

A STUDY OF THE CURRENT AND THE PREFERRED INVOLVE-
MENT OF OKLAHOMA PRINCIPALS IN THE DETER-
MINATION OF THEIR SALARIES, FRINGE
BENEFITS, AND OTHER CONDITIONS
OF EMPLOYMENT

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1990

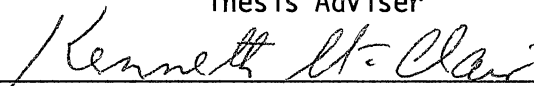
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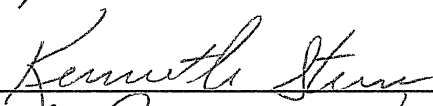
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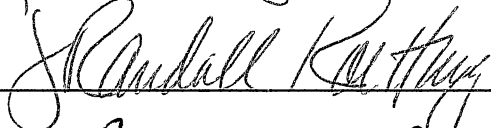
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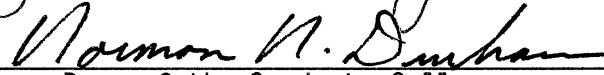


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ACKNOWLEDGMENTS

I would like to sincerely thank the following members of my doctoral committee for their assistance in this study: Dr. Gerald Bass, adviser of my dissertation, for his guidance, time, and belief in me; Dr. Kenneth St. Clair for his encouragement and words of wisdom; Dr. Kenneth Stern for his interest, concern, and recruiting efforts which brought me into the doctoral program; and Dr. Randall Koetting, for his willingness to serve on my committee and for providing challenging questions related to the study. The helpfulness of each committee member and others in the Department of Educational Administration has been greatly appreciated.

Special gratitude is expressed to Mr. Ralph Downs, Superintendent of Putnam City Schools; Dr. Lederle Scott; and Dr. Claude Nichols for their encouragement. Each of these educators stressed the importance of continuing my education and for that I am especially grateful.

I would also like to recognize my parents, Mr. and Mrs. Ervin L. Spaeth, for their support and confidence. Finally, special recognition is given to my family for their love and support. Without the patience and understanding of my wife, Cleda, and son, Eric, the completion of this work would have been neither possible nor meaningful.

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CHAPTER I

INTRODUCTION

Historians will likely report collective negotiations to be the most pervasive influence upon education during the 1960s and 1970s (Orlosky, McCleary, Shapiro, and Webb, 1984). While teacher associations learned to use collective bargaining as an effective tool to gain involvement in the determination of policy, procedure, and pay, an increasing number of public school principals have also collectively bargained with their boards and many believe that this trend will accelerate (Nasstrom and Pier, 1983).

There is little doubt that middle-management unionism in education is growing. Changes in the work life of supervisors, the politics of education, and the laws and practices in education make this development possible (Cooper, 1976, p. 203).

In 1976, Cooper found in over one half of the states, either laws which allowed for administrative bargaining or extra-legal agreements with school boards to permit such bargaining. The 1976 National Association of Secondary School Principals (NASSP) Status and Welfare Survey reported that only 3 out of every 10 principals were opposed to bargaining and that over one half were in favor of it. The American School Board Journal (1976a) conducted a survey in the same year, which found that 86% of the principals surveyed were in favor of state laws guaranteeing the right of principals to bargain directly with school boards.

Why is it that school principals have found it so necessary to form associations and to negotiate? There are several factors that are

relevant to the answer for this question. First, principals have witnessed the gains in salary and involvement accomplished through collective bargaining by teachers (Anderson, 1970).

The phenomenon of collective bargaining between school districts and teachers has placed the principal in an uneasy role of observer rather than participant. He is observing his own prerogatives as they are bargained away (American School Board Journal, 1976b, p. 34).

Principals have been placed in the situation of taking on more responsibilities with less authority (Barea, 1977). Collective bargaining with teachers has frequently resulted in what some principals call "giving the store away." Principals report that their management powers have been bargained away. They are often asked to enforce policies that they had little or no voice in developing.

This trend in teacher negotiations proceeded rapidly. Many school boards and superintendents simply were not prepared for negotiations and failed to include the principal in the decision-making process during negotiations with teachers (Anderson, 1970). This feeling of isolation was complicated by the increasing size of urban school districts and a bureaucracy that made shared decision-making extremely difficult (Cooper, 1976).

Herzberg's Motivation-Hygiene Theory (Herzberg, 1959) provided a framework to understand the diversity of needs of the school principal. The school principal, like other professional employees, has a need to avoid unpleasantness and negative conditions in the work environment. At the same time, the principal has a psychological need for professional growth and self-actualization. According to Herzberg, the adequacy of hygiene factors (company policy and administration, supervision, salary, interpersonal relations, and working conditions) can prevent job dissatisfaction. Herzberg referred to hygiene factors as "dissatisfiers"

because they describe man's relationship to his work environment and thus serve only to prevent job dissatisfaction. However, as teacher salaries were raised and more responsibilities were added to the principal's job description, job dissatisfaction for principals increased. In addition, as motivating factors (achievement, recognition, the work itself, responsibilities, and advancement) were limited by the lack of involvement in determining their own salaries, fringe benefits, and other conditions of employment, principals' job satisfaction was decreasing.

Professional employees and principals [need] to achieve higher order need satisfaction. When school boards voluntarily establish with principals the means for openly discussing and acting on relevant concerns, such as wages, it may enhance in principals a sense of professional recognition and esteem (Caldwell and Paul, 1983, p. 135).

Salmon (1978) contended that administrators feel more secure in their roles when they have a voice that impacts on the administrative team and the school district. Anderson (1970) reported that the increased use of team management was an attempt to include the principal in decision-making and thus avoid collective bargaining with middle-management.

Participative decision-making, another widely used term for team management, has increased in popularity and has been touted as an effective solution for organizations ailing from a lack of involvement. "Defined as a style of work in which superordinates and subordinates work together as equals rather than in a hierarchical arrangement, this decision-making style has a myriad of advantages" (Wood, 1984, p. 55). Increased participation in decision-making can result in higher levels of productivity, morale, and employee satisfaction. The team management concept has been endorsed by a number of organizations, including the American Association of School Administrators (AASA), the Association for

Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the National School Boards Association (NSBA) (Grindle, 1982).

Supporters of participative management assume that the overriding need of the worker is to be involved in decisions affecting that individual's work (Herzberg, 1982). Unfortunately, this involvement is often in name only. Many superintendents believe that their administration is based on the team management concept, but their own principals disagree (Barea, 1977). This viewpoint was supported by a Michigan principal who stated that "the superintendent makes a decision, reports it to the board as an administrative team decision, and that's the first time principals have ever heard of it" (American School Board Journal, 1976b, p. 27).

Superintendents attempting to utilize a participatory decision-making strategy in their organization have often failed to openly differentiate between participation and participatory decision-making. "Participation can be thought of in terms of a continuum reflecting several levels of actual involvement and influence of organizational members" (Wood, 1984, p. 60). Building upon the previous work of Vroom and Yetton (1973), Wood identified four administrative decision-making styles (autocratic, consultative, participatory, and delegative) and described levels of participation of each one. Superintendents using either an autocratic or consultative decision-making style might allow participation in the collection of data, but would retain the right to make the final decision. However, when using a participatory or delegative decision-making style, the superintendent either has committed to jointly making the decision with others or has delegated the responsibility entirely to others. Confusion and mistrust are often the result when administrators

create the false impression that others will be involved in the decision-making process.

Studies have indicated that participation is a significant factor in job satisfaction. Caldwell, Hertzog, Riddle, and Steinhart (1981) reported that the process through which salaries are determined, rather than the actual level of salary, may be more crucial in predicting job satisfaction. In a study of the private sector, Jenkins and Lawler (1981) concluded that employee participation in the development of pay plans leads to positive reactions by organizational members. Williams (1985) concluded that (1) principals who participated in collective bargaining have positive perceptions of their working conditions, (2) there was no significant difference in attitude between principals who participated in collective bargaining and those who were involved in "meet and discuss" groups, and (3) principals who participated in collective bargaining perceived that they enjoyed significant advantages over those who did not bargain.

Whether principals participated through collective bargaining, informal meet and discuss sessions, or team management, involvement in the determination of salary, fringe benefits, and other conditions of employment may be an essential element affecting their job satisfaction.

Purpose of the Study

There has been a national trend to include principals as an integral part of the school district management team. However, when it comes to the determination of salaries, fringe benefits, and other conditions of employment, participation by principals may be in name only. Principals may thus feel isolated from the superintendent and the school board. As principals seek alternatives to increase their level of participation,

two popular alternatives have been collective bargaining and meet and discuss sessions.

The purpose of this study was to identify the current and the preferred type of involvement of Oklahoma principals in the determination of their salaries, fringe benefits, and other conditions of employment. Additionally, principals were asked to describe their superintendents' decision-making styles and the style each principal would prefer. This information, including both current and preferred practices, was analyzed to determine if a relationship existed between the type of involvement by principals in the determination of salaries, fringe benefits, and other conditions of employment and their superintendents' decision-making styles.

Six research questions were developed to provide the researcher with necessary data to accomplish the stated purpose of the study:

1. How are Oklahoma principals currently involved in the determination of their salaries, fringe benefits, and other conditions of employment?
2. How would Oklahoma principals prefer to be involved in the determination of their salaries, fringe benefits, and other conditions of employment?
3. How do Oklahoma principals perceive their superintendents' decision-making styles?
4. Which decision-making style for the superintendent is most preferred by Oklahoma principals?
5. Is there a relationship between the perceived decision-making style of the superintendent and the current type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment?

6. Is there a relationship between the preferred decision-making style of the superintendent and the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment?

Significance of the Study

It is apparent that principals' involvement in the determination of their salaries, fringe benefits, and other conditions of employment is an essential element of job satisfaction. Promoting such participation through team management is one way that superintendents could attempt to maximize the talents of their administrators.

By understanding the current and the preferred types of involvement of Oklahoma principals, it might be possible to avoid negative results that could occur if principals become frustrated by a perceived lack of involvement. While it is possible to bargain collectively while not permanently dividing the management team, "it would appear that an adversary posture, once assumed in a conflict-laden negotiating contest, cannot easily be retracted" (Karlitz, 1979, p. 96). As Karlitz noted, principals who enter into negotiations may discover that collective bargaining can cause great separation of management, greater bureaucratic emphasis on roles, and less authority and discretionary power.

Limitations of the Study

This study was subject to the following limitations:

1. Implications of this study are applicable only to Oklahoma principals. An assumed regional bias regarding unionization may not reflect attitudes of principals in other areas of the United States or of those in other countries.

