughly

5. How many years in the district?
   9 years
Principle Role Set Interview Response

Food Service Supervisor

1. How would you describe the job of this district’s school business administrator?
   a. Fiscal responsibility for school district
   b. Investment
   c. Fiscal oversight of food service, maintenance,
   d. Contract negotiations
   e. Liaisons between all departments and superintendent/board
   f. Purchasing - bidding
   g. Human resources - employee benefits

2. How should the school business administrator behave in this district?
   a. Professionalism - dress, manners
   b. People person
   c. Attentive - good listener
   d. Firm
   e. Decision maker
   f. Consistent
   g. Caring

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Professionalism - dress, manners required
   b. People person preferred
   c. Attentive - good listener preferred
   d. Firm required
   e. Decision maker required
   f. Consistent required
   g. Caring preferred

4. In your opinion what does the school business administrator actually do in this district?
   a. Fiscal responsibility for school district
   b. Investment
   c. Fiscal oversight of food service, maintenance,
   d. Contract negotiations
e. Liaisons between all departments and superintendent/board
f. Purchasing - bidding
g. Human resources - employee benefits
h. Board meetings
i. Meet with vendors
j. Workers compensation

5. How many years in the district?

13 years
Principle Role Set Interview Response

Transportation Supervisor

1. How would you describe the job of this district's school business administrator?
   a. Oversight of business office, maintenance, transportation, and cafeteria
   b. Financial planning - budget development
   c. Public relations
   d. Contract negotiations
   e. Evaluations of supervisors
   f. Purchasing

2. How should the school business administrator behave in this district?
   a. Problem solver
   b. Major decision maker
   c. Open mind to ideas and personalities
   d. Patience
   e. Good listener
   f. Acting with authority with professionalism
   g. Job knowledgeable

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Problem solver required
   b. Major decision maker required
   c. Open mind to ideas and personalities required
   d. Patience required
   e. Good listener required
   f. Acting with authority with professionalism required
   g. Job knowledgeable required

4. In your opinion what does the school business administrator actually do in this district?
   a. Oversight of business office, maintenance, transportation, and cafeteria
   b. Financial planning - budget development
   c. Public relations
d. Contract negotiations  
e. Evaluations of supervisors  
f. Purchasing  
g. Willing to assist  
h. Fresh ideas  
i. Supports my decisions  

5. How many years in the district?  

6 years
Principle Role Set Interview Response

Supervisor of Special Services

1. How would you describe the job of this district’s school business administrator?
   a. Supervising budget - encumber accounts, prevent over expenditures
   b. Fiscal liaison between municipality and district
   c. Follows recommendations of auditor
   d. Supervise business office staff
   e. Manage transportation and maintenance departments

2. How should the school business administrator behave in this district?
   a. Professional
   b. Ethical
   c. Understanding of educational process
   d. Strong accounting skill
   e. Demonstrate knowledge of business practices
   f. Public relations skill

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Professional required
   b. Ethical required
   c. Understanding of educational process required
   d. Strong accounting skill required
   e. Demonstrate knowledge of business practices preferred
   f. Public relations skill preferred

4. In your opinion what does the school business administrator actually do in this district?
   a. Supervising budget - encumber accounts, prevent over expenditures
   b. Fiscal liaison between municipality and district
   c. Follows recommendations of auditor
   d. Supervise business office staff
   e. Manage transportation and maintenance departments
5. How many years in the district?

   6 years
Principle Role Set Interview Response

High School Principal

1. How would you describe the job of this district's school business administrator?
   a. Budget development
   b. Continuing oversight of budget
   c. Payroll
   d. Oversight of business office
   e. Financial oversight of cafeteria, maintenance, and transportation
   f. Total financial oversight

2. How should the school business administrator behave in this district?
   a. Provide financial information to facilitate management of buildings and departments
   b. Knowledge of curriculum side/educational program
   c. Demonstrate confidence in others to do their jobs
   d. Organized
   e. Decisive
   f. People Skills

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Provide financial information to facilitate management of buildings and departments required
   b. Knowledge of curriculum side/educational program preferred
   c. Demonstrate confidence in others to do their jobs required
   d. Organized required
   e. Decisive preferred
   f. People Skills preferred

4. In your opinion what does the school business administrator actually do in this district?
   a. Budget development
   b. Continuing oversight of budget
   c. Payroll
   d. Oversight of business office
   e. Financial oversight of cafeteria, maintenance, and transportation
f. Total financial oversight

THE FOLLOWING ARE PERFORMED BUT SHOULD NOT BE

g. Right to know
h. EOE
i. Management of transportation, cafeteria, maintenance

5. How many years in the district?

11 years
Principle Role Set Interview Response

Middle School Principal

1. How would you describe the job of this district’s school business administrator?
   a. Budget development
   b. Process purchase orders
   c. Payroll
   d. Coordination of health benefits

