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Evaluation of Member and Non-Member Professional Growth and Development Needs for the Illinois Principals Association

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Evaluation of Member and Non-Member Professional Growth and Development Needs for the Illinois Principals Association

BY
Lisa L. Stewart

FIELD EXPERIENCE
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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I HEREBY RECOMMEND THIS FIELD EXPERIENCE BE ACCEPTED AS FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE.

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Abstract

Professional associations have been one source of continued professional growth and development for practicing school administrators since 1857. In order to maintain their viability and credibility, these professional associations must provide quality programs and services to attract and maintain membership. The effectiveness of these professional associations is measured by how well they meet their members' needs.

Changes in the role of the public school principal have been initiated as a result of the educational reform movement of the 1980s. These changes have necessitated a re-examination of the role of the professional associations which serve this population. The Illinois Principals Association (IPA) is a professional organization for persons employed in administrative or educational leadership roles, primarily the principalship. The purpose of this study was to determine the degree of effectiveness of the programs and services currently offered by the IPA, as perceived by practicing public school administrators (both IPA members and non-members) throughout Illinois.

The study was conducted during the spring of 1997 utilizing a survey of a random sample of 525 practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois. Approximately 25 administrators were chosen from each of the 21 IPA regions to participate. Responses to the survey were received from 270 administrators, both IPA members and non-members, for a response rate of 51%.

Demographic information confirmed that as the principal's role is changing from that of building manager to one of instructional leader, the demographics of the principalship are changing likewise. New members of the profession have very different
perspectives on the leadership role than do veteran administrators. As a result, the reasons why new administrators join and maintain membership in professional organizations differ from those of veteran administrators. Data generated provided information in four areas: demographic profiles of both IPA members and non-members, membership in professional associations, perceptions regarding the IPA, and suggestions for the improvement of the IPA as a professional organization.

This study revealed that increased IPA membership and the provision of meaningful, appropriate professional development programs and services which best benefit the association's members can be achieved by addressing several identified needs. There is a need for continued dissemination of information about the programs and services offered by the IPA, particularly for veteran members. To accommodate the limited availability of time most administrators have to participate in professional activities, the association could increase members' participation in IPA activities by using easily accessible meeting sites and conveniently scheduled meeting times.

As a primary source of information for principals, the IPA needs to continue to address salient legal issues and trends in curriculum and staff development through its publications. Drives to increase IPA membership should focus on assistant principals, women and other minorities, and new principals. These efforts should include increased opportunities for collegial networking for administrators from similar demographic areas.
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Chapter 1

Overview of the Problem

Professional associations have been one source of continued professional growth and development for practicing school administrators for many years. Numerous national, state, and local associations have emerged to meet the needs of educators. In order to maintain their viability and credibility, these professional associations must provide quality professional development programs and services to attract and maintain membership. The effectiveness of these professional associations is measured by how well they meet their members' needs.

Changes in the role of the public school principal have been initiated as a result of the educational reform movement of the 1980s. These changes have necessitated a re-examination of the role of the professional associations which serve this population. It is essential that these professional associations continually reassess the professional development programs and services they offer to determine whether or not they accommodate the needs of the instructional leaders in the field of education as we enter the 21st century.

The Illinois Principals Association (IPA) is a professional organization for those persons employed in administrative or educational leadership roles, primarily the principalship. The resurgence of attention to the role of the principal has resulted in national, state, and local concentration on the training and continued support of principals. Consequently, the main purpose of this study was to determine the degree of effectiveness of the professional development programs and services currently offered by the IPA, as perceived by practicing public school administrators (both IPA
members and non-members) throughout Illinois.

Background

With the advent of the 1996-1997 school year, the Illinois Principals Association (IPA) inaugurated a new 21-region organizational structure for membership, representing a departure from the nine-region structure used by the IPA since the association's inception. The IPA executive director and governing board hope that this new organizational structure will provide the public school administrators of elementary, middle level, and secondary schools throughout Illinois with increased opportunities for networking with their colleagues and with increased benefits from quality professional development programs and services, thereby encouraging membership in the IPA.

In order for a professional association to maintain its viability and credibility, it must provide quality professional development programs and services to attract and maintain membership and to strengthen membership interest and involvement. The results of this study have been made available to the IPA executive director and governing board to be used in making a comparison of IPA membership profiles from the previous nine-region organizational structure to the new 21-region structure; in making a comparison of the past and current perceptions of the IPA among public school administrators; and in ascertaining the perceived value of services provided by the IPA as compared to those offered by other professional associations. The information obtained has revealed any effects the change in the IPA's organizational structure has had on its membership and related programs and services.

Statement of the Problem

This study was designed to provide information to the IPA for the development
of more meaningful and appropriate professional development programs and services that can be offered by the association. It is a primary objective of the executive director and the members of the governing board of the IPA to be more responsive to the concerns, needs, and/or problems of its membership--practicing public school administrators, particularly principals, throughout Illinois. The perceived importance and effectiveness of current services and activities of the IPA and future service needs were determined.

The purposes were to (a) outline the historical development of the IPA; (b) review the goals and objectives of the association; (c) analyze the types of professional development programs and services the IPA provides to its membership; (d) evaluate the degree of satisfaction IPA members have with the programs and services currently offered by the association; (e) identify the areas of interest, programs and services, and sources for professional development which are perceived by practicing public school administrators to be beneficial in helping them to become more effective instructional leaders; and (f) compile a membership profile of the IPA as it is currently structured.

The results were made available to the IPA executive director and governing board for future planning and development of professional programs and services in an effort to increase membership in the association.

**Research Questions**

Information gathered from survey participants was used to address seven specific research questions:

1. Why do practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois join professional associations?

2. What is the level of satisfaction among practicing public school administrators
regarding the programs and services currently offered by the IPA?

3. Do practicing public school administrators perceive that the programs and services currently offered by the IPA help them become more effective instructional leaders?

4. What other professional development programs and services could the IPA offer to help practicing public school administrators become more effective instructional leaders?

5. What is the membership profile of the IPA as it is currently structured?

6. How do the programs and services offered by the IPA compare to those offered by other professional organizations, as perceived by practicing public school administrators?

7. What is the relationship between the responses of IPA members and those of non-members regarding the programs and services offered by the IPA?

Assumptions

In order for this study to provide meaningful data, it was assumed that:

1. At least 50% of the practicing public school administrators of elementary, middle level, and secondary schools throughout the Illinois who received the survey would complete and return it.

2. The responding administrators had an adequate knowledge to answer the survey questions.

3. The responding administrators would be as honest and as forthright as possible when answering the survey questions and that their answers would be based on their own experiences.
4. The individual needs, concerns, and problems of administrators would vary somewhat from those of their colleagues according to the administrative category, instructional level, and geographic region of the state in which they were employed at the time they completed the survey.

5. The demographics, perceptions, needs, concerns, and problems of the administrators within the sample might be generalized to represent those persons employed in administrative positions nationwide.

6. The responses regarding the professional development services, programs, and activities of the IPA might be generalized to represent other professional associations whose memberships include practicing public school administrators.

Limitations

The limitations were primarily those associated with the ability of the researcher to organize and analyze material from a variety of sources. Based on the uniqueness of the study, the research base of related literature was restricted to the historical files and archives of the IPA.

Another limitation was the lack of universal terminology among administrators for use in describing professional development services, programs, and activities. Administrators describing such services, programs, and activities used varying nomenclature when reporting those activities on the survey. This lack of universal terminology resulted in difficulty in categorizing the types of professional development activities perceived by administrators to be beneficial to them as instructional leaders.

In addition, the findings were limited by the validity of the survey used to collect the data. The findings were limited by the degree of accuracy which the participants
exercised in completing the survey. The findings were also limited by the total number of surveys completed and returned.

**Delimitations**

The characteristics were specific only to the IPA. The study focused on each administrator's personal data and perceptions of professional associations and the purposes of such associations in general. Only administrators who were employed in leadership roles (i.e., principal, assistant principal, dean of students, superintendent/principal, or superintendent) by public schools throughout Illinois at the time in April 1997 were surveyed. Those administrators may or may not have been members of the IPA. However, they may have been members of other professional associations for educational leaders.

Another delimitation was that the method by which administrators were chosen to participate in the research study was based on random selection by their specific IPA region/geographical area. A random sample of 525 certified administrators who were employed in administrative positions in public elementary, middle level, and secondary schools throughout Illinois at the time the study in April 1997 were included in the survey population. The survey population did not include those persons who aspired to be administrators, those persons who may have had administrative certification but who were not employed in positions of educational leadership at the time the study was conducted, nor those persons who had retired from administrative positions. The sample was representative of the entire membership of the IPA.

**Definition of Terms**

For the purpose of clarification of terms used throughout this research study, the
following definitions are provided:

**Administrative category.** The leadership position in which an administrator is employed (i.e., principal, assistant principal, dean of students, superintendent/principal, or superintendent).

**Illinois Principals Association.** A professional association for educators employed in and/or aspiring to leadership positions such as principal, assistant principal, superintendent/principal, and superintendent in Illinois.

**Instructional leadership.** Those activities, engaged in by one or more individuals, which have as their main purpose the improvement of a person, group, or program. As defined in the *Illinois Certification Testing System Administrative Objectives* (1988), these activities are categorized as educational leadership and public policy, public school management, human resource management, program development and operation, and school governance and student affairs.

**Instructional level.** The building level or developmental stage of students (i.e., elementary, middle school, secondary) with which an administrator works.

**Organizational structure.** The channel or means by which a professional association provides benefits, services, and programs to its membership (i.e., by membership category, geographic region, etc.).

**Practicing public school administrators.** Those persons who are currently employed in positions of educational leadership by publicly operated school systems.

**Professional association.** Any organization that provides professional growth and development information and training to its members which will assist them in their occupation.
Professional growth and development. Those educational and/or training activities or opportunities provided for administrators which help them to become more informed and which improve their ability to make more intelligent and educationally sound decisions in their leadership roles.

Services and programs. Those benefits provided by a professional association to its members (i.e., professional publications and literature, data base information, legal advice, legislative representation, insurance, mentoring, in-service conferences and workshops on salient educational issues, networking opportunities with colleagues, resume and contract evaluations, salary surveys, vacancy listings, and research services).

Uniqueness of the Study

The significance of this study lies in its potential impact on IPA membership and its influence on the continued evaluation and modification of services provided to IPA members to best meet their needs. The professional development programs and services offered by the IPA should be responsive to the current concerns, needs, and/or problems of practicing public school administrators, particularly principals, throughout Illinois. Because there have been very few research studies conducted specifically for the IPA, the information from this study should be particularly significant in determining how well the association is accomplishing its goals and objectives.
Chapter 2
Review of Related Literature and Research

Review of Related Literature

Throughout history, trade and professional associations have existed to meet human needs for relationships with others and to supply linkages with professional colleagues. Associations, created around a common purpose, were often capable of accomplishing more, completing the tasks more quickly, and surpassing the efforts of a single individual (American Society of Association Executives [ASAE], 1975).

Professional associations have been one source for continued professional growth and development for practicing administrators. Numerous national, state, and local associations have emerged to meet the needs of educators since the National Education Association formed in 1857 (ASAE, 1975). Professionals in the field of education in 1988 were served by 1,217 national associations (Ernstthal & Jefferson, 1988).

Because the importance of the building principal for effective schools was a major theme of the educational reform movement of the 1980s, a resurgence of attention to the role of the principal has resulted in national, state, and local concentration on the training, selection, and continual support of principals (Manasse, 1985). Landmark legislation, Senate Bill 730 in the Educational Reform Act (1984), formally redefined the role of the school principal in Illinois to that of instructional leader, whose time and efforts were mandated to be devoted to curriculum and staff development activities a majority of the time.

Changes in the role for principals that were initiated as a result of the educational reform movement of the 1980s have necessitated a re-examination of the role of the
It is essential that these professional associations reassess the professional development programs and services they offer to determine whether or not they accommodate the instructional leaders in the field of education as we enter the 21st century.

The effectiveness of an association is measured by how well it meets its members' needs. Member satisfaction is measured by successes in legislative battles, educational programming, public relations efforts, and other activities (Wolfe, 1984). For a professional association to maintain its viability and credibility, it must provide quality professional development programs and services to attract and maintain membership and to strengthen membership interest and involvement.