2. Principals serving in their first year in a school district were excluded since they would not have experienced salary negotiations with their current superintendent.

Definition of Terms

For the purposes of this study, terms which were important for its understanding are defined as follows:

Collective bargaining is the process by which an employer and members of an association or union representing employees negotiate various terms of employment. This term is used synonymously with collective negotiations.

Hygiene factor is Herzberg's (1959) term for the effects of company policy and administration, supervision, interpersonal relations, and working conditions. Hygiene factors can prevent job dissatisfaction, but cannot increase job satisfaction.

Job dissatisfaction is determined by an individual's perception of the presence or absence of hygiene factors associated with the work environment.

Job satisfaction is determined by an individual's perception of the presence or absence of motivating factors associated with the work itself.

Middle-management includes all building level administrators and excludes the superintendent and other central office staff members.

Motivating factors is Herzberg's (1959) term for the effects of achievement, recognition, the work itself, responsibility, and advancement. Motivating factors are related to an individual's need for growth and self-actualization. Their presence increases job satisfaction.

Participatory management is a leadership style of management that encourages the involvement of all administrators in the decision-making process.

Professional negotiations is a term used by the National Education Association (NEA) to differentiate between bargaining in the public sector and other collective bargaining by labor unions. Negotiating has become synonymous with collective bargaining.

Team management is a leadership style of administration that encourages the involvement of all administrators in the decision-making process. Team management is used synonymously with participatory management.

Summary

There is a trend toward the use of collective bargaining by public school principals. Reasons for this include the increased salary and involvement of teachers as a result of collective bargaining and the need for principals to protect their own interests by maintaining a role in the district's decision-making process. Herzberg's (1959) Motivation-Hygiene Theory supports the concept of need satisfaction.

The purpose of this study was to establish the current types of involvement by Oklahoma principals in determining their salaries, fringe benefits, and other conditions of employment and to examine their preferences for such involvement. The perceived decision-making style of the superintendent was also determined, as well as the principal's preference of the superintendent's style. An effort was made to determine if a relationship exists between the types of involvement of principals and the superintendents' decision-making styles.

CHAPTER II

REVIEW OF THE LITERATURE

Collective Bargaining in Education

During the last two decades educators have become increasingly familiar with collective bargaining. In order to fully comprehend the impact of negotiations on education it is important to know its history. The Guide to American Law (1983) contains the following definitions of bargaining:

The process by which an employer and members of a labor union representing employees negotiate various terms of employment. Collective bargaining is governed solely by the National Labor Relations Act (29 U.S.C.A., 151 et seq. [1935]), which safeguards the right of employees to select their own bargaining representative. In addition, it mandates good faith bargaining by every union and employer in order to reach accord. The function of methodical and orderly collective bargaining is to facilitate the acceptance of an agreement by both sides in regard to such issues as wages, hours, and employment conditions. Although the law does not dictate that an agreement be concluded, it constructs standards for fair and honest negotiations (p. 74).

While the right to organize and collectively bargain was provided to employees of the private sector by the National Labor Relations Act of 1935, Congress excluded from this act the United States, as an employer, and all government-owned corporations, the states, and their subdivisions (Gee and Sperry, 1978). Public employees, including teachers, were thus denied the rights provided by the National Labor Relations Act. There are therefore only three methods through which public employees are allowed to bargain formally with governmental employers: (1) state

attorney general rulings and favorable judicial decisions; (2) voluntary, extra-legal arrangements between employer and employees; and (3) express statutory authorization (Chanin and Wollett, 1970).

An examination of relevant court cases indicates that teachers have long been concerned about working conditions and often have considered the strength of teacher associations to be an appropriate solution. In People ex rel Fursman v. City of Chicago (1917), the Chicago Board of Education was taken to court for requiring teachers to sign a document which was intended to prohibit them from joining a union or an association. Teachers who violated this agreement were to be dismissed. Agreements such as this were commonly referred to as "yellow-dog contracts." The court stated that the board had absolute rights to decline employment or re-employment to any applicant for whatever reasons, or for no reason at all. The board was responsible for its actions only to those whom they were elected to represent. The court therefore held that the board had the authority to deny teachers the right to organize (Fisher and Schimmel, 1973).

As late as 1964, the case of Wichita Public School Employees Union v. Smith showed that the court continued to rule that collective bargaining for public employees was not a right protected by law.

The entire matter of qualifications, tenure, compensation and working conditions for any public employee involves the exercise by or through legislative fiat. Under our form of government, public office or public employment cannot become a matter of collective bargaining and contract (Wichita Public School Employees Union v. Smith, 397 P. 2nd 357).

Court interpretation of the law, however, changed as society changed. The 1960s and 1970s were marked by an increased attention to union membership in education. In McLaughlin v. Tilendis (1968), the court held that teachers have the constitutional right of free

association and that unjustified interference with teachers' rights to association violates the Due Process clause of the Fourteenth Amendment. The court's finding reflected the growing acceptance of unions and organizations in all areas of work. In Indianapolis Education Association v. Lewallen, the U.S. Court of Appeals stated that "there is no question that the right of teachers to associate for the purpose of collective bargaining is a right protected by the First and Fourteenth Amendment" (U.S. Court of Appeals, 7th circuit, 13 August 1969). By the late 1970s, well over half the states had passed statutes which were closely modeled after the National Labor Relations Act and which gave teachers the right of collective bargaining.

Herzberg's Motivation-Hygiene Theory

Why has it been necessary for professional educators to organize for the purpose of collective bargaining? What basic needs are educators trying to satisfy through negotiations? An examination of the work of Herzberg (1959), a behavioral scientist, supplied a theoretical basis for the answers to these questions. Herzberg's research was an attempt to understand the motivation of people in their jobs. In order to do this, he first examined the nature of man.

In The Motivation to Work, Herzberg (1959) reported a study in which he proposed that humans have two sets of basic needs. He described the first set as animal needs, which relate to the environment. Humans, like other animals, must be able to survive their environment. The other set of needs are distinctive human needs, which relate to the tasks with which they are uniquely involved. Those tasks separate humans from other animals and are possible because of their advanced levels of reasoning.

Herzberg further explained this duality of human nature in Work and the Nature of Man (1966). He described the animal needs by stating that the human animal spends a lifetime seeking to avoid the loss of life, hunger, and pain. "The human being is conscious of his own consciousness, and so he remembers past pain, he experiences present pain and he anticipates future pain" (Herzberg, 1966, p. 50). However, man is different from animals and has a second set of basic needs that Herzberg called distinctive human needs. Herzberg stated that "man is not entirely predetermined or limited in his choices by biological laws; he is a determiner himself" (p. 50). Humans are compelled to realize their own potential by continuous psychological growth. "Man has behavioral circuits that operate beyond the mechanisms he needs for survival. It is this surplus potentiality that engenders a separate and unique force in the motivation of the human" (p. 51).

Herzberg (1959) designed a study to test the concept that humans have two basic sets of needs. In Pittsburgh, he interviewed 200 engineers and accountants who represented a cross-section of professionals in industry. The subjects were asked to describe work-related experiences that resulted in either a marked increase in job satisfaction or a marked decrease in job satisfaction. These experiences were discussed in order to discover why they had produced the positive or negative feelings about work (Herzberg (1959).

Five factors were identified as relating to an increase in job satisfaction. They were achievement, recognition, the work itself, responsibility, and advancement. The last three were of greater significance when considering longer lasting changes of attitudes. These job satisfying factors "were named the motivators, since other findings of the study suggest that they are effective in motivating the individual to superior

performance and effort" (Herzberg, 1966, p. 74). The factors that were associated with job dissatisfaction were company policy and administration, supervision, salary, interpersonal relations, and working conditions. All of these factors consistently produced short-term changes in job attitudes.

Since the dissatisfier factors essentially describe the environment and serve primarily to prevent job dissatisfaction while having little effect on positive job attitudes, they have been named the hygiene factors. This is an analogy to the medical use of the term meaning 'preventative and environmental' (p. 74).

Herzberg's study thus indicated that industry has a need for a two-dimensional need structure. One structure should address the human animal need to avoid pain and unpleasantness and focus on the hygiene factors. The other structure should address the human need for personal growth, the motivating factors.

Herzberg's motivation-hygiene theory provides a basis for understanding the increase in professional negotiations for educators. Like most industries, education has failed to properly address the hygiene needs of its employees. Teachers and principals had to organize and collectively bargain to find relief for their dissatisfaction with company policy and administration, supervision, salary, interpersonal relations, and working conditions. Herzberg's study also suggested that changes or improvements in these areas have a short-term effect and therefore demand constant attention.

While negotiations have had a significant impact on the hygiene factors, it has not produced significant results in regards to the motivating factors (Anderson, 1970). Principals, like teachers, have entered into negotiations in attempts to satisfy both hygiene and motivation needs.

Although economic and welfare results gained through collective bargaining might reduce the immediate level of dissatisfaction among principals, particularly in those situations in which they have not been well treated financially or have not been included in policy formulation, they will not satisfy the motivation factors related to job satisfaction (Anderson, 1970, p. 172).

Collective bargaining practices in education have been borrowed from the labor industry. Leaders of the labor unions assumed that there is a basic conflict of interest between labor and management (Anderson, 1970). Negotiations in education have also been characterized by conflicts over power. These conflicts have tended to divide forces rather than strengthen relationships and working conditions.

Working relationships of this type [adversarial] will destroy the higher motivating factors which grow out of a sense of satisfaction based on doing one's job well and gaining appropriate recognition by one's peers and other people within the organization for a job well done (Anderson, 1970, p. 172).

In other words, the process of negotiations itself may tend to reduce the possibilities for increasing job satisfaction. The motivating factors that Herzberg's (1959, 1966) studies indicated would increase job satisfaction depend on a positive relationship with one's peers and supervisors. Therefore, while it has been documented that collective bargaining can help to eliminate job dissatisfaction in the short-term, collective bargaining may prevent longer lasting increases in job satisfaction (Anderson, 1970). Collective bargaining has produced short-term gains but often has the negative side-effect of dividing the work force.

Participatory Management

Participatory management or team management, an alternative to collective bargaining, promises greater possibilities for providing benefits on a long-term basis.

A team management approach, properly applied, can resolve the welfare problems of the principal as well as create cooperative and effective working relationships among administrators which will produce greater job satisfaction to all concerned when viewed on a long-term basis (Anderson, 1970, p. 173).

