

Table 8

Administrative Use of Electronic Technology and Size of Student Population (ADM)

Platforms, ownership, and use	Size of student population (ADM)									
	0-500		501-1000		1001-1500		1501-2000		over 2000	
	n	%	n	%	n	%	n	%	n	%
Type of computer platform(s) used for administrative purposes										
Apple/Macintosh	2	6.1	2	3.0	6	15.4	4	9.5	1	5.9
IBM or IBM compatible	29	87.9	55	82.1	26	66.7	33	78.6	12	70.6
Both Apple/Macintosh and IBM/IBM compatible	2	6.1	13	19.4	8	20.5	5	11.9	4	23.5
None	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Home computer ownership										
Yes	27	81.8	54	80.6	29	74.4	33	78.6	14	82.4
No	6	18.2	13	19.4	10	25.6	9	21.4	3	17.6
Home computer use										
Yes	27	81.8	54	80.6	32	82.1	32	76.2	15	88.2
No	6	18.2	13	19.4	7	17.9	10	23.8	2	11.8
Laptop use										
Yes	9	27.3	24	35.8	15	38.5	23	54.8	11	64.7
No	23	69.7	43	64.2	24	61.5	19	45.2	6	35.3

Table 8 (Continued)

Administrative Use of Electronic Technology and Size of Student Population (ADM)

Factors that would contribute to raising the level of computer use (1=Not at all, 2=Some, 3=Very much)	Size of student population (ADM)														
	0-500			501-1000			1001-1500			1501-2000			over 2000		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
Training	33	2.55	0.51	64	2.55	0.59	39	2.44	0.68	41	2.46	0.64	17	2.65	0.49
Access to hardware	32	2.12	0.66	62	2.27	0.71	39	2.26	0.72	39	2.05	0.83	17	2.00	0.79
Access to software	32	2.34	0.7	62	2.42	0.64	38	2.45	0.69	38	2.05	0.77	17	2.29	0.69
Software that is easy to use	32	2.41	0.67	64	2.52	0.64	39	2.49	0.68	40	2.28	0.78	17	2.35	0.79
Time to devote to practicing your computer skills	33	2.67	0.54	66	2.59	0.63	39	2.49	0.72	41	2.46	0.67	17	2.59	0.71
Support from top-level management	33	2.09	0.72	63	2.13	0.68	39	2.21	0.77	40	1.83	0.71	17	2.18	0.73
	Size of student population (ADM)														
Confidence and beliefs (1=Not at all, 2=Some, 3=Very much)	0-500			501-1000			1001-1500			1501-2000			over 2000		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
Confidence in my ability to learn how to use a computer	33	2.67	0.65	66	2.77	0.49	39	2.95	0.22	41	2.85	0.36	17	2.76	0.44
Belief that the computer is a practical tool for high school principals	33	2.82	0.46	66	2.83	0.38	39	2.95	0.22	42	2.90	0.30	17	2.94	0.24
Confidence in my ability to evaluate teachers' instructional use of technology	33	2.39	0.66	66	2.42	0.58	39	2.69	0.52	42	2.67	0.53	17	2.38	0.72

Table 8 (Continued)

Administrative Use of Electronic Technology and Size of Student Population (ADM)

Level of comfort with each skill (1=Very uncomfortable to 4=Very comfortable)	Size of student population (ADM)														
	0-500			501-1000			1001-1500			1501-2000			over 2000		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
Use a computer to accomplish a word processing task.	33	3.24	0.97	63	3.41	0.73	39	3.54	0.72	42	3.48	0.74	17	3.53	0.62
Use a computer spreadsheet to manipulate information.	33	2.48	0.91	63	2.48	0.95	38	2.79	1.04	42	2.62	0.96	17	2.35	1.06
Create your own database.	32	2.37	0.94	63	2.37	1.04	39	2.79	0.98	42	2.40	1.04	17	2.65	1.06
Use commands necessary to activate a printer to secure a hard copy.	33	3.15	1.09	64	3.50	0.76	39	3.69	0.47	42	3.64	0.79	17	3.65	0.49
Create graphs and charts.	33	2.70	1.02	64	2.53	0.93	38	2.71	0.96	42	2.60	1.01	17	2.71	0.85
Use a program for budgeting and cost projections.	32	2.50	0.92	62	2.42	0.90	38	2.63	0.94	41	2.32	1.01	17	2.53	1.18
Create a master schedule using a computer program.	32	3.00	1.05	63	2.92	1.14	37	3.05	0.91	38	2.68	1.04	17	3.12	0.86
Use a modem.	33	2.88	1.05	61	3.11	1.00	37	3.03	0.93	42	3.12	0.94	17	3.18	0.95
Use a digital camera.	30	2.30	0.88	56	2.25	1.07	33	2.67	1.02	41	1.93	1.01	17	2.47	0.94
Send an electronic fax.	33	3.48	0.83	66	3.39	0.86	39	3.44	0.79	42	3.24	1.10	17	3.82	0.39