Historically, those who have elected to affiliate with a specific association through voluntary payment of dues have done so for various reasons. According to Butler (1988), contemporary grounds for membership include (a) specific association services; (b) intangibles such as prestige, recognition, security, pride, ethical obligation, and professional identity; (c) purely personal reasons such as friendships and a desire to belong to a group; (d) professional or business advantage or gain; and (e) the image of the association.

Likewise, associations have existed to provide services which correspond to the needs of the membership and to accomplish goals more efficiently reached through collective action. The American Society of Association Executives, according to Stratton (1988), defined the service areas offered by associations around the following general categories: government relations, membership communications and publicity, educational programs, certification of products or services, professionalism activities, and
social awareness.

Professional associations exist in a climate that is increasingly competitive and driven by a quest for quality and value. Since new principals have access to information from any number of resources, professional associations must compete with other organizations to become a primary source of data. Professional associations must address the critical issues, concerns, and needs confronting the educational leaders in the rapidly everchanging field of education today. It is a challenge for professional associations to maintain programs, services, and products which have been established while continually changing and refining them to address the needs of a new generation of school leaders.

The demographics of the principalship are changing dramatically. With the influx of new members into the profession have come very different views of the leadership role. Therefore, their reasons for joining and maintaining memberships in professional associations are vastly different from those who have been employed in administrative positions for a number of years. The new leaders actively reject the old managerial role and focus on instructional leadership. They seek participation in professional organizations rather than hierarchical governance as a reward for longevity. They value information that helps them make the transition from the role of manager to that of instructional leader and seek training through continuing education (Williamson & Johnston, 1995).

The mission of the Illinois Principals Association (IPA), a professional organization for those persons employed in administrative or educational leadership roles--primarily the principalship, is "to promote and support the improvement of
education through effective educational leadership” (Illinois Principals Association [IPA], 1996, p. 3). According to the association's vision statement, "the IPA strives to be the most credible and influential professional association in Illinois and to be viewed by principals as essential to their professional growth" (IPA, 1996, p. 3).

In order to determine whether or not the professional development programs and services provided by the IPA adequately meet the needs and address the current concerns of today’s practicing public school administrators, it was necessary to first develop an historical perspective of the association. The development of a variety of services and programs offered by the IPA verifies any relationship with recent changes in leadership, cost of membership dues, and organizational structure to the current membership profile of the association as it currently exists.

**Historical Development of the IPA**

According to P. Pasteris (personal communication, September 16, 1996), the first attempt to organize a professional association for principals in Illinois occurred during December 1914. Dr. Charles H. Johnston, a professor at the University of Illinois, and Mr. C. P. Briggs, the principal of Rockford High School, mailed invitations to all principals of Illinois high schools with an enrollment of over 100 students. A meeting and banquet were held in conjunction with the Illinois State Teachers Association. A total of 69 principals attended that first meeting.

The group in attendance voted unanimously to form a permanent organization of Illinois high school principals, the Illinois State Association of High School Principals (IAHSP). In 1967, the three principals' associations of Illinois--the Illinois Elementary School Principals Association, the Illinois Junior High School Principals Association, and

At the same time, dynamic changes in educational organizations in the state (e.g., collective bargaining, structural changes in those educational organizations, and the apparent effort of the IPCC's unified efforts) necessitated a stronger association to represent the interests of principals. In the fall of 1971, the individual memberships of the three principals' associations approved the formation and constitution of the Illinois Principals Association. The first annual fall conference of the IPA was held in Arlington Park in October 1971 (P. Pasteris, personal communication, September 16, 1996). Illinois was the first state to pull together separate groups for principals to form one organization for principals at all levels. Since that time, 26 other states have established joint membership associations (S. Huntman, personal communication, September 13, 1996).

Goals and Objectives of the IPA

According to S. Huntman (personal communication, September 13, 1996), the original purpose of the IPA, as set forth in 1972, was to improve education in Illinois through communication within and among the profession, strengthening efforts in matters of mutual concern, achievement of higher standards of professionalism, improvement of the welfare and status of the principalship, and dissemination of information to the membership to improve the quality of the common schools. The basic mission of the IPA
has remained substantially the same over the past 25 years.

During that period of time, the role of the principal has changed dramatically and has now become a complex leadership position which directly determines the quality of a school. S. Huntman (personal communication, September 13, 1996) suggests that the IPA has also made changes in order to accommodate the needs of today's principals. The organization supports a sophisticated, diverse membership. The IPA has become an influential advocate of children and the development of educational policy and legislation in Illinois.

In his executive director's address to the IPA Congress at the annual Principals' Professional Conference at Itasca in 1995, Dr. David Turner (1995) emphasized two long-range goals of the IPA executive board as formulated in 1992. First, the IPA has changed its image as a Good Ol' Boy network and continues to evolve as a professional association. Secondly, the IPA has become an inclusive, collaborative association with close working ties to every facet of the educational establishment throughout the state.

As a member of the Illinois Statewide School Management Alliance, the executive director of the IPA has joined the executive directors of the Illinois Association of School Boards (IASB), the Illinois Association of School Administrators (IASA), and the Illinois Association of School Business Officials (IASBO) to share resources and concerns and to eliminate the areas of potential conflict among the associations, working together for the mutual benefit of all four groups. The most evident common interest is legislation. As a collective voice for school management, the Alliance has quickly become a major force in the educational political structure in Illinois (IPA Annual Report, 1993).
The strategic plan of the IPA is to provide service to its membership and the profession. The association's executive board has recently been restructured. It is currently undergoing a transition from a nine-region to a 21-region organizational structure. The 21-region structure was put into place during July of 1996. The new 21 regions are coterminous with the existing regions of the IASA and the existing divisions of the IASB. Extant region names have been adopted (IPA, 1996).

**Professional Development Programs and Services Offered by the IPA**

The IPA participates in an Executive Leadership Institute (ELI) with Motorola and the Illinois Math and Science Academy (IMSA) as a partnership between business and education. The institute centers on leadership and problem-solving skills and is based on the *Manager of Managers* course that Motorola developed for its own people and which is conducted by Motorola's instructors (IPA, 1993).

The IPA, as it exists today, provides numerous benefits to its members. Those benefits include professional support, legislative representation, professional growth opportunities, networking with colleagues, publications, and annual conferences for principals and assistant principals, (IPA, 1996).

In terms of professional support, the IPA provides its members with legal advice and representation. Members' contracts and resumes are evaluated for suggested improvements. Vacancy listings and an annual survey of administrative salaries throughout the state is published in the association's newsletter (IPA, 1996).

The IPA offers its members many varied professional growth activities. It sponsors workshops, regional and state conferences, collegial support groups, and leadership opportunities. Several of these activities represent joint programs with the
NAESP and the NASSP. In addition to its participation in national principal recognition programs, the IPA conducts regional student recognition and secretary appreciation dinners annually (IPA, 1996).

Three professional publications are distributed by the IPA. The Building Leadership Bulletin deals with current educational issues. IPA members receive the IPA Newsletter, which also includes current information on Illinois principals and the profession. The Alliance Legislation Report is a compilation of the latest legislative issues affecting the principalship and education in Illinois (IPA, 1996).

The annual professional conferences for principals and assistant principals provide additional opportunities for professional growth and networking among colleagues to members of the IPA. The conferences include small group sessions on current topics, workshops, keynote presentations, and educational exhibits of educational products and services, as well as social events (IPA, 1996).

Professionals may join the IPA in one of several membership categories. Elementary, middle level, and high school principals, as well as deans of students, department chairpersons, and other supervisory personnel, may join the association as active members. Those persons who have retired from the profession of school administration may join. The aspiring principal category allows those persons who are contemplating the principalship or who have completed their administrative certification an opportunity to become members of the association. University professors, Illinois State Board of Education employees, and Regional Office of Education employees may join the IPA as professional members. Finally, businesses may become associate members of the IPA (IPA, 1996).
Review of Related Research

A review of related research reveals only a few studies which have been conducted regarding professional organizations, their membership profiles, and how the professional development services and programs they provide are perceived in terms of benefit and effectiveness by the membership of those organizations. The research does contain a study conducted for the NASSP and a few studies which specifically address the IPA in some way.

In 1995 the NASSP commissioned a survey of members and non-members to gather information regarding member demographics, reasons for membership in professional associations, the perceived value of current programs, products, and services, and to identify the topics and issues of importance to secondary school leaders. This needs assessment was conducted by Williamson and Johnston (1995), who reported their findings and made recommendations to the NASSP.

Williamson and Johnston (1995) developed four survey instruments, two for NASSP members and two for non-members of the association, in an effort to identify what services or benefits could be offered by the NASSP to induce membership in that organization. A random sample was taken from NASSP membership lists and from lists of non-members maintained by the association. Survey instruments were mailed to 1,500 members and 750 non-members as well as to the members of the NASSP governing board and the leadership of NASSP affiliates. There was a 45% response rate from members and a 17% response rate from non-members.

The study asked a series of questions to provide information for the development of a profile of members and non-members. Analysis of the data revealed no significant
differences in demographics between the two groups. However, there were notable differences between NASSP members and those holding positions of governance in the association (Williamson & Johnston, 1995).

Smith (1993) conducted a similar study for the IPA in conjunction with professors from Concordia University, Eastern Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, and Western Illinois University who were members of the Illinois Council of Professors of Educational Administration (ICPEA). The purpose of this particular study was to ascertain what Illinois administrators who were non-members of the IPA look for in a professional organization. Data from the study were used to provide the IPA with guidelines for long-range planning that would ultimately attract non-members as prospective IPA members.

Smith (1993) focused on identifying professional associations and professional development services and activities perceived as being important by IPA non-members. The perception of non-IPA members of the IPA was also studied. Approximately 2,100 non-members of the IPA were surveyed. The study had a 20% response rate.

In a similar study specifically designed for the IPA, Gallagher-Polite (1989) surveyed elementary and secondary school principals throughout Illinois to determine their perceptions regarding the role of the professional association in the development of instructional leadership. Gallagher-Polite (1989) also sought to determine the perceived importance and effectiveness of services and activities currently provided by various professional associations.

The population for Gallagher-Polite's (1989) study consisted of 1,011 Illinois principals who were voluntary members of the IPA for the 1988-89 school year. This
particular research study was designed to determine the perceived importance and
effectiveness of the services and activities of a traditional model of a professional associ­
ation; to determine the perceived importance of educational issues and legislative/
regulatory issues in future planning by the association; and to examine differences in
perceptions of the traditional model of a professional association and future service needs
by the personal and demographic characteristics of the participants in the study.

Data from the Gallagher-Polite (1989) research supported the conclusion that
although the services and activities, at that time, provided by the traditional model of a
professional association serving the principal were important and effective in meeting the
needs of the membership, areas for improvement did exist. Instructional leadership and
legislative/regulatory issues were perceived as important by principals for the long-range
planning by the association. Finally, the members' level of involvement in the association
impacted their perceptions of the importance and effectiveness of the services provided
by the association.

Trends in the data from the NASSP study (Williamson & Johnston, 1995)
indicated that the membership of the association was overwhelmingly composed of
principals with some assistant principals. Members of the NASSP tended to have been
employed in the same administrative position for a longer period of time than had the
non-members. The non-members were newer to the administrative profession. Males
comprised a greater percentage of the membership than did females.

NASSP members were likely to have their dues paid by the district (Williamson &
Johnston, 1995). This research supports Smith's (1993) findings that the cost of
belonging to the IPA was too high, considering the number of benefits received. Over
half of the respondents in the study indicated that they could have been enticed to join the association if the membership dues were lowered, paid by the district or some other source, or membership benefits were increased (Smith, 1993).

Williamson and Johnston (1995) found that those in governing positions had been employed in their current administrative position for a longer period of time than had those members of the association who were not in association governance positions. Association leaders had been in administration longer, were older and predominantly from high schools in suburban areas, and had been association members longer.

A major focus of both studies which have been cited was to identify the reasons why members and non-members join professional associations (Williamson & Johnston, 1995; Smith, 1993). The most frequently cited motivations for membership in associations were to keep up to date on issues and to receive professional publications. Eighty-two percent of the respondents in the Smith study (1993) indicated that they relied heavily on professional reading as a source of professional development and that they wanted access to publications which would provide insight into relevant happenings in the field of education. These respondents indicated that the IPA publications lacked depth, content, and theoretical base.