Participatory management is a management style based on teamwork rather than on a hierarchical structure. The superintendent adopts an organizational structure that is characterized by open communication and a commitment by all administrators to work together towards the goals of the school district (Wood, 1984).

Grindle (1982) identified four important functions that are central to the concept of team management: leadership, communication, decision making, and the exercise of shared power and authority. Leadership is vital and the superintendent must totally endorse participatory management and create a structure for its implementation.

Administrative team management is neither an informal social group, nor an 'inner circle' without status. Rather, it is a group recognized by the board of education and the superintendent of schools as part of the formal administrative structure of the schools (Grindle, 1982, p. 29).

Open communication is a positive factor in participatory management (Grindle, 1982). Ideas can flow freely and do not have to follow a chain of command. Education has become increasingly complex and input from others enhances the possibility of making sound decisions. Such research has indicated that open communication in schools contributes to a greater acceptance of change.

Involvement in decision making is also essential to participatory management. The increased interest in school curriculum and budgets by citizens and educators alike has caused superintendents to involve others in decisions which were once considered management prerogative. It is important that this involvement be genuine or it could adversely affect the management team. However, "when principals and central office

personnel are given the opportunity to participate in important decision making, their feelings about relationships are significantly improved" (Grindle, 1982, p. 31).

Sharing power and authority is yet another characteristic of participatory management. According to Grindle (1982), this aspect of participatory management is perhaps the most threatening to superintendents. It is important to remember that power is not lost, it is shared.

Administrative team management is a democratically oriented process of governing school systems and as such it has the potential for at least partially redefining the role of the school administrator. The team approach to operating a school system can alter the administrator's role in such areas as fiscal affairs, information processing, decision making, and communicating. Administrative team management allows the role of the administrator to be shaped so that he can share power and responsibility in these areas with other administrators and teachers in a nonthreatening way (Grindle, 1982, p. 30).

As the increase in union activity in education may be an indicator that educators are determined to have a voice in decision making, participatory management may allow a superintendent to plan for the involvement of others rather than to react to such involvement through negotiations.

While participatory management is reported to be theoretically sound, it is not a panacea. According to Salmon (1972, p. 3), "it's easier to profess faith in the concept than to make it really work." Among the problems practitioners have faced is the tendency for principals to feel cut off, or isolated, from the central office operations. Leaders of large school districts find that it is often inefficient and time consuming to consult other administrators in situations that require quick decisions due to political or community pressures. When this occurs, principals may perceive that they are involved in name only.

Wood (1984) cited additional problems with participatory management. One problem was the limited degree of influence others actually have. If

group members do not believe that they have truly influenced the final decision, they lack a sense of satisfaction and may be even less committed than if they had not been involved at all. Another tendency that handicaps participatory management is labeled by Wood as "strain toward convergence." This phenomenon focuses on the tendency of groups to go along with others rather than to voice their true opinions and possibly encounter conflict. Still another problem that prevents participatory management from being fully implemented is differences in actions and beliefs.

[Administrators] embrace and wholeheartedly endorse the idea of participation; however, they experience a great deal of difficulty behaving in ways which encourage their subordinates to participate actively in the decision-making process (Wood, 1984, p. 458).

Perhaps the greatest problem facing the successful implementation of participatory management is the misconception regarding levels of participation.

People tend to believe participation and participatory decision making are synonymous. Viewing participation in terms of a dichotomy between involvement and noninvolvement, they believe participation is an either-or proposition: either subordinates participate in decision making or they do not (Wood, 1984, p. 60).

Wood modified the information from Vroom and Yetton's 1973 research on participatory decision making. She suggested that administrators allow participation in decision making in terms of a continuum rather than an either-or dichotomy. Four levels of participation were thus identified:

1. **AUTOCRATIC DECISION MAKING:** superordinate makes the decision.
2. **CONSULTATIVE DECISION MAKING:** prior to making a decision, the superordinate seeks information or ideas and suggestions from subordinates.
3. **PARTICIPATORY DECISION MAKING:** the superordinate and subordinates share and analyze problems together, generate and evaluate alternatives, and attempt to reach agreement (consensus) on decisions. Joint decision making occurs as

influence over the final choice is, in principle, shared equally, with no distinction between superordinates and subordinates.

4. DELEGATIVE DECISION MAKING: after providing relevant information, the superordinate gives subordinates complete control to make the decision (Wood, 1984, p. 61).

When employees are not certain of their level of participation, or when their participation is only an illusion, dissatisfaction and mistrust are the inevitable result.

Wood (1984) also provided strategies to help improve the effectiveness of participatory management. First, it is important for subordinates to understand the decision-making style of the administrator. Second, administrators must have faith that their employees can positively contribute to the decision-making process. Next, participatory management needs to occur at all levels and become a district-wide philosophy. Finally, training should be focused on the development of skills needed to participate effectively.

It must be noted that participatory management is not a new concept. While based upon the theories of Herzberg, McGregor, Maslow, and other western management theorists, participative management in American industry has also been influenced by the Japanese. In the 1950s, the Japanese turned to American experts in quality control, such as W. E. Deming and Joseph Juran, to rebuild their economy (Torrance, 1980). Quality Circles, a participatory management strategy, was one tool which helped the Japanese to become world leaders in technology. In 1961, Kaoru Ishikawa, an engineering professor at Tokyo University, suggested that small groups of workers be formed to address problems related to quality control in their work areas. From this beginning, Quality Circles has influenced management worldwide, including the idea of participatory management, which has also been associated with improving quality and productivity.

Theory Z management, an alternative to McGregor's Theory X and Theory Y, is another example of participatory management (Ouchi, 1982). Ouchi, a professor of management at the University of California at Los Angeles, coined the term Theory Z and has argued that Theory Z is not so much about the leadership style of an individual as it is about the culture of the organization and the way the organization is structured.

The task of an administrator is to create an organizational setting in which you can, indeed, be assured that there is a sufficient sharing of organizational and educational objectives and values, that you can trust people to apply good judgement, and therefore can permit them to make their own decision (Ouchi, 1982, p. 55).

The Vroom-Yetton Decision Process Model

Early studies on leadership were rooted in psychology. Researchers examined personality traits and qualities of leadership to determine which traits were universal to leadership. However, the results of this early research were inconclusive. The next phase of research concentrated its efforts on discovering effective leadership behaviors or styles. Again, researchers failed to find a single leadership style that proved to be effective in the various organizational settings.

While the earlier research on leadership failed to consider the impact of the situation or setting on effective decision making, the next generation of researchers, such as Fiedler (1967), Hersey and Blanchard (1977), House (1971), and Vroom and Yetton (1973) have all recognized that "leader effectiveness is a function of an appropriate matching of leader behavior and/or attributes and explicitly defined situational variables" (Vroom, 1983, p. 374). The work of these researchers has been appropriately labeled as contingency theories, since they recognize that the leader's actions and/or attributes are contingent upon the situation.

The decision-making styles employed by the administrator thus depend upon the nature of the problem, the characteristics of the employees, and the level of concern employees have regarding the problem.

The Vroom-Yetton Decision Process Model was designed to aid administrators in determining the appropriate decision process based upon the situation. The model included a taxonomy of decision processes which takes into account the nature of the decision and the social context in which the decision occurs.

- AI You solve the problem or make the decision yourself using the information available to you at the present time.
- AII You obtain any necessary information from subordinates, then decide on a solution to the problem yourself. You may or may not tell subordinates the purpose of your questions or give information about the problem or decision you are working on. The input provided by them is clearly in response to your request for specific information. They do not play a role in the definition of the problem or in generating or evaluating alternative solutions.
- CI You share the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision. This decision may or may not reflect your subordinates' influence.
- CII You share the problem with your subordinates in a group meeting. In this meeting you obtain their ideas and suggestions. Then, you make the decision, which may or may not reflect your subordinates' influence.
- GII You share the problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of chairman, coordinating the discussion, keeping it focused on the problem, and making sure that the critical issues are discussed. You can provide the group with information or ideas that you have but you do not try to 'press' them to adopt 'your' solutions and are willing to accept and implement any solution that has the support of the entire group (Vroom and Jago, 1978, p. 152).

In order to determine the appropriate decision process, the leader must diagnose the nature of the problem by responding to questions that

specify one or more decision processes. These questions "utilize a set of decision rules which act to eliminate processes deemed likely to risk either decision quality or the acceptance of the decision by subordinates" (Vroom, 1983, p. 380).

The rules are of two different types. The first three rules are intended to protect the quality of the resulting decision by eliminating methods with a substantial probability of resulting in decisions that are technically unsound. The remaining four rules are intended to protect the acceptance of decisions by subordinates, eliminating methods that have a substantial probability of proving ineffective due to the resistance of subordinates or the lack of needed support from them during implementation (Vroom and Jago, 1978, p. 151).

To verify their assumptions, Vroom and Yetton (1973) interviewed managers about problems they had experienced in their work. Each manager was asked to determine the nature of the problem and to select the appropriate decision process that was used. Next they were asked to evaluate, on a seven-point scale, the effectiveness, the technical quality, and the degree of subordinate acceptance of the decision process. Vroom and Yetton hypothesized that decisions that violated one or more of the rules underlying the model would be evaluated as less effective than those that did not violate one or more of the rules. While the results appeared to support their hypothesis, the findings were not statistically significant.

The findings of Vroom and Yetton's 1973 study supported the concept that participatory decision making is more likely to be viewed as successful. The two most participatory decision processes, GII and CII, were significantly more successful than the more autocratic processes. This study suggested that, while no one model for decision making will be a perfect indicator for making successful decisions, the use of a model that considers the situation and the need of others to be involved will improve the chances of making effective decisions.

Summary

The purpose of this study was to examine the current and the preferred type of involvement of principals in the determination of their salaries, fringe benefits, and other conditions of employment. It was important to understand the key issues that contribute to the principals' need for such involvement.

The fact that teachers have paved the way for other groups in education is significant. Negotiations have proven to be a viable method to increase involvement. Herzberg's Motivation-Hygiene Theory supported the concept that principals have needs that must be satisfied if they are to be positive contributors to the system. The use of participatory management encourages involvement and therefore satisfies the needs of the principals and the district simultaneously. The Vroom-Yetton model for decision making indicated that participatory decision making is viewed as more successful than more autocratic processes.

The need of principals to be involved in issues relating to their salaries, fringe benefits, and other conditions of employment is important to their job satisfaction. If principals are to be effective leaders of schools, they need to feel that they are integral parts of the system and not isolated entities.

