

here is why only 37% or fewer of the respondents foresaw these new demands. The data in this study were not sufficient to answer that question.

The results in Table 9 shows technology use is highest in the planning and compensation areas where developing the personnel budget, developing salary schedules, and administering the staff payroll operations have a mean of 2.0 or more. This means that technology is applied at a moderate to high level in the job responsibilities.

Technology use indicates a low to moderate use (less than 2.0 but more than 1.6) in student enrollment projections; staffing needs; posting job openings; maintaining a list of substitutes; providing contract notices to employees; acting as a supervising office for substitute teachers in regard to accounting for hours and payments; administering employee health insurance programs; conducting job analyses and salary studies; developing job descriptions; maintaining personnel records; completing federal, state, and local reports pertaining to personnel; providing data as requested by the superintendent and the school board; preparing personnel-related information for the school board; developing an employee handbook; and publishing an employee newsletter. Thirty-four percent of the job responsibilities received a score of 1.6 or less. These were scattered across all areas. The areas of justice and continuity had the lowest level of technology use for the job responsibilities, providing personal counseling for employees, reviewing and mediating employee grievances, and supervising employee wellness programs. All had means of .9. This means that technology was not used or was used very little in these job responsibilities.