Communication is a primary activity of associations. The publications dispatched have provided an important link between the association staff and membership and have provided a visible reminder of all the association is doing for its members (Stratton, 1988). An ASAE survey (Stratton, 1988) indicated that publications provided by an association to its members were designed to meet the needs of the membership and that most associations published at least one or more of these publications: newsletters and
Table 1

Types of Publications Published by Professional Associations

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>% of Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletters/newspapers</td>
<td>89%</td>
</tr>
<tr>
<td>Books</td>
<td>60%</td>
</tr>
<tr>
<td>Directories</td>
<td>59%</td>
</tr>
<tr>
<td>Magazines</td>
<td>49%</td>
</tr>
<tr>
<td>Annual reports</td>
<td>32%</td>
</tr>
<tr>
<td>Journals</td>
<td>28%</td>
</tr>
<tr>
<td>Buyers' guides</td>
<td>12%</td>
</tr>
</tbody>
</table>

newspapers, 89%; books, 60%; directories, 59%; magazines, 49%; annual reports, 32%;
journals, 28%; and buyers' guides, 12%.

An association can remain flexible and responsive to the changing needs of its membership when feedback from the association's membership regarding publications is given consideration. Associations have utilized both formal and informal methods for two-way communication to continue to update and refine the methods utilized for mass communication with their members. Internal public relations through publication strategies with the membership allow the association to establish an image within the organization (Stratton, 1988).

Smith (1993) found that an important factor respondents considered when joining
a professional organization was having the opportunity to network with colleagues. Finding ways to interact with others like themselves in leadership roles and discussing various problems they were experiencing in those roles proved to be of more value to newer members of the profession and association than were the publications issued by the association. A study by the ASAE (Stratton, 1988) found that a majority of associations provided educational programs for their membership and included continual inservice and retraining opportunities within the goals stated for the organization.

Regardless of years of membership, members in both the IPA and the NASSP also belonged to the Association of Supervision and Curriculum Development (ASCD) more frequently than to any other professional association (Williamson & Johnston, 1995; Smith, 1993). The three leading publications of professional associations were, in order of their value or benefit to administrators: Educational Leadership (ASCD), Phi Delta Kappan (PDK), and Principal (NAESP).

Associations have traditionally provided educational programs which have involved short courses, clinics, seminars, workshops, or institutes designed for the adult learner. Maintenance of educational libraries, data banks, audio-visual training materials, and refresher courses allowed for individualization of inservice for targeted member needs and has allowed for expansion of opportunities for retraining and growth (Gallagher-Polite, 1989). Educational programs provided by associations were expected to reflect current and future trends in the field and provide the membership with the most contemporary information regarding their area of specialty (Janes, 1988).

Of those services generally provided to members by professional associations (i.e., professional publications, inservice, materials, legal assistance, insurance), state
affiliates such as the IPA were ranked highly by NASSP members in providing many of the identified services (Williamson & Johnston, 1995). Local school districts were identified as key providers of insurance, teaching materials, public relations, student exchange, and legal assistance. The research has revealed that the most frequent contacts with an association's central office by the members were either to order publications or to register for a conference (Williamson & Johnston, 1995).

A majority of NASSP members in all demographic groups indicated that they would renew their membership in the organization, regardless of length of membership. The greatest uncertainty about continuing membership was found to occur during the second or third year of membership. There appeared to be greater uncertainty among those who had paid their own dues and those who had been members of the association for fewer than three years. A commitment to membership renewal was greatest among senior members (Williamson & Johnston, 1995).

The top five topics and issues of interest to NASSP members as identified by Williamson and Johnston (1995) were providing instructional leadership, leading innovation and change, promoting effective instruction, addressing current issues, and promoting high levels of student achievement. Topics of least importance were managing student services and support programs, promoting health and wellness of students, managing school facilities, managing school finances, managing sports and activities, and combating violence and gangs.

Throughout the research data (Williamson & Johnston, 1995; Smith, 1993), the themes of quality and value emerge when referenced to membership benefits compared to the cost of association membership. When respondents were required to pay their own
membership fees or to choose a single paid professional membership, they exercised greater scrutiny in comparing association publications, services, and conferences.

Smith (1993) identified the following factors that administrators wanted from a professional association in return for the cost of their membership fees: reputation of the association, number and quality of publications, legal services, legislative representation, variety of professional development activities, and opportunities to network. Over 76% of those surveyed placed a high degree of importance on the reputation determinant. Thirty-two percent of the non-IPA member population used the terms social or Good Ol' Boys Club when describing their perception of the IPA's reputation and why they did not choose to belong to the association (Smith, 1993).

Williamson and Johnston (1995) indicated that membership decisions are a product of the extent of social bonding which occurs between an individual and a group. They identified four elements which determine whether an association can attract and maintain membership: attachment, commitment, involvement, and belief.

Attachment is defined as the familiarity and attractiveness of a particular group. Professionals tend to join groups made up of people who are very much like themselves—people with whom they can share emotional and social commitments. This factor was especially important for principals who see themselves working in an isolated setting. They need to feel a sense of belonging (Williamson & Johnston, 1995).

Commitment addresses the question, "What is in it for me?" Professionals expect a payoff in return for their membership fees. They weigh the value of services, programs, and products per dollar (Williamson & Johnston, 1995).

Williamson and Johnston (1995) defined "involvement" as the amount and nature
of participation one has with other group members. Satisfaction with membership in an association tends to be directly correlated to the level of one's involvement in the association, particularly in activities and governance. As in most organizations, NASSP members become involved in the association's governance through a long affiliation with the group. Therefore, newer principals were generally not included in those activities of the group. Unfortunately, it is this group of young principals who were the least committed to renewing their membership. Consequently, the weakest element of the membership base was found among those people upon whom the successful future of the NASSP depends. Major commitments must be developed in order to sustain membership in the organization.

The fourth element for attracting and maintaining membership in an association is belief. Belief is the perception that a particular association is good for people like one's self (Williamson & Johnston, 1995). Either the association must provide services, programs, and materials to help one do a better job or see that other people in leadership positions like one's self are members of the organization. This is particularly significant in the recruitment of new principals who are demographically quite different from the established membership (i.e., women, minorities, and urban professionals).

Williamson and Johnston (1995) and Smith (1993) made recommendations to the NASSP and the IPA, respectively, on ways to market their associations to public school administrators in a proactive way, thereby enticing new membership:

1. If membership fees cannot be decreased, inservice activities must be of higher quality. The associations must provide relevant training in conveniently located, easily accessible sites. Curricular content and alternative delivery models (i.e., distance
learning, individual conferences within the state convention, and specialized training sessions) should be responsive to the needs of both new administrators and veterans in the profession alike to assure relevance and significance.

Conferences and institutes should focus on specific issues and topics across roles (i.e., inclusion, authentic assessment, etc.) rather than being role specific. Specific issues, questions, and member needs should be identified through ongoing needs assessments conducted at conventions, conferences, and institutes. Williamson and Johnston (1995) suggested scouting other conventions for high quality presenters on topics of concern to members for a higher quality conference or convention.

2. Association publications should be improved by providing accurate, relevant, and practical information for administrators.

3. Associations should organize accessible support group activities. Questions concerning new developments in Illinois keep surfacing. Principals need to be able to contact one another in an organized fashion. The association must provide the medium for this communication.

4. Associations should respond to the changing demographics of the membership. Leadership in many professional associations is drawn from people who have held principalships for some time. Consequently, individuals making decisions about the organization's direction and future may not be clearly aligned with the needs and concerns of the newer principals—the ones whose continued membership is essential. The opinions of these two groups of administrators differ significantly in an assessment of what administrators need to succeed.

5. Associations need to understand and respond to their competitors. Relation-
ships with affiliate organizations are critical. The affiliates must be viewed as partners, not as competitors, for membership and conference dollars. National associations should deliver services to affiliate organizations by co-sponsoring conferences and institutes and by sharing risks and profits in these ventures. The national association should act as a broker of services rather than as a direct provider.

Research data have established commonalities among administrators' concerns and needs. These data can be used to effectively improve the quality and number of professional development programs and services provided by professional associations to the membership, to increase membership among administrators in professional associations, and to promote a more positive image of those organizations and the services they provide to their membership.
Chapter 3
Design of the Study

General Design

This study utilized a survey, designed by the researcher in cooperation with the IPA executive director, to gather data about the degree of effectiveness of the professional development programs and services currently offered by the IPA, as perceived by practicing public school administrators (both IPA members and non-members) at all grade levels throughout Illinois. The professional development services and activities offered by the IPA (the independent variables) were examined to determine their impact on three dependent variables: increased association membership, increased member involvement in association services and activities, and increased satisfaction with the association. The survey was designed to provide data to answer the following seven research questions:

1. Why do practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois join professional associations?

2. What is the level of satisfaction among practicing public school administrators regarding the programs and services currently offered by the IPA?

3. Do practicing public school administrators perceive that the programs and services currently offered by the IPA help them become more effective instructional leaders?

4. What other professional development programs and services could the IPA offer to help practicing public school administrators become more effective instructional leaders?
5. What is the membership profile of the IPA as it is currently structured?

6. How do the programs and services offered by the IPA compare to those offered by other professional organizations, as perceived by practicing public school administrators?

7. What is the relationship between the responses of IPA members and those of non-members regarding the programs and services offered by the IPA?

Sample and Population

The sample for this study consisted of 525 public school administrators of elementary, middle level, and secondary schools throughout Illinois who were employed in administrative or educational leadership roles in April 1997. The sample was representative of all geographic areas of the state (i.e., urban, suburban, rural); of school districts with widely varying student enrollments, both in size and demographically; and of types of districts (i.e., elementary, secondary, unit).

Approximately 25 administrators were chosen from each of the 21 IPA regions to participate in this study. The random sample mailing list for the survey was obtained from the statewide data base of school administrators which is maintained by the IPA central office in Springfield, Illinois. A total of 270 surveys was returned for a response rate of 51%. Of those responses, 204 represented IPA member responses; 66, non-member responses.

Data Collection and Instrumentation

The survey was designed by the researcher in cooperation with the executive director of the IPA. The instrument utilized questions from several studies
(Williamson & Johnston, 1995; Smith, 1993; and Gallagher-Polite, 1989) and is considered a hybrid instrument. During the course of developing the survey, research highlighted several expert sources that would prove beneficial in the construction, make-up, and content validity of the instrument utilized in this study. The final draft of the survey was developed to seek variables found in research to enhance the professional development programs and services of the IPA, as well as to increase the membership of the association.

The survey was comprised of four major sections. Respondents were asked to check the correct response from several alternatives on Part I and all responses that applied to them in Parts II and III. On some items in Parts II and III, respondents were asked to rank order items or to respond according to a five-point scale. Part IV was comprised of an open-ended question which allowed participants to state their opinions or to make suggestions in narrative form.

Part I of the survey collected demographic information about the association's membership. Respondents indicated their membership status; length of time membership in the association had been maintained; their age, gender, present position, level of education, and number of years as an administrator; district enrollment; grade levels represented by the survey participant's building or district; and division of IPA membership by region. These data were used to compile profiles of IPA members and non-members.

Part II of the survey attempted to ascertain those factors perceived to be important to administrators as they considered joining a particular association or organization. The following factors which contribute to a person's final decision to join a professional...
association were investigated: reputation of the organization, access to the association's publications, legislative representation, opportunities for networking with colleagues and socialization, legal services, and inservice conferences and workshops provided to members.

Questions which analyzed administrators' perceptions of the IPA were developed in Part III of the survey. Respondents were asked to rate the association as an advocate of the principalship and to rank order various reasons for belonging to the IPA. Information pertaining to the perceived effectiveness of professional development programs and services offered by the IPA as compared to those offered by other professional associations was gathered in this section of the survey.

Data collected in Part III of the survey were also used to determine the level of satisfaction among practicing public school administrators regarding the programs and services currently offered by the IPA. Respondents were asked to identify specific areas of interest, services and activities, topics for workshops, and various other future needs that could be offered by the association which would entice them to join the IPA.

A taxonomy of the services or activities (i.e., cost of membership, improved inservice programs, conveniently located inservice sites, improved professional publications and literature, accessible support group activities, improved membership benefits, a more positive image, and a change in leadership style) was assimilated and rank ordered from responses provided on the returned survey instruments. These findings were included on the same taxonomy as were the findings from Part II of the survey.