CHAPTER III

METHOD AND PROCEDURES

The purpose of this study was to identify the current and the preferred type of involvement of Oklahoma principals in the determination of their salaries, fringe benefits, and other conditions of employment. Additionally, principals were asked to describe their superintendents' decision-making styles as well as the styles they would prefer. This information, including both current and preferred practices, was analyzed to determine if a relationship existed between the type of involvement in the determination of salaries, fringe benefits, and other conditions of employment and the decision-making styles of the principals' superintendents.

Six research questions were developed to provide a focus for the collection of data necessary to accomplish the stated purpose of the study.

1. How are Oklahoma principals currently involved in the determination of their salaries, fringe benefits, and other conditions of employment?

2. How would Oklahoma principals prefer to be involved in the determination of their salaries, fringe benefits, and other conditions of employment?

3. How do Oklahoma principals perceive their superintendents' decision-making styles?

4. Which decision-making style for the superintendents is most preferred by Oklahoma principals?

5. Is there a relationship between the perceived decision-making styles of the superintendents and the current type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment?

6. Is there a relationship between the preferred decision-making styles of the superintendents and the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment?

In order to find answers to these research questions, data were collected from 322 principals in Oklahoma. This chapter includes a description of the sample, the instrumentation, and the collection and analysis of the data.

Sample

A random sample of 322 principals was drawn from the population of 1,608 principals of independent school districts listed in the 1989-90 Oklahoma Educational Directory issued by the Oklahoma State Department of Education. A table of random numbers was used to minimize sampling error (Gay, 1981).

In Oklahoma, school districts are categorized as being either independent or dependent. Independent school districts provide for an education through the 12th grade and are governed by a local school board and administered by a school superintendent. Dependent school districts, which provide for an education only through the eighth grade, are governed by a local school board and administered by a school principal. Principals of dependent school districts were excluded from the study

because they report directly to their school boards and would thus not participate in salary negotiations in the same manner as the middle-level management principals in the independent districts. While an analysis of the involvement of dependent school principals in the determination of their salaries, fringe benefits, and other conditions of employment would be of interest, the 153 dependent school principals represented only 9% of the total population of principals in Oklahoma and their unique situation was not representative of the total population.

The principals selected were then screened to ascertain that this was not their first year in the district. This was to assure that subjects would be able to answer questions regarding their involvement in salary negotiations with their superintendent. This process was accomplished by comparing the 1989-90 directory with the previous year's directory. Principals who were serving their first year in the district were excluded and additional subjects were randomly selected as replacements.

Instrumentation

For this study, the necessary data were gathered through the use of a questionnaire. The survey instrument, designed by the researcher, contained questions that were pertinent to demographics: principals' involvement in the determination of their salaries, fringe benefits, and other conditions of employment; and principals' perceptions of their superintendents' decision-making styles.

After the questionnaire had been drafted, it was reviewed by professionals highly involved in salary negotiations. Recommendations were also provided by the doctoral committee and other professors of educational administration. After the instrument had been revised, it was

piloted. Eight principals who were not a part of the sample were asked to complete the questionnaire and to provide suggestions regarding the validity of the questions. The instrument was again revised to incorporate their recommendations.

The survey consisted of 20 questions (see Appendix). The first section contained demographic questions, including school level, gender, age, years of experience as a principal (total years, years in the district, and years at the current assignment), population of the district and the school, type of community, and region of the state. The second section of the survey concerned the principals' current involvement in the determination of their salaries, fringe benefits, and other conditions of employment and the preferred involvement in this area. In the third section, the principals were asked to read a list of decision-making styles and to select the one category which best described the overall decision-making style of each principal's own superintendent. These four styles of decision-making are autocratic, consultative, participatory, and delegative. These styles, modified by Wood (1984), are based on research of decision-making and leadership conducted by Vroom and Yetton (1973). The principals were also asked to indicate their preferences regarding the decision-making style of their superintendents.

Principals were then given the opportunity to comment on what they would like to change regarding their involvement in the determination of their salaries, fringe benefits, and other conditions of employment and were asked what forces or barriers kept them from implementing these changes. Finally, principals were asked if the teachers in their districts negotiated and, if so, whether they perceived that the teachers had gained significantly from such negotiations.

Collection of Data

As noted above, the sample of 322 principals was randomly selected from the population of 1,608 principals in independent school districts in Oklahoma. After the subjects were selected, they were mailed a questionnaire on October 15, 1989 (see Appendix). This time was chosen to avoid or at least minimize the possibility of principals being involved in issues regarding collective bargaining, since Oklahoma school law requires that negotiations be completed on or before the first day of school. Exceptions to this would be in school districts in which an impasse had been declared.

Attached to the three-page questionnaire was a cover letter explaining that subjects had been randomly selected to participate in a study concerning principals' involvement in the determination of their salaries, fringe benefits, and other conditions of employment. Specific instructions were provided for the completion and prompt return of the instrument. Subjects were assured that their responses would be kept confidential. Self-addressed, stamped envelopes were coded so that follow-up letters could be mailed to those who failed to respond.

By November 5, 57% of the subjects had responded to the survey. A duplicate questionnaire was mailed to those principals who had failed to respond. Attached to the duplicate questionnaire was a short letter asking for their participation in the study. By November 25th, 235 principals had responded to the survey. This represented a response rate of 73%.

Data Analysis

The data analysis involved the use of descriptive and Chi-Square

statistics. Descriptive statistics were applied to the data from the responses to the 20 questions on the survey in order to provide answers to research questions one through four. The Pearson Chi-Square test of independence was used to determine the possibility of a relationship as stated in research questions five and six. A two-way contingency table was constructed for each of these two research questions and the level of significance was set at .10. The following hypotheses were thus tested:

Hypothesis 1. The decision-making style of the superintendent is unrelated to the type of involvement of the principal in the determination of salaries, fringe benefits, and other conditions of employment.

Alternative Hypothesis 1. There is a relationship between the decision-making style of the superintendent and the type of involvement of the principal in the determination of salaries, fringe benefits, and other conditions of employment.

Hypothesis 2. The preferred decision-making style for the superintendent is unrelated to the preferred type of involvement by principals in the determination of salaries, fringe benefits, and other conditions of employment.

Alternative Hypothesis 2. There is a relationship between the preferred decision-making style for the superintendent and the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment.

The use of a non-parametric procedure such as the Chi-Square is not as powerful as a parametric test, but it allows the researcher to analyze data that are nominal and categorical (Galfo, 1975). The large sample size of 322 principals was used to minimize the chances of making a type II error (Mason and Bramble, 1978).

Summary

The steps involved in the study included the identification of the population and the random selection of a sample, the construction and pilot testing of the survey instrument, the collection of data, and the analysis of the data. While 322 principals (20% of the population) received the questionnaire, the original mailing and subsequent follow-up resulted in a response rate of 73%. Descriptive statistics and the Chi-Square test of independence were utilized in the analysis.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to provide a description and an analysis of the data collected from the questionnaire. This instrument was designed to ascertain the level of involvement of Oklahoma principals in the determination of their own salaries, fringe benefits, and other conditions of employment. Demographic data were also collected from the survey. The presentation and analysis of the data are organized by the six research questions proposed in Chapter I.

Demographic Data

The respondents to the questionnaire were randomly selected principals of independent school districts. Of the 322 principals in the sample, 235 responded to the survey. A 73% response rate was thus established.

Data regarding the respondents' gender, age, assignment, total years of experience as a principal, total years of experience as a principal in the district, total years of experience at their current assignment, district enrollment, type of community, and the region of the state were collected for the study. These data are presented in Table I.

A comparison of the respondents to the actual population indicated that they were somewhat representative. The respondents consisted of 54% elementary principals and 46% secondary principals, compared to the 53%

TABLE I
DEMOGRAPHIC DATA FOR RESPONDENTS

Variable	Description	Respondents		Mean
		Number	Percentage	
Level of school	Elementary	127	54.0%	--
	Secondary	108	46.0%	--
Gender	Male	185	78.7%	--
	Female	50	21.3%	--
Age		235	--	45.9
Years of experience	As principal	--	--	11.5
	In district	--	--	10.2
	In current assignment	--	--	8.2
Type of community	Rural	130	55.3%	--
	Urban	42	17.9%	--
	Suburban	63	26.8%	--
Region of state	Northeast	60	25.5%	--
	Northwest	23	9.8%	--
	Central	84	35.7%	--
	Southeast	33	14.0%	--
	Southwest	35	14.9%	--
District enrollment	Less than 1,000	92	39.6%	--
	1,000 to 10,000	84	35.7%	--
	Over 10,000	59	24.7%	--

of elementary principals and 47% of secondary principals in the actual population. While 69% of the respondent elementary principals were male, the actual population of elementary principals consisted of 72% male and 28% female. Likewise, 94% of the respondent secondary principals were male, in close correlation with the actual population of male (95%) and female (5%) secondary principals. The information regarding the actual population was provided by Dr. Bill Osborne, Director of Project L.E.A.D. (Leadership in Education Administration Development) of the Oklahoma State Department of Education. Information pertaining to the age and years of experience as a principal was not available to make such comparisons. The representation of principals from schools of various types of communities, regions of the state, and district enrollments was assumed to be proportional, due to the size and proximity of the sample and the actual population in regards to level of school and gender.

Research Questions

Current Involvement

Research question one focused on the manner in which Oklahoma principals are currently involved in the determination of their salaries, fringe benefits, and other conditions of employment. As noted in Table II, the data indicated that nearly half (44.7%) of the respondents reported that they had no involvement in such determination. Of the 6.4% who selected "other," the types of involvement included the following: principals' salaries were indexed to teachers' salaries, principals' salaries were determined based on the percentage of the raise agreed to in negotiations with teachers, salary discussions were handled by a district planning committee, and principals discussed salary directly with

the school board. Only four principals (1.7%) reported that they engaged in formal negotiations.

TABLE II
CURRENT INVOLVEMENT OF PRINCIPALS IN THE DETER-
MINATION OF SALARIES, FRINGE BENEFITS, AND
OTHER CONDITIONS OF EMPLOYMENT

Type of Involvement	Respondents	
	Number	Percentage
No involvement	105	44.7%
Meet individually with superintendent	73	31.1%
Meet and discuss	38	16.2%
Formal negotiations	4	1.7%
Other	<u>15</u>	<u>6.4%</u>
Totals	235	100.1%

A comparison of the actual involvement of male and female principals in the determination of their salaries, fringe benefits, and other conditions of employment indicated that there were differences in two categories (Table III). Fewer female principals (24.0%) met individually with their superintendents to discuss salary than did male principals (33.0%). While more female principals (24.0%) participated in meet and discuss groups than did their male counterparts (14.1%), none of the females were engaged in formal negotiations.