2. How should the school business administrator behave in this district?
   a. Professionalism
   b. Regular tours of facilities
   c. Support of educational programs

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Professionalism required
   b. Regular tours of facilities required
   c. Support of educational programs required

4. In your opinion what does the school business administrator actually do in this district?
   a. Budget development
   b. Process purchase orders
   c. Payroll
   d. Coordination of health benefits

5. How many years in the district?
   a. 27 years
Elementary School Principal 1

1. How would you describe the job of this district’s school business administrator?
   a. Oversees fiscal needs of district
   b. Coordinates budget activity
   c. Board liaison
   d. Board secretary

2. How should the school business administrator behave in this district?
   a. Knowledgeable of money and budget development
   b. Intelligent
   c. Analytical of needs
   d. Facilitate information for all administrators
   e. Time manager
   f. People person

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Knowledgeable of money and budget development required
   b. Intelligent required
   c. Analytical of needs required
   d. Facilitate information for all administrators required
   e. Time manager required
   f. People person required

4. In your opinion what does the school business administrator actually do in this district?
   a. Oversees fiscal needs of district
   b. Coordinates budget activity
   c. Board liaison
   d. Board secretary
   e. With the new administrative appointments, role may change

5. How many years in the district?
   6 years
Principle Role Set Interview Response

Elementary School Principal 2

1. How would you describe the job of this district’s school business administrator?
   a. Budget development
   b. Facility five year plan development
   c. Maintenance oversight
   d. Report to Superintendent
   e. Board Secretary

2. How should the school business administrator behave in this district?
   a. Respond to requests for assistance
   b. Good listener
   c. Decision-maker
   d. Work for educational programs

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Respond to requests for assistance preferred
   b. Good listener preferred
   c. Decision-maker required
   d. Work for educational programs required

4. In your opinion what does the school business administrator actually do in this district?
   a. Budget development
   b. Facility five year plan development
   c. Maintenance oversight
   d. Report to Superintendent
   e. Board Secretary
   g. Visits buildings
   f. Recognizes that he does more just not sure what that is

5. How many years in the district?
   3 years
Principle Role Set Interview Response

Elementary School Principal 3

1. How would you describe the job of this district's school business administrator?
   a. Allocate funds for each school
   b. Budget development
   c. Recognize needs for transportation, cafeteria, maintenance, special services
   d. Oversee transportation, cafeteria, maintenance, special services
   e. Handle bids and contract negotiations
   f. Present and defend budget by supplying supporting information

2. How should the school business administrator behave in this district?
   a. Good communicator
   b. Listen to all the people
   c. Negotiator
   d. Serious demeanor
   e. Businesslike
   f. Guide administrators in business practices

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   a. Good communicator required
   b. Listen to all the people preferred
   c. Negotiator required
   d. Serious demeanor preferred
   e. Businesslike required
   f. Guide administrators in business practices preferred

4. In your opinion what does the school business administrator actually do in this district?
   a. Allocate funds for each school
   b. Budget development
   c. Recognize needs for transportation, cafeteria, maintenance, special services
   d. Oversee transportation, cafeteria, maintenance, special services
   e. Handle bids and contract negotiations
   f. Present and defend budget by supplying supporting information
g. Responds to the administrators' need for assistance

5. How many years in the district?

22 years
Principle Role Set Interview Response

Elementary School Principal 4

1. How would you describe the job of this district's school business administrator?
   
   a. Handle finances of school district
   b. Computer skills
   c. Well versed in New Jersey school law with regard to business
   d. Well versed in New Jersey school business practices
   e. Development of school bonds and passage of bond
   f. Manage budget

2. How should the school business administrator behave in this district?

   a. Leader
   b. Handle public pressure
   c. Good communicator
   d. Professional appearance
   e. Managerial skills

3. With regard to (indicated behavior), would consider such a behavior to be required or preferred for the school business administrator actual role performance?
   
   a. Leader required
   b. Handle public pressure required
   c. Good communicator preferred
   d. Professional appearance required
   e. Managerial skills required
   f. Public speaker preferred

4. In your opinion what does the school business administrator actually do in this district?
   
   a. Handle finances of school district
   b. Computer skills
   c. Well versed in New Jersey school law with regard to business
   d. Well versed in New Jersey school business practices
   e. Development of school bonds and passage of bond
   f. Manage budget
5. How many years in the district?
   31 years
**Biographical Data**

<table>
<thead>
<tr>
<th>Name</th>
<th>Stephen J. Lynch</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>Upper Moreland High School, Willow Grove, Pennsylvania</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Bachelor of Science Health and Physical Education, East Stroudsburg University</td>
</tr>
<tr>
<td>Graduate</td>
<td>Master of Arts School Business Administration, Rowan University, Glassboro, New Jersey</td>
</tr>
<tr>
<td>Present Occupation</td>
<td>Administrative Assistant, Glassboro Intermediate School, Glassboro, New Jersey</td>
</tr>
</tbody>
</table>