Respondents were encouraged to make comments or suggestions in narrative form
regarding the IPA, the programs and services it provides, and future professional
development needs on Part IV of the survey. Although the survey appeared to be lengthy,
it could be completed within 10 minutes. Statistical validity and reliability data were not
available because the survey instrument was designed expressly for the purpose of this
study.

After the random sample of 525 practicing public school administrators
throughout Illinois was chosen, the cover letter (see Appendix A) and survey (see
Appendix B) were mailed to the selected administrators along with a self-addressed
stamped return envelope. The mailing labels were provided by the IPA central office in
Springfield, Illinois.

The purpose of the study was briefly explained in a cover letter prepared on IPA
letterhead stationery. Respondents were told that participation in the study was strictly
voluntary. Names or other identifiable information was not needed; all responses were
kept confidential. Only group data were analyzed. Directions for completing the survey
were provided on the survey. As the IPA executive director made presentations at
workshops and meetings in various IPA regions around the state, he encouraged the
randomly selected survey participants to complete and return the survey to the researcher.
Follow-up reminder notices were printed in two IPA monthly newsletters (March 1997
and April 1997).

Data Analysis

The completed survey responses were tallied according to the frequency of each
response. The gathered information was then synthesized to reveal variables that proved
to be prevalent among survey respondents. The final results were then compared with
data compiled during the literature and research review for this study.

The data collected for each of the seven research questions were analyzed through the use of descriptive statistics. A data base was prepared and tables were constructed from the gathered information in the data base to illustrate various perceptions of the respondents. The data represent responses by percentage. A membership profile of the IPA as it is currently structured and a taxonomy of the professional programs and services which could be offered by the IPA to entice practicing public school administrators to join the association were assimilated from responses provided on the returned survey instruments. The relationship between the responses of IPA members and those of non-members regarding the programs and services offered by the IPA was analyzed.
Chapter 4
Results of the Study

Overview

A total of 270 surveys was returned from this study for a response rate of 51%. Of those responses, 204 represented IPA member responses; 66, non-member responses. Data were analyzed for each of the following research questions:

1. Why do practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois join professional associations?

2. What is the level of satisfaction among practicing public school administrators regarding the programs and services currently offered by the IPA?

3. Do practicing public school administrators perceive that the programs and services currently offered by the IPA help them become more effective instructional leaders?

4. What other professional development programs and services could the IPA offer to help practicing public school administrators become more effective instructional leaders?

5. What is the membership profile of the IPA as it is currently structured?

6. How do the programs and services offered by the IPA compare to those offered by other professional organizations, as perceived by practicing public school administrators?

7. What is the relationship between the responses of IPA members and those of non-members regarding the programs and services offered by the IPA?
Results for Research Question 1

Data compiled from survey question 18 respond to research question 1. Table 2 contains the responses to research question 1: "Why do practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois join professional associations?" These reasons are ranked according to the percentage of IPA members (M), non-members (NM), and the total number of administrators who indicated a particular reason for joining professional organizations.

Table 2

<table>
<thead>
<tr>
<th>Reasons for Joining Professional Associations</th>
<th>% Selecting</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>NM</td>
</tr>
<tr>
<td>Keep up to date on issues</td>
<td>95%</td>
<td>83%</td>
</tr>
<tr>
<td>Receive association publications</td>
<td>66%</td>
<td>50%</td>
</tr>
<tr>
<td>Inservice opportunities offered to members</td>
<td>54%</td>
<td>44%</td>
</tr>
<tr>
<td>Networking with colleagues</td>
<td>58%</td>
<td>29%</td>
</tr>
<tr>
<td>Access legal assistance</td>
<td>56%</td>
<td>24%</td>
</tr>
<tr>
<td>Reputation of organization</td>
<td>48%</td>
<td>26%</td>
</tr>
<tr>
<td>Take advantage of member services</td>
<td>34%</td>
<td>9%</td>
</tr>
<tr>
<td>(i.e., legal, student activities, contract/resume evaluations, research, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(table continues)
By a large margin, the most prevalent reason why practicing public school administrators join professional organizations is to keep up to date on issues. As shown in Table 2, 92% of the administrators selected this reason. Sixty-two percent of the administrators responding to the survey join professional associations in order to receive association publications. Inservice opportunities for members (52%) and networking with colleagues (51%) were ranked third and fourth, respectively. Forty-nine percent of the administrators surveyed join professional associations to access legal assistance, and 43% join because of an organization's reputation.

Six reasons for joining professional organizations were ranked as somewhat less important to administrators: to take advantage of member services (legal, student
activities, contract and resume evaluations, research), 28%; to receive discounts on
conferences, workshops, and publications, 25%; to receive liability insurance, 24%; to be
active in advocating educational reform, 21%; and to influence educational issues with
government, 20%. Only 13% of the administrators reported joining professional
associations to access student recognition activities.

Both IPA members and non-members selected keep up to date on issues and
receive association publications as the top two reasons, respectively, why they join any
professional association. Access to student activities (i.e., recognition dinners and
awards) was reported as the least important of those reasons listed why both IPA
members and non-members join any professional association. Both groups closely rated
the remaining nine reasons for joining professional associations.

Results for Research Question 2

Data from survey questions 24, 25, 27, 28, 29, and 30 were compiled in response
to research question 2: "What is the level of satisfaction among practicing public school
administrators regarding the programs and services currently offered by the IPA?" The
data compiled for survey question 24 is represented in Table 3. Only 37% of the IPA
member respondents and 14% of the non-member respondents reported having had any
contact with the IPA central office in Springfield, Illinois.

As indicated in Table 3, the majority of respondents to survey question 24,
whether IPA member or non-member, rated the IPA as either good or excellent for
services provided to them when they contacted the IPA central office. The central office
services which were rated include: become a member, order publications, register for a
conference, obtain information on a professional issue, request referral to a local resource,
Table 3

Contact with IPA Central Office with Quality Rating

<table>
<thead>
<tr>
<th>Reason for Contact</th>
<th>Percent Contacted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Members&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Non-Members&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Become a member</td>
<td>15% 4% 0% 0%</td>
<td>0% 5% 2% 0%</td>
</tr>
<tr>
<td>Order publications</td>
<td>6% 5% 1% 0%</td>
<td>2% 3% 0% 0%</td>
</tr>
<tr>
<td>Register for a conference</td>
<td>23% 12% 1% 1%</td>
<td>5% 9% 0% 0%</td>
</tr>
<tr>
<td>Obtain information on a professional</td>
<td>14% 11% 2% 1%</td>
<td>0% 5% 0% 2%</td>
</tr>
<tr>
<td>issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request referral to a local resource</td>
<td>3% 6% 0% 1%</td>
<td>0% 2% 3% 0%</td>
</tr>
<tr>
<td>Legal assistance</td>
<td>11% 6% 1% 0%</td>
<td>2% 3% 0% 0%</td>
</tr>
</tbody>
</table>

**Note.** Quality Ratings: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

<sup>a</sup><sub>n = 204</sub>.  <sup>b</sup><sub>n = 66</sub>

and legal assistance.

Survey question 25 asked respondents to indicate the probability that they would continue their membership in the IPA. Tables 4 represents data compiled from that survey question.

In Table 4, 48% of the respondents who pay their own dues and 73% of those whose dues are paid by the district which employs them indicated that they certainly will continue their IPA membership. Members who pay their own dues (40%) and those
Table 4

**Probability of Continued Membership by Who Pays Dues**

<table>
<thead>
<tr>
<th>Probability</th>
<th>Member Pays&lt;sup&gt;a&lt;/sup&gt;</th>
<th>District Pays&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certainly will</td>
<td>48%</td>
<td>73%</td>
</tr>
<tr>
<td>Probably will</td>
<td>40%</td>
<td>21%</td>
</tr>
<tr>
<td>Unsure</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>Probably will not</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Certainly will not</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*Note.* <sup>a</sup><sub>n = 25</sub>. <sup>b</sup><sub>n = 169</sub>

whose dues are paid by the district (21%) indicated that they probably will continue their IPA membership. Twelve percent of the IPA members who pay their own dues and 2% of those who have their dues paid by the district reported that they were unsure whether or not they would continue their IPA membership.

Further analysis was conducted of respondents who indicated uncertainty about continuing membership. The uncertainty factor represents the sum of responses for the unsure, probably will not, and certainly will not categories on survey question 25. Five percent of those members who have belonged to the IPA fewer than five years and 5% who have belonged for more than 10 years indicated uncertainty about rejoining the IPA. Two percent of the members who have belonged to the IPA for 6-10 years indicated uncertainty about rejoining the association.
As shown in Table 5, IPA members indicated that the more years they have served in an administrative position, the more likely they are to retain their membership in the IPA. As members near retirement age, they seemed to indicate a greater degree of uncertainty about whether or not they would renew their IPA membership.

Table 5

Membership Renewal by Years in Administration

<table>
<thead>
<tr>
<th>Probability</th>
<th>1</th>
<th>2-5</th>
<th>6-10</th>
<th>11-20</th>
<th>&gt;21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certainly will</td>
<td>1%</td>
<td>20%</td>
<td>16%</td>
<td>11%</td>
<td>5%</td>
</tr>
<tr>
<td>Probably will</td>
<td>1%</td>
<td>7%</td>
<td>4%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Unsure</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Probably will not</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Certainly will not</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note. n = 270.

As shown in Table 6, IPA members indicated that the more years they have belonged to the IPA is directly related to a greater likelihood that they will continue their membership in the association. Members who have belonged to the IPA for 6-10 years (72%) or for more than 10 years (81%) indicated that they certainly will rejoin the organization. No members who have belonged to the IPA for six or more years reported that they probably would not or certainly would not continue their IPA membership.
Table 6

**Probability of Continued Membership by Years of Membership**

<table>
<thead>
<tr>
<th>Probability</th>
<th>&lt;5</th>
<th>6-10</th>
<th>&gt;10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certainly will</td>
<td>66%</td>
<td>72%</td>
<td>81%</td>
</tr>
<tr>
<td>Probably will</td>
<td>27%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Unsure</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Probably will not</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Certainly will not</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>2%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Note.* n = 108 (<5); 53 (6-10); 43 (>10).

Table 7 reports the responses to survey question 27 which asked respondents to rate the amount of time and/or resources devoted by the IPA to each of 11 professional activities. As Table 7 indicates, almost 50% or more of the survey respondents perceive that the IPA devotes enough or more than enough time and/or resources to government relations, service on ISBE committees, workshops/conferences/regional meetings, association publications, direct services to members, advocacy of the principalship, student and child advocacy, involvement with national associations, professional advice and assistance, collegial support and networking, and public relations. In every instance, approximately 25% of the respondents indicated that the IPA did not devote enough time and/or resources to these particular professional activities.
Table 7

Amount of Time and/or Resources Devoted by the IPA to Professional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enough</td>
<td>Enough</td>
<td>Not Enough</td>
</tr>
<tr>
<td>Government relations</td>
<td>8%</td>
<td>42%</td>
<td>25%</td>
</tr>
<tr>
<td>ISBE committees</td>
<td>5%</td>
<td>45%</td>
<td>26%</td>
</tr>
<tr>
<td>Workshops/conferences/regional meetings</td>
<td>9%</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>Association publications</td>
<td>6%</td>
<td>46%</td>
<td>24%</td>
</tr>
<tr>
<td>Direct services to members</td>
<td>5%</td>
<td>43%</td>
<td>24%</td>
</tr>
<tr>
<td>Principalship advocacy</td>
<td>8%</td>
<td>43%</td>
<td>24%</td>
</tr>
<tr>
<td>Student/child advocacy</td>
<td>5%</td>
<td>40%</td>
<td>26%</td>
</tr>
<tr>
<td>Involvement with national associations</td>
<td>8%</td>
<td>44%</td>
<td>26%</td>
</tr>
<tr>
<td>Professional advice/assistance</td>
<td>6%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>Collegial support/networking</td>
<td>6%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>Public relations</td>
<td>7%</td>
<td>43%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Note.  n = 270.

According to the data for survey question 28, 68% of the survey respondents who are IPA members are more satisfied with the association than they were five years ago. Ten percent of the members who responded are less satisfied with the IPA than they were five years ago. Twenty-two percent of the survey participants did not respond to the question.
 Those respondents who are not currently IPA members were asked to reply to survey question 29. Seventy percent of the IPA non-members think the association has enhanced its professional image in a positive way, while 11% think it has not. There were no responses to this question from 19% of the non-members participating in the survey.