TABLE III
CURRENT INVOLVEMENT OF PRINCIPALS, BY GENDER

Type of Involvement	Percentage of Respondents		
	Male (n=185)	Female (n=50)	Total (n=235)
No involvement	45.4%	42.0%	44.7%
Meet individually with superintendent	33.0%	24.0%	31.1%
Meet and discuss	14.1%	24.0%	16.2%
Formal negotiations	2.2%	0.0%	1.7%
Other	<u>5.4%</u>	<u>10.0%</u>	<u>6.4%</u>
Totals	100.1%	100.0%	100.1%

As noted in Table IV, fewer elementary principals met individually with the superintendent to discuss salary than did secondary principals. However, more elementary principals participated in the more formal meet and discuss salary sessions and in formal negotiations than did secondary principals.

Table V provides data which indicate that, when considering the type of community in which the school is located, several differences existed in the actual involvement of principals in the determination of salaries, fringe benefits, and other conditions of employment. Principals of schools located in rural communities were much more likely to report that they met individually with the superintendent, but participated much less in meet and discuss sessions. Over 50% of the principals of urban schools reported being engaged in some form of formalized involvement,

TABLE IV
CURRENT INVOLVEMENT OF PRINCIPALS,
BY LEVEL OF SCHOOL

Type of Involvement	Percentage of Respondents		
	Elementary (n=127)	Secondary (n=108)	Total (n=235)
No involvement	41.7%	48.1%	44.7%
Meet individually with superintendent	24.4%	38.9%	31.1%
Meet and discuss	23.6%	7.4%	16.2%
Formal negotiations	3.1%	0.0%	1.7%
Other	<u>7.1%</u>	<u>5.6%</u>	<u>6.4%</u>
Totals	99.9%	100.0%	100.1%

TABLE V
CURRENT INVOLVEMENT OF PRINCIPALS,
BY TYPE OF COMMUNITY

Type of Involvement	Percentage of Respondents			
	Rural (n=130)	Urban (n=42)	Suburban (n=63)	Total (n=235)
No involvement	42.3%	31.0%	58.7%	44.7%
Meet individually with superintendent	47.7%	4.8%	14.3%	31.1%
Meet and discuss	3.1%	47.6%	22.2%	16.2%
Formal negotiations	1.5%	4.8%	0.0%	1.7%
Other	<u>5.4%</u>	<u>11.9%</u>	<u>4.8%</u>	<u>6.4%</u>
Totals	100.0%	100.1%	100.0%	100.1%

through meet and discuss (47.6%) or formal negotiations (4.8%). Principals of schools located in the suburbs indicated that a larger percentage (58.7%) had no involvement. None of the respondents from suburban schools were involved in formal negotiations.

As shown in Table VI, regional differences are apparent in the actual involvement of principals in the determination of their salaries, fringe benefits, and other conditions of employment. Principals of schools located in central Oklahoma met less often with their superintendents to discuss salary issues than did those of other regions. While those principals were more likely to have no involvement, they were also more likely to be involved in meet and discuss sessions. Also, there were considerable differences noted in the percentage of principals who participated in meet and discuss sessions. Principals in northwest Oklahoma were least likely to report that type of involvement (4.3%), while principals in central Oklahoma reported the greatest use of meet and discuss sessions (26.2%). Formal negotiation was reported only by principals in eastern Oklahoma.

When considering district enrollment, as the data in Table VII indicate, more than half (53.8%) of the small district principals met individually with the superintendent to discuss salary issues, while this type of involvement was not reported by any of the principals of the largest districts. Conversely, only a few principals of small districts (1.1%) participated in meet and discuss sessions, compared to half of the principals of the largest districts.

As shown in Table VIII, there were no apparent major differences in the actual involvement of principals in salary discussions when considering years of experience as a principal.

TABLE VI
CURRENT INVOLVEMENT OF PRINCIPALS, BY REGION

Type of Involvement	Percentage of Respondents					
	N.E. (n=60)	S.E. (n=33)	Central (n=84)	N.W. (n=23)	S.W. (n=35)	Total (n=235)
No involvement	46.7%	39.4%	50.0%	39.1%	37.1%	44.7%
Meet individually with superintendent	33.3%	39.4%	19.0%	43.5%	40.0%	31.1%
Meet and discuss	10.0%	9.1%	26.2%	4.3%	17.1%	16.2%
Formal negotiations	5.0%	3.0%	0.0%	0.0%	0.0%	1.7%
Other	<u>5.0%</u>	<u>9.1%</u>	<u>4.8%</u>	<u>13.0%</u>	<u>5.7%</u>	<u>6.4%</u>
Totals	100.0%	100.0%	100.0%	99.9%	99.9%	100.1%

TABLE VII
CURRENT INVOLVEMENT OF PRINCIPALS,
BY DISTRICT ENROLLMENT

Type of Involvement	Percentage of Respondents			Total (n=235)
	Less Than 1,000 (n=90)	1,000 - 10,000 (n=85)	More Than 10,000 (n=60)	
No involvement	40.9%	51.2%	41.4%	44.7%
Meet individually with superintendent	53.8%	27.4%	0.0%	31.1%
Meet and discuss	1.1%	9.5%	50.0%	16.2%
Formal negotiations	1.1%	1.2%	3.5%	1.7%
Other	<u>3.2%</u>	<u>10.7%</u>	<u>5.2%</u>	<u>6.4%</u>
Totals	100.1%	100.0%	100.1%	100.1%

TABLE VIII
CURRENT INVOLVEMENT OF PRINCIPALS,
BY YEARS OF EXPERIENCE

Type of Involvement	Percentage of Respondents		
	11 Years and Less (n=131)	Over 11 Years (n=104)	Total (n=235)
No involvement	47.3%	41.4%	44.7%
Meet individually with superintendent	32.1%	29.9%	31.1%
Meet and discuss	13.0%	20.2%	16.2%
Formal negotiations	3.1%	0.0%	1.7%
Other	<u>4.6%</u>	<u>8.7%</u>	<u>6.4%</u>
Totals	100.1%	100.2%	100.1%

Provided in Table IX are data to compare the types of involvement of principals in districts that have formal negotiations with teachers and those that do not. Principals in districts that did not negotiate with teachers were much more likely to meet individually with the superintendent, while principals of districts that did have formal negotiations with teachers were much more likely to meet and discuss or to engage in formal negotiations.

Preferred Involvement

Research question two focused on the manner in which Oklahoma principals would prefer to be involved in the determination of their salaries, fringe benefits, and other conditions of employment. Table X shows

TABLE IX
CURRENT INVOLVEMENT OF PRINCIPALS,
BY TEACHER NEGOTIATION STATUS

Type of Involvement	Percentage of Respondents		
	Negotiations (n=125)	No Negotiations (n=110)	Total (n=135)
No involvement	45.6%	43.6%	44.7%
Meet individually with superintendent	20.0%	43.6%	31.1%
Meet and discuss	25.6%	5.5%	16.2%
Formal negotiations	2.4%	0.0%	1.7%
Other	<u>6.4%</u>	<u>6.4%</u>	<u>6.4%</u>
Totals	100.0%	99.1%	100.1%

TABLE X
PREFERRED INVOLVEMENT OF PRINCIPALS IN THE
DETERMINATION OF SALARIES, FRINGE
BENEFITS, AND OTHER CONDITIONS
OF EMPLOYMENT

Type of Involvement	Respondents	
	Number	Percentage
No involvement	14	6.0%
Meet individually with superintendent	112	47.7%
Meet and discuss	59	25.1%
Formal negotiations	31	13.2%
Other	<u>19</u>	<u>8.1%</u>
Totals	235	100.1%

that nearly half (47.7%) of the principals would prefer to meet individually with the superintendent to discuss salaries, fringe benefits, and other conditions of employment, while another 25.1% would prefer to engage in meet and discuss sessions. Of the 8.1% who selected "other," the indicated types of involvement included meeting directly with the school board to discuss salary, meeting with the superintendent and the school board, combining meet and discuss activities with formal negotiations as needed, combining meetings with the superintendent with meet and discuss sessions, using a survey for input on salaries and fringe benefits, and establishing measurable criteria for achievement with monetary rewards based upon degree of excellence.

A comparison of the preferred involvement of male and female principals indicated that half (50.8%) of the male principals preferred to meet individually with the superintendents, while only 36.0% of the female principals preferred that type of involvement (Table XI). Female principals were less likely to prefer no involvement and were more likely to indicate a preference for the more formal processes of meet and discuss or negotiations.

As shown in Table XII, comparison of the preferred involvement of elementary and secondary principals indicated that secondary principals preferred to meet individually with the superintendent, while elementary principals preferred to use meet and discuss sessions or formal negotiations.

Considerable differences in preferences for involvement were noted when the type of community was considered. Data summarized in Table XIII indicate that principals of rural schools greatly preferred meeting individually with their superintendents, while nearly half of the principals or urban schools (47.6%) and suburban schools (46.0%) preferred to meet

TABLE XI
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY GENDER

Type of Involvement	Percentage of Respondents		
	Male (n=185)	Female (n=50)	Total (n=235)
No involvement	7.0%	2.0%	6.0%
Meet individually with superintendent	50.8%	36.0%	47.7%
Meet and discuss	23.8%	30.0%	25.1%
Formal negotiations	12.4%	16.0%	13.2%
Other	<u>5.9%</u>	<u>16.0%</u>	<u>8.1%</u>
Totals	99.9%	100.0%	100.1%

TABLE XII
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY LEVEL OF SCHOOL

Type of Involvement	Percentage of Respondents		
	Elementary (n=127)	Secondary (n=108)	Total (n=235)
No involvement	3.9%	8.3%	6.0%
Meet individually with superintendent	40.2%	56.5%	47.7%
Meet and discuss	30.7%	18.5%	25.1%
Formal negotiations	15.7%	10.2%	13.2%
Other	<u>9.4%</u>	<u>6.5%</u>	<u>8.1%</u>
Totals	99.9%	100.0%	100.1%

and discuss on issues involving salary. Principals of urban, and to a lesser degree suburban, schools also were more likely to prefer formal negotiations than were their rural counterparts.