Table 8 (Continued)

Administrative Use of Electronic Technology and Size of Student Population (ADM)

Level of comfort with each skill (1=Very uncomfortable to 4=Very comfortable)	Size of student population (ADM)														
	0-500			501-1000			1001-1500			1501-2000			over 2000		
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Retrieve information from the student database.	31	3.19	0.79	64	3.56	0.69	39	3.67	0.53	42	3.40	0.83	17	3.76	0.44
Function as a member of an electronic mail network.	33	3.21	0.93	63	3.10	0.95	39	3.31	0.77	42	3.36	0.85	17	3.71	0.47
Use a search engine to create an Internet search.	32	3.00	1.05	59	3.07	1.01	35	3.06	1.03	42	2.86	1.00	17	2.94	1.09
Create and present an electronic slide show using a television monitor or LCD panel.	32	2.34	1.00	59	2.34	1.04	38	2.71	0.98	41	2.39	1.14	17	2.35	1.00
Access information on a CD-ROM.	33	3.06	1.06	62	3.15	0.90	39	3.18	0.85	42	2.90	1.05	17	3.24	0.66
Practice the responsible use of technology (regarding copyrights and site licenses).	33	3.18	0.92	63	3.21	0.72	39	3.38	0.85	42	3.24	0.98	17	3.47	0.62
Use computers for administrative purposes.	33	3.33	0.82	64	3.55	0.56	39	3.62	0.54	42	3.50	0.63	17	3.59	0.51

Table 8 (Continued)

Administrative Use of Electronic Technology and Size of Student Population (ADM)

Training	Size of student population (ADM)									
	0-500		501-1000		1001-1500		1501-2000		over 2000	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Completion of a formal computer course										
Yes	21	63.6	48	71.6	29	74.4	37	88.1	14	82.4
No	12	36.4	19	28.4	10	25.6	5	11.9	3	17.6
Type of formal computer class or course										
Undergraduate	9	27.3	17	25.4	7	17.9	6	14.3	4	23.5
Graduate	4	12.1	14	20.9	12	30.8	8	19.0	6	35.3
Inservice training	19	57.6	45	67.2	25	64.1	34	81.0	11	64.7
Non-School computer classes	3	9.1	10	14.9	8	20.5	7	16.7	3	17.6
Computer-company representatives	7	21.2	9	13.4	5	12.8	9	21.4	1	5.9
Effects of computer use	Size of student population (ADM)									
	0-500		501-1000		1001-1500		1501-2000		over 2000	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
The use of computers for administrative purposes has:										
Freed me from routine paperwork.	13	39.4	25	37.3	19	48.7	14	33.3	8	47.1
Improved the quality and accuracy of my work.	22	66.7	41	61.2	32	82.1	29	69.0	14	82.4
Made very little difference	7	21.2	21	31.3	7	17.9	9	21.4	2	11.8
Consumed time I would have spent elsewhere.	4	12.1	8	11.9	5	12.8	6	14.3	5	29.4

Table 8 (Continued)

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Effects of computer use	Size of student population (ADM)									
	0-500		501-1000		1001-1500		1501-2000		over 2000	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Has computer use decreased the time you spend on paperwork?										
Yes	16	48.5	21	31.3	19	48.7	18	42.9	8	47.1
No	17	51.5	44	65.7	20	51.3	23	54.8	9	52.9