In answer to survey question 30, over 21% of the respondents, both IPA members and non-members, say that they take the opportunity to be actively involved in the IPA's activities and services. Almost 32% say that the opportunity for involvement exists, but they choose not to be active. Less than 5% feel as though the IPA provides little opportunity for most members to become involved. Approximately 13% say that the district by which they are employed allows little opportunity for involvement in association activities and services. The remaining 29% did not respond to this question.

Results for Research Question 3

Survey questions 22 and 26 related to research question 3: "Do practicing public school administrators perceive that the programs and services currently offered by the IPA help them become more effective instructional leaders?" Table 8 indicates how IPA members and non-members rated the IPA as an advocate for the principalship in survey question 22.

Eighty-two percent of the IPA members surveyed feel that the IPA is above average or excellent as a principal's advocate. Fifty percent of the non-members rate the association as above average or excellent. Members (11%) and non-members (35%) rated IPA's advocacy for the principalship as average. Only 1% of the members and 4% of the non-members rated the IPA as below average or poor in this category.
Table 8

Rating of IPA as an Advocate for the Principalship

<table>
<thead>
<tr>
<th>Rating</th>
<th>Member(^a)</th>
<th>Non-Member(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>44%</td>
<td>8%</td>
</tr>
<tr>
<td>Above average</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>Average</td>
<td>11%</td>
<td>35%</td>
</tr>
<tr>
<td>Below average</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Poor</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Did not respond</td>
<td>2%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Note. \(^a\)n = 204. \(^b\)n = 66.

Table 9 represents responses to survey question 26 regarding the perception of the survey participants toward the benefit or effectiveness of the services and activities currently provided by the IPA for its members. Respondents rated each service or activity from one to five, with 1 being extremely beneficial or effective and 5 being of no benefit or effect. NB indicated no basis for judgment for a particular service or activity.

Results for Research Question 4

Survey questions 19, 23, and 31 provided data in response to research question 4: "What other professional development programs and services could the IPA offer to help practicing public school administrators become more effective instructional leaders?"

The data from survey question 19 are reported in Table 10.
Table 9

Perceived Benefit or Effectiveness of IPA Services and Activities Provided for Members

<table>
<thead>
<tr>
<th>Service or Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NB</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Leadership publication</td>
<td>29%</td>
<td>34%</td>
<td>15%</td>
<td>1%</td>
<td>0%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Regional newsletters</td>
<td>16%</td>
<td>30%</td>
<td>25%</td>
<td>7%</td>
<td>1%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>IPA newsletter</td>
<td>29%</td>
<td>36%</td>
<td>14%</td>
<td>3%</td>
<td>0%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>IPA Internet home page</td>
<td>6%</td>
<td>9%</td>
<td>14%</td>
<td>5%</td>
<td>1%</td>
<td>51%</td>
<td>14%</td>
</tr>
<tr>
<td>IPA list serve</td>
<td>6%</td>
<td>10%</td>
<td>12%</td>
<td>3%</td>
<td>1%</td>
<td>48%</td>
<td>20%</td>
</tr>
<tr>
<td>Annual fall conference</td>
<td>22%</td>
<td>21%</td>
<td>12%</td>
<td>5%</td>
<td>1%</td>
<td>24%</td>
<td>15%</td>
</tr>
<tr>
<td>Assistant principals' conference</td>
<td>9%</td>
<td>9%</td>
<td>6%</td>
<td>3%</td>
<td>4%</td>
<td>52%</td>
<td>17%</td>
</tr>
<tr>
<td>Legal assistance</td>
<td>17%</td>
<td>17%</td>
<td>10%</td>
<td>3%</td>
<td>1%</td>
<td>39%</td>
<td>13%</td>
</tr>
<tr>
<td>Regional meetings</td>
<td>12%</td>
<td>18%</td>
<td>20%</td>
<td>6%</td>
<td>1%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>Legislative services</td>
<td>10%</td>
<td>19%</td>
<td>17%</td>
<td>4%</td>
<td>1%</td>
<td>34%</td>
<td>15%</td>
</tr>
<tr>
<td>Professional advice/assistance</td>
<td>14%</td>
<td>17%</td>
<td>15%</td>
<td>2%</td>
<td>1%</td>
<td>34%</td>
<td>17%</td>
</tr>
<tr>
<td>Collegial support/networking</td>
<td>15%</td>
<td>22%</td>
<td>17%</td>
<td>2%</td>
<td>0%</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>Public relations</td>
<td>11%</td>
<td>25%</td>
<td>17%</td>
<td>4%</td>
<td>0%</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>Executive Leadership Institute (ELI)</td>
<td>12%</td>
<td>11%</td>
<td>7%</td>
<td>3%</td>
<td>1%</td>
<td>49%</td>
<td>17%</td>
</tr>
<tr>
<td>Workshops</td>
<td>59%</td>
<td>19%</td>
<td>14%</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note. 1 = extremely beneficial/effective; 2 = very beneficial/effective; 3 = moderately beneficial/effective; 4 = of little benefit/effect; 5 = of no benefit/effect; NB = no basis for judgment; n = 270.
Table 10

**Members Participating in Association Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>% Attending</th>
<th>% Not Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual convention</td>
<td>6%</td>
<td>11%</td>
</tr>
<tr>
<td>Institutes/conferences</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Summer academies</td>
<td>2%</td>
<td>23%</td>
</tr>
<tr>
<td>Educational travel</td>
<td>12%</td>
<td>32%</td>
</tr>
</tbody>
</table>

**Note.** n = 270.

Survey question 19 asked respondents to indicate their participation in association activities, whether those of the IPA or of another professional organization. Table 10 reports the percentages of those respondents who indicated that they do participate as well as the percentages of those who say they do not participate in particular activities.

Fewer than half of the respondents answered survey question 19. Of those responding, the greatest number (12%) indicated they participate in opportunities to travel which are afforded by an association. Travel was also the category in which the most respondents indicated that they do not participate. Respondents indicated that they participate in the annual convention (6%), institutes and conferences (4%), and summer academies (2%).

In response to survey question 23, Table 11 reports those services and activities which encourage membership in the IPA. The services and activities are ranked according to both IPA member and non-member responses. The percentages for the total
Table 11

Services and Activities Which Encourage Membership in IPA

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>M(^a)</td>
<td>NM(^b)</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>1 1</td>
<td>Lower cost of membership</td>
</tr>
<tr>
<td>6 5/6</td>
<td>Improved publications</td>
</tr>
<tr>
<td>4 5/6</td>
<td>Have accessible support group activities</td>
</tr>
<tr>
<td>3 4</td>
<td>Improved inservice</td>
</tr>
<tr>
<td>2 3</td>
<td>Improved member benefits</td>
</tr>
<tr>
<td>2 2</td>
<td>Conveniently located inservice sites</td>
</tr>
<tr>
<td>7 8</td>
<td>Have a better image</td>
</tr>
<tr>
<td>8 7</td>
<td>Change leadership style of association</td>
</tr>
</tbody>
</table>

Note. \( n = 270. \) \(^a\)\( n = 204. \) \(^b\)\( n = 66. \)

number of responses, member responses, and non-member responses are also included in the data.

Both IPA members and non-members agree that the three services or activities which would most likely encourage membership in the association are, in order of ranking: lower cost of membership, conveniently located inservice sites, and improved member benefits. The respondents, whether IPA members or non-members, were nearly in agreement as they rank ordered the remaining five services or activities. IPA members ranked accessible support group activities fourth, while the non-members selected
improved inservice. IPA members ranked improved inservice and improved publications fifth and sixth, respectively. The non-members ranked improved publications and accessible support group activities as the same level of importance. Finally, the two services and activities rated in seventh and eighth places were a better image and change of the association's leadership style.

Question 31 on Part IV of the survey asked respondents to list any comments, concerns, and/or suggestions they had regarding specific inservice topics, services and activities, and future professional needs which could be addressed by the IPA to enhance the leadership skills required in their roles as building level administrators. Only 10% of the survey respondents provided written replies to this survey question.

Several comments were made regarding the cost of membership dues or time available to participate in IPA activities. A few respondents indicated that they would join the IPA if their district would pay the dues. Another respondent felt as though the membership dues should be lowered for those individuals who must pay their own dues. Many respondents reported that IPA provides ample opportunities for membership involvement in the association's activities. However, those same respondents felt as though time commitments to other duties (i.e., at school, at home, etc.) limit their participation in IPA activities. Realizing that they get out of something what they are willing to put into it, the members choose what activities they will participate in as their other commitments allow.

Suggestions for improving the services and activities offered by the IPA to its members included: continue the job hunting/matching postcards, provide more networking opportunities, seek the involvement of more minority members, encourage
more women to participate to lessen the good ol' boys atmosphere, and update the website more regularly. One respondent suggested that the IPA attempt to absorb the Illinois State Deans Association.

Many of the respondents rated IPA programs and workshops as excellent. Others felt as though there has been marked improvement in the programs and services offered by the IPA in the last five years. Several positive comments were made regarding the benefit and usefulness of the master schedule building, legal issues, evaluation, student handbook, interviewing, and administrators' academy workshops offered by the IPA. Additional workshops on the following topics were requested: time management for building principals, information on malpractice insurance, handling activity accounts, diversity issues, school environment, innovative programs, and a job fair. Respondents indicated an interest in opportunities for principals from similar demographic areas to design and implement workshops and conferences for increased networking.

Many positive comments regarding the IPA and its leadership were made. One respondent commented, "Dr. Turner does an outstanding job!" Another stated, "IPA has always stood for excellence. Recent efforts have improved communication." Other respondents indicated that the new 21-region structure and alignment with the Alliance allows more participation due to convenient meeting locations. Finally, one respondent said, "We now have for the first time a true 'professional' organization."

Results for Research Question 5

Responses to survey questions 1-15 provided data for research question 5: "What is the membership profile of the IPA as it is currently structured?" These data serve to construct a membership profile of the IPA as it is currently structured. The characteristics
of IPA members and non-members are represented in a demographic profile in Table 12.

Table 12

**Demographic Profile of IPA Members and Non-Members**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Member&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Non-Member&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current role: Principal</td>
<td>70%</td>
<td>48%</td>
<td>69%</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>17%</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>1%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Superintendent/Principal</td>
<td>2%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Years in current position: 1</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>2-5</td>
<td>58%</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>6-10</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>11-20</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>21 or more</td>
<td>2%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Years as an administrator: 1</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>2-5</td>
<td>38%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>6-10</td>
<td>28%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>11-20</td>
<td>24%</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percentage</th>
<th>Member&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Non-Member&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years as an administrator:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 or more</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Prior years of teaching experience:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 or less</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>30%</td>
<td>39%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>11-20</td>
<td>41%</td>
<td>35%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>21 or more</td>
<td>18%</td>
<td>15%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Age:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>21%</td>
<td>18%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>50%</td>
<td>38%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>24%</td>
<td>33%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>60 or over</td>
<td>2%</td>
<td>7%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66%</td>
<td>61%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34%</td>
<td>39%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Age at which first became an administrator:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 or under</td>
<td>16%</td>
<td>17%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>31-39</td>
<td>54%</td>
<td>49%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>27%</td>
<td>29%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>50 or older</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Highest level of education:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>21%</td>
<td>23%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Master's plus</td>
<td>56%</td>
<td>54%</td>
<td>55%</td>
<td></td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Member(^a)</th>
<th>Non-Member(^b)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest level of education:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist's</td>
<td>14%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Dr. Education</td>
<td>5%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Dr. Philosophy</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Years as IPA member:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 or less</td>
<td>53%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>26%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or more</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently a member:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td>42%</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>58%</td>
</tr>
<tr>
<td>Who pays dues:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School level:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td>30%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>Jr./Sr. high</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Middle/Jr. high</td>
<td>24%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Elementary</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Unit</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>School setting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>6%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Suburban</td>
<td>20%</td>
<td>36%</td>
<td>24%</td>
</tr>
<tr>
<td>Med.-sized city</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*(table continues)*
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percentage</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Member&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Non-Member&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Total</td>
</tr>
<tr>
<td>School setting:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sm. city/town</td>
<td>25%</td>
<td>18%</td>
<td>23%</td>
</tr>
<tr>
<td>Rural</td>
<td>36%</td>
<td>15%</td>
<td>33%</td>
</tr>
<tr>
<td>District enrollment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>250 or less</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>251-500</td>
<td>13%</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>501-1000</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>1001-3000</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>3001-5000</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Over 5000</td>
<td>14%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td>School/building enrollment: 250 or less</td>
<td>24%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>251-500</td>
<td>36%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>501-1000</td>
<td>26%</td>
<td>35%</td>
<td>26%</td>
</tr>
<tr>
<td>1001-3000</td>
<td>14%</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>3001-5000</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Over 5000</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note.  