TABLE XIII
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY TYPE OF COMMUNITY

Type of Involvement	Percentage of Respondents			
	Rural (n=130)	Urban (n=42)	Suburban (n=63)	Total (n=235)
No involvement	6.2%	2.4%	7.9%	6.0%
Meet individually with superintendent	67.7%	16.7%	27.0%	47.7%
Meet and discuss	7.7%	47.6%	46.0%	25.1%
Formal negotiations	10.0%	21.4%	14.3%	13.2%
Other	<u>8.5%</u>	<u>11.9%</u>	<u>4.8%</u>	<u>8.1%</u>
Totals	100.1%	100.0%	100.0%	100.1%

Principals in northwest and southeast Oklahoma indicated a greater preference to meet individually with the superintendent than did those in other areas (Table XIV). Also, a greater number of principals in central Oklahoma (36.9%) would prefer to use meet and discuss sessions than would principals from other regions. Principals from northwest Oklahoma were the only group to show no preference for negotiations.

TABLE XIV
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY REGION

Type of Involvement	Percentage of Respondents					Total (n=235)
	N.E. (n=60)	S.E. (n=33)	Central (n=84)	N.W. (n=23)	S.W. (n=35)	
No involvement	5.0%	3.0%	4.8%	8.7%	11.4%	6.0%
Meet individually with superintendent	53.3%	60.6%	33.3%	60.9%	51.4%	47.7%
Meet and discuss	16.7%	15.2%	36.9%	21.7%	22.9%	25.1%
Formal negotiations	16.7%	9.1%	17.9%	0.0%	8.6%	13.2%
Other	<u>8.3%</u>	<u>12.1%</u>	<u>7.1%</u>	<u>8.7%</u>	<u>5.7%</u>	<u>8.1%</u>
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	100.1%

Table XV contains data which show the effect of district enrollment on the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment. Principals of schools in small districts (less than 1,000 students) would much prefer to meet individually with their superintendents to discuss salary issues, compared to relatively little preference for this type of involvement by principals from large school districts. Conversely, more than half of the principals from large school districts (56.9%) prefer to use meet and discuss sessions, compared to only 5.4% of the principals from small school districts. Data in Table XVI indicate that, when considering years of experience as a principal, there were no major differences in preferences for involvement of principals in the determination of their salaries, fringe benefits, and other conditions of employment.

TABLE XV
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY DISTRICT ENROLLMENT

Type of Involvement	Percentage of Respondents			Total (n=235)
	Less than 1,000 (n=90)	1,000- 10,000 (n=85)	More than 10,000 (n=60)	
No involvement	7.5%	2.4%	8.6%	6.0%
Meet individually with superintendent	73.1%	45.2%	10.3%	47.7%
Meet and discuss	5.4%	25.0%	56.9%	25.1%
Formal negotiations	8.6%	14.3%	19.0%	13.2%
Other	<u>5.4%</u>	<u>13.1%</u>	<u>5.2%</u>	<u>8.1%</u>
Totals	100.0%	100.0%	100.0%	100.1%

TABLE XVI
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY YEARS OF EXPERIENCE

Type of Involvement	Percentage of Respondents		Total (n=235)
	11 Years and Less (n=131)	Over 11 Years (n=104)	
No involvement	3.8%	8.7%	6.0%
Meet individually with superintendent	48.5%	46.2%	47.7%
Meet and discuss	24.4%	26.0%	25.1%
Formal negotiations	13.7%	12.5%	13.2%
Other	<u>9.2%</u>	<u>6.7%</u>	<u>8.1%</u>
Totals	99.6%	100.1%	100.1%

Data which are reported in Table XVII were used to compare the preferred types of involvement of principals in districts that have formal negotiations with teachers and in those that do not. Nearly two thirds of the principals from districts in which teachers do not negotiate preferred to meet individually with their superintendents (66.4%). Principals from districts in which teachers do formally negotiate were somewhat evenly divided, with nearly one third (31.2%) preferring to meet individually with the superintendent, another one third (34.4%) preferring to meet and discuss, and 20% preferring formal negotiations.

TABLE XVII
PREFERRED INVOLVEMENT OF PRINCIPALS,
BY TEACHER NEGOTIATION STATUS

Type of Involvement	Percentage of Respondents		
	Negotiations (n=125)	No Negotiations (n=110)	Total (n=235)
No involvement	4.0%	8.2%	6.0%
Meet individually with superintendent	31.2%	66.3%	47.7%
Meet and discuss	34.4%	14.6%	25.1%
Formal negotiations	20.0%	5.5%	13.2%
Other	<u>10.4%</u>	<u>5.5%</u>	<u>8.2%</u>
Totals	100.0%	100.1%	100.2%

Current Superintendent Style

In the questionnaire, each respondent was asked to select the style (autocratic, consultative, participatory, or delegative) that best described the decision-making style of that principal's superintendent. The data, presented in Table XVIII, indicate that there was a fairly even representation of principals who perceived their superintendents' decision-making styles as autocratic (28.5%), consultative (36.2%), and participatory (28.1%). Only 7.2% of the principals indicated that they perceived their superintendents' decision-making style to be delegative.

TABLE XVIII
PRINCIPALS' PERCEPTIONS OF THEIR SUPERINTENDENTS'
CURRENT DECISION-MAKING STYLES

Decision-Making Styles	Respondents	
	Number	Percentage
Autocratic	67	28.5%
Consultative	85	36.2%
Participatory	66	28.1%
Delegative	<u>17</u>	<u>7.2%</u>
Totals	235	100.0%

As shown in Table XIX, comparison of male and female principals' perceptions of their superintendents' decision-making styles indicated that almost twice the proportion of female principals (46.0%) perceived their superintendents' decision-making style to be autocratic than did their male counterparts (23.8%). Conversely, more male principals (40.0%) perceived their superintendents' decision-making style to be consultative than did female principals (22.0%).

TABLE XIX
PRINCIPALS' PERCEPTIONS OF CURRENT
STYLE, BY GENDER

Decision-Making Styles	Percentage of Respondents		
	Male (n=185)	Female (n=50)	Total (n=235)
Autocratic	23.8%	46.0%	28.5%
Consultative	40.0%	22.0%	36.2%
Participatory	28.6%	26.0%	28.1%
Delegative	7.6%	6.0%	7.2%
Totals	100.0%	100.0%	100.0%

In Table XX, data are presented for a comparison of elementary and secondary principals' perceptions of their superintendents' decision-making styles. A greater percentage of elementary principals (35.4%) perceived their superintendents' decision-making style to be autocratic,

compared to only 20.4% of the secondary principals. Conversely, more secondary principals (35.2%) perceived their superintendents' decision-making style to be participatory in comparison to only 22.0% of the elementary principals. There were no remarkable differences noted for the consultative or delegative styles.

TABLE XX
PRINCIPALS' PERCEPTIONS OF CURRENT STYLE,
BY LEVEL OF SCHOOL

Decision-Making Styles	Percentage of Respondents		
	Elementary (n=127)	Secondary (n=108)	Total (n=235)
Autocratic	35.4%	20.4%	28.5%
Consultative	36.2%	36.1%	36.2%
Participatory	22.0%	35.2%	28.1%
Delegative	<u>6.3%</u>	<u>8.3%</u>	<u>7.2%</u>
Totals	99.9%	100.0%	100.0%

Table XXI contains data which indicate that a greater percentage of principals of urban schools (38.1%) perceived their superintendents' decision-making style to be autocratic than did principals of rural (26.2%) and suburban (27.0%) schools. Principals of suburban schools were considerably more likely to perceive their superintendents' decision-making style to be consultative.

TABLE XXI
 PRINCIPALS' PERCEPTIONS OF CURRENT STYLE,
 BY TYPE OF COMMUNITY

Decision-Making Styles	Percentage of Respondents			
	Rural (n=130)	Urban (n=42)	Suburban (n=63)	Total (n=235)
Autocratic	26.2%	38.1%	27.0%	28.5%
Consultative	36.2%	26.2%	42.9%	36.2%
Participatory	30.0%	26.2%	25.4%	28.1%
Delegative	<u>7.7%</u>	<u>9.5%</u>	<u>4.8%</u>	<u>7.2%</u>
Totals	100.1%	100.0%	100.1%	100.0%

A number of regional differences in principals' perceptions of their superintendents' decision-making styles can be seen in Table XXII. A greater percentage (43.5%) of principals in northwest Oklahoma perceived that their superintendents' decision-making style was autocratic, while nearly half (48.5%) of the principals in southeast Oklahoma schools perceived that their superintendents' decision-making style was consultative. Principals of schools in southwest Oklahoma were three times more likely to perceive their superintendents' decision-making style to be delegative than were the principals as a whole.

A comparison of principals' perceptions of their superintendents' decision-making styles by district enrollment (Table XXIII) indicated that a greater percentage of principals of mid-sized school districts perceived their superintendents' decision-making style to be more autocratic and less participatory than did principals of either the smallest

TABLE XXII
 PRINCIPALS' PERCEPTIONS OF CURRENT STYLE,
 BY REGION

Decision-Making Styles	Percentage of Respondents					Total (n=235)
	N.E. (n=60)	S.E. (n=33)	Central (n=84)	N.W. (n=23)	S.W. (n=35)	
Autocratic	23.3%	24.2%	33.3%	43.5%	20.0%	28.5%
Consultative	38.3%	48.5%	38.1%	17.4%	28.6%	36.2%
Participatory	33.3%	24.2%	23.8%	34.8%	28.6%	28.1%
Delegative	<u>5.0%</u>	<u>3.0%</u>	<u>4.8%</u>	<u>4.3%</u>	<u>22.9%</u>	<u>7.2%</u>
Totals	99.9%	99.9%	100.0%	100.0%	100.1%	100.0%

TABLE XXIII
 PRINCIPALS' PERCEPTIONS OF CURRENT STYLE,
 BY DISTRICT ENROLLMENT

Decision-Making Styles	Percentage of Respondents			Total (n=235)
	Less Than 1,000 (n=90)	1,000- 10,000 (n=85)	More Than 10,000 (n=60)	
Autocratic	23.7%	38.1%	22.4%	28.5%
Consultative	35.5%	33.3%	41.4%	36.2%
Participatory	32.3%	21.4%	31.0%	28.1%
Delegative	<u>8.6%</u>	<u>7.1%</u>	<u>5.2%</u>	<u>7.2%</u>
Totals	100.1%	99.9%	100.0%	100.0%

or the largest school districts. Principals of the largest districts were more likely to perceive their superintendents' decision-making style as consultative and less likely to perceive it as delegative.

Table XXIV, a comparison of the superintendents' perceived decision-making styles considering the years of experience of the principals, and Table XXV, a comparison of the perceived superintendents' decision-making styles considering whether or not the district negotiated with teachers, both indicated that there were no remarkable differences.