<sup>a</sup>n = 270.  
<sup>b</sup>n = 66.

Responses are indicated as percentages of both categories from a total of 270 responses.

Characteristics included in the profile are: present position/role, number of years in current position, number of years served in an administrative or educational leadership
role, number of years of teaching experience prior to becoming an administrator, age, gender, age at which one was appointed to his/her first administrative role, highest level of education, total years of membership in IPA (if applicable), who pays IPA membership dues, school grade levels, and enrollment of both the district and the school/building.

The other category under current role included respondents whose assignments are classified as curriculum director, assistant superintendent, director of transportation, programs director or director of special programs, resource director, sales consultant, vocational director, behavior intervention specialist, and athletic or activities director.

Some respondents hold part-time teaching/part-time administrative positions.

The typical IPA member is a male (66%), 40 to 49 years of age (50%), who first became an administrator between the ages of 31 and 39 (54%). Fifty-six percent of the members have obtained a master's degree plus additional hours. Eighty-seven percent of the members have their IPA dues paid by the district for whom they are employed. A majority of the members (53%) have belonged to the IPA for five years or less.

Seventy percent of the current IPA members are principals. Over 50% of the members have been in their current position for two to five years, and 38% have served in an administrative or educational leadership role for a total of two to five years. Nine percent of the current IPA members are administrators who have been in their current position for only one year. Two percent of the members are first-time administrators. Eighty-nine percent of the members have had six or more years of teaching experience prior to becoming an administrator.

Forty percent of the IPA members are elementary school principals, 30% are high school principals, 27% are principals in a middle school or junior high school, and 3% are
principals in unit districts. Principals in rural districts comprise 36% of the IPA membership; principals in urban and suburban schools, 26%; and principals in medium-sized cities or towns, 38%.

Thirty-six percent of the members serve as principals in districts with an enrollment of 1001-3000 students. Nineteen percent of the principals are employed in districts with an enrollment of 501-1000. Districts with enrollments of 3001-5000 and of over 5000 each represent 14% of the principals. Thirteen percent of the principals serve in districts with enrollments of 251-500. Only 4% of the principals serve in districts with an enrollment of 250 or less.

Thirty-six percent of the principals serve in a building enrollment of 251-500 students; 26%, in a building with 501-1000 students; and 24%, in a building with 250 or fewer students. Fourteen percent of the principals serve in a building with an enrollment of 1001-3000. No principals surveyed serve in buildings with enrollments of either 3001-5000 or over 5000 students. There are no major differences in the demographic characteristics of IPA members and those of non-members.

Results for Research Question 6

Data compiled from survey questions 16, 17, 20, and 21 provided responses to research question 6: "How do the programs and services offered by the IPA compare to those offered by other professional organizations, as perceived by practicing public school administrators?" Table 13 reports by percentages the membership in other professional associations by IPA members and non-members. Many IPA members and non-members reported memberships in the Association for Supervision and Curriculum Development, Phi Delta Kappa, and the National Association of Secondary School
Table 13

Membership in Professional Associations by Member and Non-Member

<table>
<thead>
<tr>
<th>Association</th>
<th>Percentage</th>
<th>Member&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Non-Member&lt;sup&gt;b&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEA/AFT/affiliate</td>
<td>6%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Association for Supervision and Curriculum Development</td>
<td>43%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>National Middle School Association</td>
<td>10%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>National Staff Development Council</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Subject Specific Group (e.g., NCTM)</td>
<td>3%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>American Educational Research Association</td>
<td>1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Phi Delta Kappa</td>
<td>32%</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>National Association of Elementary School Principals</td>
<td>15%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>National Association of Secondary School Principals</td>
<td>27%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>American Association of School Administrators</td>
<td>4%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Illinois Women Administrators</td>
<td>5%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>District/county/city associations</td>
<td>17%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

Note. <sup>a</sup>n = 204. <sup>b</sup>n = 66.

Principals, a national affiliate of the IPA. No IPA members or non-members reported membership in the National Staff Development Council. Only 1% of the IPA members and no IPA non-members reported membership in the American Educational Research Association. These data were compiled from responses to survey question 16.
Table 14 shows a rank order of professional publications as they were rated by the total of both IPA member and non-member responses to survey question 17. The IPA Building Leadership publication ranked second only to Educational Leadership, published by the ASCD. The Phi Delta Kappan was ranked third.

Table 14
Rating of Professional Publications

<table>
<thead>
<tr>
<th>Rank</th>
<th>Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Leadership (ASCD)</td>
</tr>
<tr>
<td>2</td>
<td>Building Leadership (IPA)</td>
</tr>
<tr>
<td>3</td>
<td>Phi Delta Kappan (PDK)</td>
</tr>
<tr>
<td>4</td>
<td>NASSP Bulletin (NASSP)</td>
</tr>
<tr>
<td>5</td>
<td>Principal (NAESP)</td>
</tr>
<tr>
<td>6</td>
<td>School Administrator (AASA)</td>
</tr>
<tr>
<td>7</td>
<td>Middle School Journal (NMSA)</td>
</tr>
<tr>
<td>8</td>
<td>School Boards Journal (NSBA)</td>
</tr>
<tr>
<td>9</td>
<td>Schools in the Middle (NASSP)</td>
</tr>
<tr>
<td>10</td>
<td>High School Magazine (NASSP)</td>
</tr>
</tbody>
</table>

Of 10 publications listed, the NASSP Bulletin (NASSP), Principal (NAESP), Schools in the Middle (NASSP), and High School Magazine (NASSP) ranked fourth, fifth, ninth, and tenth, respectively. These publications are published by IPA national affiliates.
Table 15 represents data compiled from a total of both IPA member and non-member responses to survey question 20. In the table, alternative sources of effective professional development are rank ordered.

Table 15

Alternative Sources of Effective Professional Development

<table>
<thead>
<tr>
<th>Rank</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administrators' academies</td>
</tr>
<tr>
<td>2</td>
<td>Professional reading</td>
</tr>
<tr>
<td>3</td>
<td>Informal networks</td>
</tr>
<tr>
<td>4</td>
<td>University graduate coursework</td>
</tr>
<tr>
<td>5</td>
<td>ROE sponsored programs</td>
</tr>
<tr>
<td>6</td>
<td>Local school staff development</td>
</tr>
<tr>
<td>7</td>
<td>ISBE sponsored programs</td>
</tr>
<tr>
<td>8</td>
<td>Conducting educational research</td>
</tr>
<tr>
<td>9</td>
<td>Social services</td>
</tr>
</tbody>
</table>

Note. 1 = most effective, 9 = least effective.

According to Table 15, the three most effective sources of professional development, in order of ranking, are administrators' academies, professional reading, and informal networks. Social services was ranked by the survey respondents as the least effective source of professional development.

Responses for survey question 21 are reported in Table 16. Professional organi-
Table 16

Organizations Best Meeting Members' Needs on Selected Items

<table>
<thead>
<tr>
<th>Need</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance</td>
<td>IPA (23%)</td>
<td>NASSP (7%)</td>
<td>District (4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NEA/AFT (4%)</td>
</tr>
<tr>
<td>Teaching materials</td>
<td>ASCD (21%)</td>
<td>IPA (14%)</td>
<td>PDK (8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NASSP (8%)</td>
</tr>
<tr>
<td>Public relations</td>
<td>IPA (26%)</td>
<td>NASSP (7%)</td>
<td>ASCD (6%)</td>
</tr>
<tr>
<td>Legal assistance</td>
<td>IPA (37%)</td>
<td>NASSP (10%)</td>
<td>District (4%)</td>
</tr>
<tr>
<td>Publications</td>
<td>IPA (28%)</td>
<td>ASCD (22%)</td>
<td>PDK (14%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NASSP (14%)</td>
</tr>
<tr>
<td>Student activities</td>
<td>IPA (16%)</td>
<td>NASSP (7%)</td>
<td>ASCD (6%)</td>
</tr>
<tr>
<td>Conferences/institutes</td>
<td>IPA (34%)</td>
<td>ASCD (16%)</td>
<td>NASSP (10%)</td>
</tr>
<tr>
<td>Travel</td>
<td>IPA (9%)</td>
<td>NASSP (4%)</td>
<td>ASCD (3%)</td>
</tr>
<tr>
<td>Information on current issues</td>
<td>IPA (33%)</td>
<td>ASCD (21%)</td>
<td>PDK (13%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NASSP (13%)</td>
</tr>
</tbody>
</table>

Note. n = 270.

The organizations which best meet members' needs on selected items are listed. The top three organizations according to the respondents' (both IPA members and non-members) perceptions are listed in first-, second-, and third-place order for each listed need.
For nine of the needs listed on the survey, the IPA ranked first for eight of those needs as the organization which members feel is most effectively meeting their needs. The ASCD ranked first and the IPA ranked second for the category of teaching materials.

Other organizations that ranked second or third as organizations best meeting members' needs on selected items were: NASSP, ASCD, PDK, NEA/AFT, and local districts. Selected items included: insurance, teaching materials, public relations, legal assistance, publications, student activities, conferences and institutes, travel, and information on current issues.

Results for Research Question 7

As the data were analyzed for each research question (1-6), results for research question 7, "What is the relationship between the responses of IPA members and those of non-members regarding the programs and services offered by the IPA?", were also presented. The relationship between IPA member and non-member responses to individual survey questions was reported through tables and discussion for each of the first six research questions.
Chapter 5

Summary, Findings, Conclusions, and Recommendations

Summary

This study investigated the degree of effectiveness of the professional development programs and services currently offered by the Illinois Principals Association, as perceived by practicing public school administrators (both IPA members and non-members) throughout Illinois. A short-term effect was to assist the IPA executive director and members of the governing board in being more responsive to the concerns, needs, and problems of the association's membership--practicing public school administrators, particularly principals, throughout Illinois.

The IPA can use the data regarding administrators' future service needs provided for the continued planning, development, and evaluation of more meaningful and appropriate professional development programs and services that can be offered by the association. The long-term effects will be achieved if there is an increase in new membership in the association and if current IPA members continue to maintain their membership in the association and become actively involved in the many professional development programs and services offered by the IPA.

The specific research questions addressed by this study were:

1. Why do practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois join professional associations?

2. What is the level of satisfaction among practicing public school administrators regarding the programs and services currently offered by the IPA?

3. Do practicing public school administrators perceive that the programs and
services currently offered by the IPA help them become more effective instructional leaders?

4. What other professional development programs and services could the IPA offer to help practicing public school administrators become more effective instructional leaders?

5. What is the membership profile of the IPA as it is currently structured?

6. How do the programs and services offered by the IPA compare to those offered by other professional organizations, as perceived by practicing public school administrators?

7. What is the relationship between the responses of IPA members and those of non-members regarding the programs and services offered by the IPA?

This study was based on data collected from a survey of practicing public school administrators throughout Illinois, both IPA members and non-members, who were employed in administrative or educational leadership roles in April 1997. Descriptive statistics were used to analyze the data for each specific research question.

In addition to collecting data, a review of the current literature and research was conducted. Professional associations have been one source for continued professional growth and development for practicing administrators. Because the importance of the building principal for effective schools was a major theme of the educational reform movement of the 1980s, a resurgence of attention to the role of the principal has resulted in national, state, and local concentration on the training, selection, and continual support of principals (Manasse, 1985).
Changes in the role for principals which were initiated as a result of the educational reform movement have necessitated a re-examination of the role of the professional association which serves this population. The effectiveness of an association is measured by how well it meets its members' needs. Therefore, it is essential that these professional associations reassess the professional development programs and services they offer to determine whether or not they accommodate the instructional leaders in the field of education as we enter the 21st century.

In order to determine whether or not the professional development programs and services provided by the IPA adequately meet the needs and address the current concerns of today's practicing public school administrators, the researcher was able to find only a few related studies in a review of the research. There is a limited number of studies which have been conducted regarding professional organizations, their membership profiles, and how the professional development programs and services they provide are perceived in terms of benefit and effectiveness by the membership of these organizations. The research does, however, contain a study conducted for the NASSP and a few studies which specifically address the IPA in some way.

**Findings**

Demographic information supported what was found in the literature. The principal's role is changing from that of building manager to that of instructional leader. Likewise, the demographics of the principalship are changing dramatically. With the influx of new members into the profession have come very different views of the leadership role. Therefore, their reasons for joining and maintaining memberships in professional associations are vastly different from those who have been employed in
administrative positions for a number of years.

By completing this study, a demographic profile of the typical IPA member would be possible. Data generated from the survey were divided into four areas.

**Demographic information.** Seventy percent of current IPA members are principals. Over half of the members have been in their current position for two to five years, and 38% have served as an administrator for a total of two to five years. Only 9% of the current IPA members have been in their current position for only a year. Two percent of the members are first-time administrators. Eighty-nine percent of the members had six or more years of teaching experience prior to becoming an administrator.

The typical IPA member is a male, 40-49 years of age, who first became an administrator between the ages of 31 and 39. Fifty-six percent of the members have obtained a master's degree plus additional hours. Eighty-seven percent of the members have their IPA dues paid by the district for whom they are employed. A majority of the members (53%) have belonged to IPA for five years or less.

Forty percent of the members are elementary school principals, 30% are high school principals, 27% are principals in a middle school or junior high school, and 3% are principals in unit districts. Over one third (36%) of the members are principals in rural districts. Principals in urban and suburban schools comprise 26% of the IPA membership. Thirty-eight percent are principals in medium-sized cities or towns.

Over one third (36%) of the members serve as principals in districts with an enrollment between 1001-3000 students. Nineteen percent of the principals are employed in districts with an enrollment of 501-1000. Districts with enrollments of 3001-5000 and
of over 5000 each represent 14% of the principals. Thirteen percent of the principals serve in districts with enrollments of 251-500. Only 4% of the principals serve in districts with an enrollment of 250 or less.

Thirty-six percent of the principals serve in a building enrollment of 251-500 students; 26%, in a building with 501-1000 students; and 24%, in a building with 250 or fewer students. Fourteen percent of the principals serve in a building with an enrollment of 1001-3000. No principals surveyed serve in buildings with enrollments of either 3001-5000 or over 5000 students. The demographic profile of the IPA non-member closely resembles that of the IPA member in all characteristics.

Membership in professional associations. IPA members and non-members also tend to be members of other professional associations. The most commonly reported memberships were those in the ASCD (43%) and Phi Delta Kappa (32%). IPA members indicated joint membership in the NASSP (27%), the NAESP (15%), and the NMSA (10%), all of which are national affiliates of the IPA. The most frequently read professional publications are those published by these same organizations.

The primary reason why administrators join professional associations is to keep up to date on issues (92%). Sixty-two percent join to receive association publications. Inservice opportunities (52%) and collegial networking (51%) were also considered important reasons for joining professional organizations. Access to student activities was considered the least important reason to join a professional association. Twelve percent or fewer of the respondents reported participation in activities of any association, such as the annual convention, institutes and conferences, summer academies, and educational travel. Survey respondents were asked to indicate all activities in which they participated.
Some respondents indicated participation in more than one activity.

The three most effective alternative sources of professional development, as indicated by all administrators, were administrators' academies, professional reading, and informal networks. The least effective alternative source of professional development listed was social services.

For eight of nine services or activities listed, the IPA rated first as the professional organization which best meets the needs of its members. The ASCD rated first for providing teaching materials to its members. Administrators responding to the survey were asked to list their first, second, and third choices of associations to whom they would turn for each service or activity listed. The NASSP, PDK, NEA/AFT, and local districts were also listed among the top three choices of associations to whom members would turn for various needs, such as: insurance, teaching materials, public relations, legal assistance, publications, student activities, conferences and institutes, travel, and information on current issues.

Perceptions regarding the IPA. As an advocate for the principalship, the IPA was rated excellent or above average by 85% of its members. The majority of IPA non-members (77%) rated the organization as above average or average as an advocate for the principalship. No IPA members and only 2% of the non-members considered the IPA a poor advocate for principals. Two percent of both IPA members and non-members rated the IPA as below average in this category.

Lower cost of membership, conveniently located inservice sites, and improved member benefits were ranked by both IPA members and non-members as the top three
services and activities which would encourage IPA membership. The eight services and activities listed in the survey were closely ranked by both IPA members and non-members.

A low percentage of IPA members, as well as non-members, reported having contacted the IPA central office in Springfield, Illinois, for direct services or information. A majority of those who had contacted the central office rated the quality of service they obtained as either excellent or good.

Continued membership in the IPA was reported to have been affected by three factors: who pays the membership dues, years of membership in the IPA, and years in administration. Forty-eight percent of those IPA members who pay their own dues indicated that they certainly will renew their membership as compared to 73% of those members whose districts pay their dues. Forty percent of those members who pay their own dues and 21% of those whose dues are paid for them probably will continue their IPA membership.

There was greater uncertainty about rejoining the IPA by those who had been members for five years or less and by those who had been members for more than 10 years. However, those administrators who had been employed in a leadership role for 2-5 years (20%), 6-10 years (16%), and 11-20 years (11%) indicated that they certainly will renew their membership in the IPA. Likewise, as longevity of IPA membership increased, members indicated a greater likelihood of membership renewal. Sixty-six percent of those members who had belonged to the IPA for 5 years or less, 72% who had belonged for 6-10 years, and 81% who had been IPA members for 10 or more years indicated that they certainly will retain their membership in the association.
Fifty-nine percent of the administrators rated IPA workshops as the most beneficial service or activity provided for members by the IPA. The annual fall conference (22%) and two IPA publications, *Building Leadership* (29%) and the IPA newsletter (29%) were also considered to be extremely beneficial IPA services. Approximately 50% or more of the respondents felt as though the IPA devotes enough or more than enough time and/or resources to the professional services and activities offered by the organization. Approximately 25% of the respondents felt as if the IPA does not provide enough time or resources to their professional services and activities.

At least 68% of the IPA members are more satisfied with the association than they were five years ago. Ten percent of the members are less satisfied with the IPA than they were five years ago. At least 70% of the IPA non-members surveyed think the association has enhanced its professional image in a positive way, while 11% think it has not.

Both IPA members and non-members say that they take the opportunity to be actively involved in the IPA's services and activities. Thirty-two percent say that the opportunity for involvement exists, but they choose not to be active. Approximately 13% say that the district for which they are employed allows little opportunity for involvement in association services and activities.

*Comments and suggestions.* Only 10% of the administrators surveyed provided written comments, concerns, and/or suggestions regarding specific inservice topics, services and activities, and future professional needs which could be addressed by the IPA to enhance the leadership skills required in their roles as building level
administrators. Comments about the cost of membership dues and availability of time to participate in association activities were mentioned.

Suggestions for improving the services and activities offered by the IPA to its members included requests to continue the job hunting/matching postcards and to increase collegial networking opportunities. It was suggested that the IPA seek and encourage more involvement of minority and women administrators. A need to update the website more regularly also exists.

IPA programs and workshops are considered to be beneficial. Administrators seem to be pleased with the organization's leadership, the new 21-region organizational structure, and the IPA's alignment with the Alliance.

**Conclusions**

In general, practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois seemed to be satisfied with the programs and services provided by the IPA to its members. These professional development activities are perceived to help practicing administrators become more effective instructional leaders. In fact, IPA members are more satisfied with the association than they were five years ago. Because of recent efforts, the IPA has enhanced its professional image in a positive way. Perceptions of the IPA as a professional association seemed to be similar for both members and non-members.

The IPA's programs and services compared favorably to those offered by other professional organizations. The IPA devotes enough or more than enough time and/or resources to government relations, service on ISBE committees, workshops and conferences, publications, direct services to members, advocacy of principals and
students, involvement with national associations, professional advice and assistance, collegial networking, and public relations. The IPA is a professional organization that is effectively meeting the needs of its members.

Practicing public school administrators join professional associations primarily to keep up to date on issues, to receive association publications, and to participate in collegial networking opportunities. Given a limited budget for professional dues and fees, administrators will choose to join professional associations which best meet the specific needs of their current position or educational leadership role and which help them become more effective instructional leaders. Consequently, lower cost of membership, conveniently located inservice sites, and improved member benefits become important factors for a professional association to consider during the planning and development of programs and services to be offered by that association.

Continued membership in an organization is directly affected by whether the member pays his/her dues or whether those dues are paid by the district which employs the administrator. When a member's dues are paid by the district, he/she is more likely to renew membership in an organization.

Although many administrators reported belonging to more than one professional association, the IPA seemed to be a primary source of information for practicing administrators. Despite earlier research by Smith (1993) which indicated that the IPA publications lacked depth, content, and theoretical base, the IPA Building Leadership publication ranked second only to Educational Leadership, an ASCD publication. Because professional reading was rated the second most effective alternative source of
professional development for administrators, association publications should reflect current and future trends in the field of education. Such publications should serve not only to provide veteran association members with the most contemporary information about their area of specialization, but also to remind them of the programs, services, and benefits available to them as members of a particular association.

Although time commitments to other duties at home and at school limit participation in association activities, having the opportunity to network with one's colleagues is important to association members and is essential to satisfaction and success in one's educational leadership role. Increased participation and involvement in association activities positively relates to one's satisfaction with membership in an association.

By providing more opportunities for collegial networking, the IPA could create a greater sense of belonging for new principals, women, and minorities. Administrators in these target groups, which represent the changing demographics of the IPA membership, must see that others like themselves belong to the association. Networking opportunities would help these administrators to feel as though they are not isolated from other members of the profession who are employed under circumstances similar to their own.

Williamson and Johnston (1995) found that association membership increased when newer members were actively involved in association activities and positions of association governance. The IPA could encourage increased membership and commitment from new principals, women, and minorities by giving them more opportunities to become involved in the association and by focusing on the individual needs of these target groups through relevant workshop topics, enhanced services, and
improved member benefits. These potential members should be given the opportunity to
serve in leadership positions in the association.

Findings from a study conducted by Smith (1993) indicated that 32% of IPA non-
members perceived the IPA to be a good ol' boys network. Those findings were not
reflected in this study. The IPA can continue to dispel that reputation and to enhance its
professional image by supporting collegial networking opportunities, programs and
services, and member benefits which meet the professional needs of new principals,
women, and minority administrators.

Finally, a professional association's programs and services need to be responsive
to the needs of all members. The greatest percentage of IPA members is representative of
those professionals who have been employed in administrative roles for a number of
years. These veteran members need to refocus their professional role as one of
instructional leadership, instead of one as building manager.

Continued networking and professional growth opportunities for retraining (i.e.,
workshops and administrators' academies) will assure these veteran administrators of the
relevance of IPA membership. Information provided to these members through activities,
services, and publications should reflect contemporary trends in education in order to be
responsive to the needs of those who have been employed as administrators for a number
of years.

Recommendations

The purposes of this study were to: (a) outline the historical development of the
IPA; (b) review the goals and objectives of the association; (c) analyze the types of
professional development programs and services the IPA provides to its membership; (d) evaluate the degree of satisfaction IPA members have with the programs and services currently offered by the association; (e) identify the areas of interest, programs and services, and sources for professional development which are perceived by practicing public school administrators to be beneficial in helping them to become more effective instructional leaders; and (f) compile a membership profile of the IPA as it is currently structured. The study was designed to provide information to the IPA for the development of more meaningful and appropriate professional development programs and services that could be offered by the association in an effort to increase IPA membership.

This study revealed that, although the IPA currently publishes brochures and information regarding the programs and services offered by the association, there is a continued need for dissemination of this information, specifically for those administrators who have been IPA members for several years. A concentrated effort needs to be made to provide refresher information about IPA's professional programs and services. Since IPA workshops seem to be popular and usually have large audiences, perhaps a brief overview of the programs and services offered by the IPA could be given during the first few minutes of each workshop. Workshops which address the needs of new principals should be continued.

This study revealed that many administrators simply do not have time to participate in many professional activities. They choose to participate in selected IPA activities as their other commitments allow. IPA regional meetings and workshops could be offered on different days of the week, including Saturdays, and at different times.
throughout the day. Varying meeting locations could also improve attendance at IPA activities.