TABLE XXIV
PRINCIPALS' PERCEPTIONS OF CURRENT STYLE,
BY YEARS OF EXPERIENCE

Decision-Making Styles	Percentage of Respondents		
	11 Years and Less (n=131)	Over 11 Years (n=104)	Total (n=235)
Autocratic	32.1%	24.0%	28.5%
Consultative	38.9%	32.7%	36.2%
Participatory	23.7%	33.7%	28.1%
Delegative	<u>5.3%</u>	<u>9.6%</u>	<u>7.2%</u>
Totals	100.0%	100.0%	100.0%

TABLE XXV
 PRINCIPALS' PERCEPTIONS OF CURRENT STYLE,
 BY TEACHER NEGOTIATION STATUS

Decision-Making Styles	Percentage of Respondents		Total (n=235)
	Negotiations (n=125)	No Negotiations (n=110)	
Autocratic	32.8%	23.6%	28.5%
Consultative	36.0%	36.4%	36.2%
Participatory	25.6%	30.9%	28.1%
Delegative	<u>5.6%</u>	<u>9.1%</u>	<u>7.2%</u>
Totals	100.0%	100.0%	100.0%

Preferred Superintendent Style

In order to respond to the fourth research question, respondents to the questionnaire were asked to select which decision-making style they would prefer to be used by their superintendents. Again, the styles were listed as autocratic, consultative, participatory, and delegative. As noted in Table XXVI, over two thirds of the principals would prefer the participatory style, with less than 1% preferring the autocratic style.

Data summarized in Table XXVII provide a comparison of the superintendents' decision-making styles as preferred by male and by female principals. A larger percentage of female principals (78.0%) preferred a participatory decision-making style than did their male counterparts (66.5%).

TABLE XXVI
 PRINCIPALS' PREFERENCES FOR SUPERINTENDENTS'
 DECISION-MAKING STYLES

Preferred Decision-Making Style	Respondents	
	Number	Percentage
Autocratic	2	0.9%
Consultative	52	22.1%
Participatory	162	68.9%
Delegative	19	8.1%
Totals	235	100.0%

TABLE XXVII
 PRINCIPALS' PREFERENCES FOR STYLE, BY GENDER

Preferred Decision-Making Style	Percentage of Respondents		
	Male (n=185)	Female (n=50)	Total (n=235)
Autocratic	1.1%	0.0%	0.9%
Consultative	23.8%	16.0%	22.1%
Participatory	66.5%	78.0%	68.9%
Delegative	8.6%	6.0%	8.1%
Totals	100.0%	100.0%	100.0%

Table XXVIII contains data which compare the perceptions of elemen-

tary and secondary principals regarding their superintendents' decision-making styles. While both groups of principals much preferred the participatory style, secondary principals were more likely to indicate preference for the more autocratic styles, while elementary principals clearly preferred the more delegative decision-making style.

TABLE XXVIII
PRINCIPALS' PREFERENCES FOR STYLE,
BY LEVEL OF SCHOOL

Preferred Decision-Making Style	Percentage of Respondents		
	Elementary (n=127)	Secondary (n=108)	Total (n=235)
Autocratic	0.0%	1.9%	0.9%
Consultative	18.9%	25.9%	22.1%
Participatory	70.1%	67.6%	68.9%
Delegative	<u>11.0%</u>	<u>4.6%</u>	<u>8.1%</u>
Totals	100.0%	100.0%	100.0%

When considering the preferences of rural, urban, and suburban principals, as shown in Table XXIX, there was relatively little difference among the three groups. The regional analysis contained in Table XXX shows that principals from southwest Oklahoma were considerably more likely to prefer the participatory and delegative styles, while there

TABLE XXIX
 PRINCIPALS' PREFERENCES FOR STYLE,
 BY TYPE OF COMMUNITY

Preferred Decision-Making Style	Percentage of Respondents			
	Rural (n=130)	Urban (n=42)	Suburban (n=63)	Total (n=235)
Autocratic	0.8%	0.0%	1.6%	0.9%
Consultative	23.1%	21.4%	20.6%	22.1%
Participatory	66.2%	71.4%	73.0%	68.9%
Delegative	<u>10.0%</u>	<u>7.4%</u>	<u>4.8%</u>	<u>8.1%</u>
Totals	100.1%	100.2%	100.0%	100.0%

TABLE XXX
 PRINCIPALS' PREFERENCES FOR STYLE,
 BY REGION

Preferred Decision-Making Style	Percentage of Respondents					Total (n=235)
	N.E. (n=60)	S.E. (n=33)	Central (n=84)	N.W. (n=23)	S.W. (n=35)	
Autocratic	1.7%	0.0%	0.0%	4.3%	0.0%	0.9%
Consultative	23.3%	27.3%	23.8%	21.7%	11.4%	22.1%
Participatory	65.0%	63.6%	70.2%	69.6%	77.1%	68.9%
Delegative	<u>10.0%</u>	<u>9.1%</u>	<u>6.0%</u>	<u>4.3%</u>	<u>11.4%</u>	<u>8.1%</u>
Totals	100.0%	100.0%	100.0%	99.9%	99.9%	100.0%

were few differences among principals from the other regions. As shown in Tables XXXI, XXXII, and XXXIII, analysis of data comparing principals' preferred styles for superintendents' decision making indicated relatively little difference when considering size of district, years of experience as a principal, and status of teacher negotiations, respectively.

TABLE XXXI
PRINCIPALS' PREFERENCES FOR STYLE,
BY DISTRICT ENROLLMENT

Preferred Decision-Making Style	Percentage of Respondents			Total (n=235)
	Less Than 1,000 (n=90)	1,000- 10,000 (n=85)	More Than 10,000 (n=60)	
Autocratic	1.1%	1.2%	0.0%	0.9%
Consultative	25.8%	16.7%	24.1%	22.1%
Participatory	66.7%	70.2%	70.7%	68.9%
Delegative	<u>6.5%</u>	<u>11.9%</u>	<u>5.2%</u>	<u>8.1%</u>
Totals	100.1%	100.0%	100.0%	100.0%

Current Involvement and Perceived Style

The fifth research question focused the analysis of data to determine if a relationship existed between the perceived decision-making style of the superintendent and the type of involvement of principals in

TABLE XXXII
 PRINCIPALS' PREFERENCES FOR STYLE,
 BY YEARS OF EXPERIENCE

Preferred Decision-Making Style	Percentage of Respondents		
	11 Years and Less (n=131)	Over 11 Years (n=104)	Total (n=235)
Autocratic	0.0%	1.9%	0.9%
Consultative	24.4%	19.2%	22.1%
Participatory	70.2%	67.3%	68.9%
Delegative	<u>5.3%</u>	<u>11.5%</u>	<u>8.1%</u>
Totals	99.9%	99.9%	100.0%

TABLE XXXIII
 PRINCIPALS' PREFERENCES FOR STYLE,
 BY TEACHER NEGOTIATION STATUS

Preferred Decision-Making Style	Percentage of Respondents		
	Negotiations (n=125)	No Negotiations (n=110)	Total (n=235)
Autocratic	1.6%	0.0%	0.9%
Consultative	19.2%	25.5%	22.1%
Participatory	72.8%	64.6%	68.9%
Delegative	<u>6.4%</u>	<u>10.0%</u>	<u>8.1%</u>
Totals	100.0%	100.1%	100.0%

the determination of their salaries, fringe benefits, and other conditions of employment.

The following hypotheses were related to the fifth research question:

Hypothesis 1: The decision-making style of the superintendent is unrelated to the type of involvement of the principal in the determination of salaries, fringe benefits, and other conditions of employment.

Alternative Hypothesis 1: There is a relationship between the decision-making style of the superintendent and the type of involvement of the principal in the determination of salaries, fringe benefits, and other conditions of employment (Table XXXIV).

TABLE XXXIV

TWO-WAY TABLE BY PERCENTAGES OF THE ACTUAL TYPE OF INVOLVEMENT BY PRINCIPALS AND THE PERCEIVED DECISION-MAKING STYLES OF THE SUPERINTENDENTS

Type of Involvement	Decision-Making Styles			
	Autocratic	Consultative	Participatory	Delegative
No involvement	17.87%	14.04%	9.79%	2.98%
Meet individually with superintendent	4.26%	13.19%	10.64%	2.98%
Meet and discuss	3.83%	7.23%	4.68%	0.43%
Formal negotiations	0.00%	1.28%	0.43%	0.00%
Other	2.55%	0.43%	2.55%	0.85%
	<u>value</u>	<u>df</u>	<u>prob.</u>	
Pearson Chi-Square	26.102	12	.100	

Two-way tables and the Pearson Chi-Square test were used to determine if a relationship existed between the perceived decision-making style of the superintendent and the type of involvement of the principal in the determination of salaries, fringe benefits, and other conditions of employment. The data presented in Table XXXIV indicate the percentage of respondents who selected each combination of variables listed on the rows (type of involvement) and the columns (superintendent's perceived decision-making style).

The Pearson Chi-Square test resulted in a probability of .100. Thus, Hypothesis 1 was rejected and Alternative Hypothesis 1 was accepted. While the Chi-Square was significant at the .10 level of significance, the results of the test must be qualified because more than one fifth of the cells were sparse (with less than five respondents in each).

Preferred Involvement and Style

While the previous question focused on current style and involvement, the final research question sought to determine if a relationship existed between the preferred decision-making style of the superintendent and the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment. Hypotheses associated with this research are shown below.

Hypothesis 2: The preferred decision-making style of the superintendent is unrelated to the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment.

Alternative Hypothesis 2: There is a relationship between the preferred decision-making style of the superintendent and the preferred type

of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment.

Two-way tables and the Pearson Chi-Square test were again used to determine if a relationship existed between the preferred decision-making style of the superintendent and the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment (Table XXXV).

TABLE XXXV
TWO-WAY TABLE BY PERCENTAGES OF THE PREFERRED
TYPE OF INVOLVEMENT OF PRINCIPALS AND
THE DECISION-MAKING STYLES PREFERRED
BY THE PRINCIPALS

Type of Involvement	Decision-Making Style			
	Autocratic	Consultative	Participatory	Delegative
No involvement	0.43%	2.55%	2.55%	0.43%
Meet individually with superintendent	0.43%	12.77%	31.06%	3.40%
Meet and discuss	0.00%	3.40%	19.15%	2.55%
Formal negotiations	0.00%	1.28%	11.06%	0.85%
Other	0.00%	2.13%	5.11%	0.85%
	<u>value</u>	<u>df</u>	<u>prob</u>	
Pearson Chi-Square	19.403	12	.079	

As shown in Table XXXV, the Pearson Chi-Square test resulted in a probability of .079. Thus, Hypothesis 2 was rejected and Alternative Hypothesis 2 was accepted. While the Chi-Square was significant at the .10 level of significance, the results of the test again must be qualified because more than one fifth of the cells were sparse.