Another recommendation would be that the IPA continue to coordinate joint meetings with other members of the Alliance. Joint meetings with other associations can reduce the number of activities from which an administrator must choose to attend. These joint meetings also provide an excellent opportunity for the IPA to communicate the importance of the services it provides for principals to superintendents and school board members. As superintendents and school board members become more aware of and knowledgeable about the IPA's programs and services, they might be more willing to provide more release time for principals to be away from the district to attend association activities and to pay the administrator's professional membership dues.

This study indicated that professional reading was one of the most effective alternative sources of professional development for administrators. Although most IPA members are also members of other professional organizations, many of these administrators are not knowledgeable about the organizations and their publications, programs, and services. Because the IPA seems to be a primary source of information for principals, the association needs to continue to address salient legal issues, innovative teaching strategies for the instructional leader in curriculum and staff development, and other relevant information through its publications.

In an effort to increase membership in the IPA, membership drives could focus on assistant principals, females and other minorities, and new principals. There is an expressed need to provide increased collegial networking activities for administrators
from similar demographic areas. Inviting new principals and other target groups to these meetings where they could share their problems, needs, and concerns with administrators from similar districts could be a channel through which the IPA could encourage association membership.

Finally, when the IPA restructured its organization into 21 regions which are coterminous with the regions established by other members of the Alliance, many IPA members were not aware of changes in region names and geographic areas covered by each new region. There is a need for continued dissemination of information regarding the new regions and region names to IPA members. Perhaps the annual membership identification cards and certificates could indicate the name of an IPA member's particular region.

**Recommendations for Further Study**

The following recommendations may be beneficial in further research endeavors. This study could be replicated in other states to provide comparative research data between the IPA and its counterparts in other states.

Due to the lengthy survey used in this study, it might be more productive to limit survey questions to a particular IPA service or activity or to one or two specific activities offered by all professional organizations (e.g., publications or workshops and conferences). A study might be conducted in specific demographic areas of the state where the role of the principal might be very different or more specialized (i.e., urban/rural, elementary/middle level/secondary, or small school/large school) to determine the needs of particular groups of administrators.

Finally, the present study could be expanded by using a research instrument which
has been tested for reliability and validity. To enhance the findings of future studies, follow-up mailings should be conducted to obtain at least a 60% response rate.
References


April 1, 1997

Dear Colleague:

As a specialist degree candidate in the Department of Educational Administration at Eastern Illinois University, I am conducting a research study in conjunction with the Illinois Principals Association to identify those reasons why practicing public school administrators of elementary, middle level, and secondary schools throughout Illinois join professional associations. Even if you are not currently a member of the IPA, we are interested in ascertaining your current level of satisfaction with and perceptions of the effectiveness of programs and services offered by professional associations, particularly the IPA.

You have been randomly chosen to represent your IPA geographical region in this study. Please take a few moments to give us your opinion by completing the attached survey. Although the survey appears to be lengthy, it can be completed within a maximum of 10 minutes. Your input will provide valuable data for the future planning and development of professional programs and services offered by the IPA. Please return your responses in the self-addressed stamped envelope that has been enclosed for your convenience by no later than April 10, 1997. Envelopes have been coded only for purposes of follow up should we not receive your response. All responses will remain confidential, and only group data will be analyzed.

The results of the study will be shared with Dr. David Turner, IPA Executive Director, the IPA governing board, and the IPA membership. I will also make the results available to you if you request a copy.

Thank you in advance for your time and assistance.

Sincerely,

Lisa L. Stewart, Assistant Principal
Mt. Vernon Township High School
District #201
Appendix B

Survey

NEEDS ASSESSMENT OF IPA PROFESSIONAL DEVELOPMENT
PROGRAMS AND SERVICES
By Members and Non-Members

Part I. Demographics

Please answer each of the following items by checking the correct response.

1. What is your present position?  _____ Principal  _____ Assistant Principal
   _____ Dean of Students  _____ Superintendent/Principal  _____ Superintendent
   _____ Other (Specify) __________________________

2. How many years have you served in your present position, including this school year?
   _____ 1 yr.  _____ 2-5 yrs.  _____ 6-10 yrs.  _____ 11-20 yrs.  _____ 21 yrs. or more

3. How many years in total have you served in an administrative or educational leadership role, including this school year?
   _____ 1 yr.  _____ 2-5 yrs.  _____ 6-10 yrs.  _____ 11-20 yrs.  _____ 21 yrs. or more

4. How many years of teaching experience, regardless of level, did you have prior to
   becoming an administrator or educational leader?
   _____ 5 yrs. or less  _____ 6-10 yrs.  _____ 11-20 yrs.  _____ 21 yrs. or more

5. What is your age?
   _____ 20-29  _____ 30-39  _____ 40-49  _____ 50-59  _____ 60 or over

6. What is your gender?  _____ Male  _____ Female

7. At what age were you appointed to your first administrative role?
   _____ 30 or under  _____ 31-39  _____ 40-49  _____ 50 or older

8. What is your highest level of education?
   _____ Master's Degree  _____ Doctor of Education
   _____ Master's plus additional hours  _____ Doctor of Philosophy
   _____ Educational Specialist  _____ Other (specify) __________________________

9. Are you currently a member of the IPA?  _____ Yes  _____ No

10. If you are a member, how long have you belonged to the IPA?
    (a)  _____ 5 yrs. or less  _____ 6-10 years  _____ more than 10 years
    (b) Name of IPA region __________________________
    (c) Who pays your membership dues?  _____ Member  _____ District

11. If you are not currently an IPA member, have you ever been a member of the
    association?  _____ Yes  _____ No

12. What grade levels are represented by your school?
    _____ High School  _____ Grades  _____ Elementary  _____ Grades
    _____ Middle/Jr. High  _____ Grades  _____ Unit  _____ Grades
    _____ Jr./Sr. High  _____ Grades  _____ Other (specify) __________________________

13. What is your school setting?
    _____ urban  _____ suburban  _____ med.-sized city  _____ sm. city/town  _____ rural

14. What is your district's current student enrollment for this school year?
    _____ Fewer than 250  _____ 251 - 500  _____ 501 - 1,000
    _____ 1,001 - 3,000  _____ 3,001 - 5,000  _____ Over 5,000
15. What is the current student enrollment for this school year for your school/building?

- Fewer than 250
- 251 - 500
- 501 - 1,000
- 1,001 - 3,000
- 3,001 - 5,000
- Over 5,000

**Part II. Membership in Professional Associations**

16. Please indicate your membership in any other professional associations. *(Check all that apply).*

- NEA or AFT or affiliate
- National Middle School Assn.
- National Staff Development Council
- Subject specific group (NCTM, NCTE, etc.) Specify: ______
- NAESP
- ASCD
- Phi Delta Kappa
- NASSP
- AASA
- National Staff Development Council
- Subject specific group (NCTM, NCTE, etc.) Specify: ______
- Other (Specify): __________________

17. Rank order those professional publications you read most frequently *(1 = Most frequently, 10 = Least frequently).*

- NASSP Bulletin
- Middle School Journal (NMSA)
- Educational Leadership (ASCD)
- Phi Delta Kappa (PDK)
- School Boards Journal (NSBA)
- Principal (NAESP)
- School Administrator (AASA)
- High School Magazine (NASSP)
- Building Leadership (IPA)
- Schools in the Middle (NASSP)
- Other (Specify): __________________

18. Please indicate your reasons for joining professional associations *(Check all that apply).*

- keep up-to-date on issues
- reputation of organization
- access legal assistance
- receive association publications
- inservice opportunities for members
- networking with colleagues
- receive liability insurance
- access student activities (recognition)
- take advantage of member services
- be active in advocating for educational reform
- (legal, student activities, contract/ resume evaluations, research, etc.)
- influence educational issues with government
- receive discounts on conferences, workshops, publications
- other (specify): __________________

19. Please indicate your participation in association activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Convention</td>
<td></td>
<td></td>
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<tr>
<td>Institutes/Conferences</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Summer Academies</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Educational Travel</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other (Specify):</td>
<td></td>
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</tbody>
</table>

20. Rank order these alternative sources for effective professional development *(1 = Most effective; 9 = Least effective).*

- professional reading
- ROE sponsored programs
- social services
- administrators' academies
- local school inservices
- informal networks
- ISBE sponsored programs
- conducting educational research
- university graduate coursework
21. From the choices listed below, indicate what professional organization you feel best meets your needs as an administrator. **Choices:** NASSP, NAESP, AASA, PDK, IWA, IPA, NEA/AFT/affiliate, ASCD, NMSA, AERA, NSDC, district/city/county associations, subject specific group (specify: NCTM, NCTE, etc.), other (specify).

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<tr>
<th>1st</th>
<th>2nd</th>
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<tbody>
<tr>
<td>insurance</td>
<td></td>
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<tr>
<td>teaching materials</td>
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<tr>
<td>public relations</td>
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<td>legal assistance</td>
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<td>publications</td>
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<td>student activities</td>
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<td>conferences/</td>
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<td>institutes</td>
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<td>travel</td>
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<tr>
<td>information on current issues</td>
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Part III. Perceptions Regarding the IPA

Regardless of whether or not you are a member of the IPA, please answer these questions to the best of your knowledge.

22. Please rate the IPA as an advocate for the principalship.

   _Excellent _ Above Average _ Average _ Below Average _ Poor

23. Identify those services/activities which would, in your opinion, encourage membership in the IPA (Check all that apply).

   _ lower cost of membership _ improved inservice _ have a better image
   _ improved member benefits _ improved publications _ change leadership
   _ conveniently located _ have accessible support _ style of association
   _ inservice sites _ group activities

24. Please indicate if you have contacted the IPA central office in Springfield for any of the following reasons and rate each contact for quality of service (4=Excellent, 3=Good, 2=Fair, 1=Poor).

   _ become a member _ request referral to a local _ legal assistance
   _ register for a conference _ resource _ order publications
   _ obtain information on professional issues

25. What is the probability you will continue your IPA membership? _ certainly will _ probably will _ unsure _ probably will not _ certainly will not

26. The following are services and activities currently provided for members by the IPA. Please circle the response which most accurately represents your perception of the benefit or effectiveness of each service or activity (1=extremely beneficial/effective; 2=very beneficial/effective; 3=moderately beneficial/effective; 4=of little benefit/effect; 5=of no benefit/effect; or NB=no basis for judgment).

   | Building Leadership Publication | 1 | 2 | 3 | 4 | 5 | NB |
   | Regional Newsletters | 1 | 2 | 3 | 4 | 5 | NB |
   | IPA Newsletter | 1 | 2 | 3 | 4 | 5 | NB |
   | IPA Internet Home Page | 1 | 2 | 3 | 4 | 5 | NB |
   | IPA List Serve | 1 | 2 | 3 | 4 | 5 | NB |
   | Annual Fall Conference | 1 | 2 | 3 | 4 | 5 | NB |
Assistant Principals Conference
Legal Assistance
Regional Meetings
Legislative Services
Professional Advice/Assistance
Collegial Support/Networking
Public Relations
Executive Leadership Institute (ELI)
Workshops (Specify):

27. Please rate the amount of time and/or resources devoted by the IPA to each of the following professional activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>More than Enough</th>
<th>Enough</th>
<th>Not Enough</th>
</tr>
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<tbody>
<tr>
<td>Government relations</td>
<td></td>
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<tr>
<td>ISBE committees</td>
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<tr>
<td>Workshops/conferences/regional mtgs.</td>
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<tr>
<td>Association publications</td>
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<tr>
<td>Direct services to members</td>
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<tr>
<td>Principalship advocacy</td>
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<tr>
<td>Student/child advocacy</td>
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<tr>
<td>Involvement with national assns.</td>
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<tr>
<td>Professional advice/assistance</td>
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<tr>
<td>Collegial support/networking</td>
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<tr>
<td>Public relations</td>
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</table>

28. If you are an IPA member, are you more satisfied with the association than you were five years ago? ______ Yes ______ No

29. If you are not an IPA member, do you think the association has enhanced its professional image in a positive way? ______ Yes ______ No

30. How would you evaluate your involvement in IPA activities/services?

   ______ I take the opportunity to be actively involved in IPA's activities/services.
   ______ The opportunity for involvement exists, but I choose not to be active.
   ______ The association provides little opportunity for most members to become involved.
   ______ My district allows little opportunity for me to be involved.
   ______ Other (Specify): ____________________________

Part IV. Comments and Suggestions

31. Please list any concerns or suggestions regarding specific inservice topics, services and activities, and/or future professional needs which could be addressed by the IPA to enhance the leadership skills required in your role as a building level administrator.