Summary

The data collected from the questionnaire indicated that nearly half of the respondents (44.7%) had no involvement in the determination of their salaries, fringe benefits, and other conditions of employment, while nearly one third (31.1%) of the principals reported that they met individually with their superintendents to discuss salary issues. Greater percentages of male principals and of secondary principals met individually with the superintendent, while female principals and elementary principals were more likely to depend on the more formal process of meet and discuss sessions regarding salary issues.

Almost half (47.7%) of the principals would prefer to meet individually with their superintendents to discuss salary issues. One fourth (25.1%) would prefer meet and discuss sessions. While the current use of formal negotiations was reported by only 1.7%, the data indicated that 13.2% of the respondents would prefer to engage in formal negotiations to determine their salaries, fringe benefits, and other conditions of employment.

The decision-making styles of the superintendents were somewhat evenly distributed among autocratic, consultative, and participatory. Only 7% of the principals perceived their superintendents' decision-making style to be delegative. Compared with their male counterparts, twice as large a proportion of female principals perceived their

superintendents' decision-making style to be autocratic. Over one third (35.4%) of the elementary principals indicated that their superintendents' decision-making style was autocratic, compared to only 20.4% of the secondary principals. The majority (68.9%) of the principals indicated that they would prefer that their superintendents' decision-making style be participatory, while only 28.1% of the respondents indicated that their superintendents' current decision-making style was participatory.

Chi-Square was significant at the .10 level of significance for the first pair of hypotheses, indicating that there was a relationship between the perceived decision-making style of the superintendent and the type of involvement of principals in the determination of their salaries, fringe benefits, and other conditions of employment. The greatest percentage of principals indicated that they had no involvement in their salary issues and perceived their superintendents' decision-making style to be autocratic. The percentage of principals indicating they had no involvement decreased as the perceived decision-making style of the superintendent became more open and collaborative.

Chi-Square was also significant at the .10 level of significance for the second pair of hypotheses, indicating that there was a relationship between the preferred decision-making style of the superintendent and the preferred type of involvement of principals in the determination of their salaries, fringe benefits, and other conditions of employment. The greatest percentage of principals indicated that they preferred to meet individually with their superintendent and that they preferred their superintendents' decision-making style to be participatory. As the percentage of principals who preferred more involvement in salary issues increased, so did the percentage of principals who preferred a participatory decision-making style for their superintendents.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify both the current and the preferred type of involvement by Oklahoma principals in the determination of their salaries, fringe benefits, and other conditions of employment. Additionally, principals were asked to describe their superintendents' decision-making styles and also the style each principal would prefer the superintendent to exhibit. This information was analyzed to determine if a relationship existed between the type of involvement by principals in the determination of salaries, fringe benefits, and other conditions of employment and their superintendents' decision-making styles.

A review of the literature related to the purpose of the study indicated that principals have both hygiene and motivational needs. When either of these needs is not satisfied, principals are likely to seek alternative methods to provide a solution. One proposed alternative action was collective bargaining for administrators. Another alternative frequently considered in the literature was the implementation of various forms of participatory management.

This study was designed to collect, through the use of a questionnaire, the necessary data from a random sample of 20% of the principals of independent school districts in Oklahoma. The data analysis involved

descriptive statistics and the use of the Pearson Chi-Square test of independence.

The demographic data indicated that 79% of the respondent principals were male and 21% were female. The mean age for the principals was 45.9 years. While 54% of the respondents were elementary principals, 46% were secondary principals. The average length of experience as a principal was 11.5 years. In terms of school setting, 55% of the respondents were principals of rural schools, 18% were principals of urban schools, and 27% were principals of suburban schools.

The data regarding the current involvement of principals in the determination of salaries, fringe benefits, and other conditions of employment indicated that 44.7% of the respondents had no involvement, 31.1% met individually with the superintendent to discuss salary issues, 16.2% were involved in meet and discuss sessions through their principals' association, and only 1.7% participated in formal negotiations.

In identifying the preferred level of involvement, 47.7% of the respondents preferred to be involved by meeting individually with the superintendent to discuss salary issues, 25.1% preferred to use meet and discuss sessions, and 13.2% of the respondents indicated that they would prefer formal negotiations.

The data indicated that the respondents perceived their superintendents' decision-making styles to be somewhat evenly distributed among autocratic (28.5%), consultative (36.2%), and participatory (28.5%) decision-making styles. Only 7.2% of the respondents perceived their superintendents' decision-making style to be delegative. While the principals in the sample clearly indicated that they would prefer a participatory decision-making style for their superintendent (68.9%), nearly one

fourth (22.1%) of the respondents would prefer a consultative decision-making style for their superintendent.

Hypothesis 1 was rejected, since there was a relationship between the perceived decision-making style of the superintendent and the type of involvement of principals in the determination of their salaries, fringe benefits, and other conditions of employment. The percentage of principals indicating that they had no involvement decreased as the perceived decision-making style of the superintendent became more collaborative.

Hypothesis 2 was also rejected. There was a relationship between the preferred decision-making style of the superintendent and the preferred type of involvement by principals in the determination of their salaries, fringe benefits, and other conditions of employment. As the percentage of principals who preferred more involvement in salary issues increased, so did the percentage of principals who preferred a participatory decision-making style for their superintendents.

Conclusions and Implications

The following conclusions were based upon the analysis of the data:

1. Principals want a greater degree of participation in the determination of their salaries, fringe benefits, and other conditions of employment. While there is some indication that principals are interested in formal negotiations, they are more likely to prefer individual meetings with the superintendent or meet and discuss sessions.

2. A limited number of Oklahoma principals perceive that negotiation is a viable way in which they can have a voice in determining issues that are related to their jobs. While the 1976 NASSP national survey found that only 30% of the principals were opposed to bargaining, and over half were in favor of it, Oklahoma principals, in general, are not

as ready as other principals throughout the United States to take such an adversarial position with their superintendents and their school boards.

3. Female principals perceive their superintendents' decision-making style to be more autocratic than do male principals. They also prefer more formal types of involvement in salary issues. This may imply that gender affects the relationships of administrators and that female principals feel more comfortable discussing salary as part of a group rather than individually with the superintendent.

4. Elementary principals may also be more comfortable discussing salary issues as part of a group rather than on their own. An alternative to this conclusion might be that, since there are usually more elementary principals in a district than secondary principals, the possibility of involvement through an association is greater for the elementary principals.

5. The type of involvement preferred by principals is likely to be affected by the size of the school district, the perceived accessibility of the superintendent, and the total number of principals employed by the district.

6. Since principals of districts that negotiate with their teachers indicate that they prefer more organized forms of involvement regarding salary, compared to principals of districts that do not negotiate with their teachers, once teacher negotiation has occurred in a district, principals may see that a more organized effort is effective in salary discussions. Over half (53.2%) of the principals from this study reported that their districts did participate in negotiations with teachers. Of those that did negotiate, 68% of the principals perceived that the teachers had gained significantly through the process of collective bargaining.

Recommendations for Further Study

Based on the findings of this study, the following recommendations are suggested:

1. A follow-up study should be conducted to determine if the percentage of principals favoring negotiations has increased, decreased, or remained the same. A review of the literature failed to produce relevant information concerning the attitudes of Oklahoma principals regarding negotiations. Therefore, it was impossible to determine if there was any trend to accept administrative negotiations as a viable alternative in Oklahoma.

2. Due to the differences noted between male and female principals regarding both their involvement in salary issues and the perception of their superintendents' decision-making styles, a research study should be conducted to investigate further the degree of these differences and the reasons they exist. The researcher should consider incorporating the use of a qualitative methodology which could provide possible explanation for differences due to gender. This information could be beneficial to superintendents who are concerned with developing positive working relationships with all of their staff members.

3. Due to the differences noted between elementary and secondary principals regarding both their involvement in salary issues and the perceptions of their superintendents' decision-making styles, a research study should be conducted to investigate the degree of the noted differences and the reasons they exist. Again, the use of a qualitative methodology could prove beneficial in seeking explanations for noted differences. This information could be helpful in attempting to narrow the communication gap that often exists between elementary and secondary principals.

Commentary

The purpose of this study was to identify the current and the preferred type of involvement of Oklahoma principals in the determination of their salaries, fringe benefits, and other conditions of employment. The data clearly indicated that nearly half of the principals had no current involvement in salary issues. While principals voiced their dissatisfaction about this lack of involvement, many stated that there was little they could do about it. One principal reported that "Any input one tries to have in these areas brands one as a trouble maker." Another principal's superintendent reportedly made it very clear by adding, "If you don't like it, you look elsewhere."

The review of the literature provided a sound theoretical base which supported the fact that principals have a need to participate in the decision-making process. Evidence of this need included the fact that 94% of the principals reported that they preferred to be involved in salary issues and nearly 70% indicated that they preferred a participatory decision-making style for their superintendents. The one comment from principals appearing most often on the survey was that principals wanted an opportunity to provide meaningful input regarding their salaries, fringe benefits, and other conditions of employment.

The fact that nearly half of the principals reported that they would prefer to meet individually with the superintendent to discuss salary issues possibly implies that they want to be a part of the management team. Principals indicated that they understood the financial constraints on their districts and would be satisfied just to be involved in the process of determining a fair and equitable salary formula. One principal, who preferred a more consultative decision-making style for

her superintendent, stated that, "I love my district and am loyal to my superintendent. I do not want to be a disruptive influence. I do this type of work for more than money."

It would appear that superintendents could help to satisfy their principals' needs to be involved by meeting with principals to discuss salary issues. The superintendent could then explain the financial status of the district and listen to the concerns of each principal. Regardless of the size of the district, this format could prove beneficial. In larger districts, where meet and discuss sessions conducted by a principals' association were more likely to be preferred, the superintendent could satisfy the principals' need for involvement in an efficient and timely manner through regular scheduling of such sessions.

As negotiations with teacher associations becomes more prevalent in Oklahoma, superintendents would be wise to reevaluate their relationships with their principals. This study found that principals of districts in which negotiations are engaged in with teachers tend to prefer more organized forms of involvement in their salary issues. As one principal stated: "I would like to see our school board treat us as professionals. Our teachers and now even our support personnel are organized and negotiate. I feel that we as administrators, so few in number, are being left out." However, as noted by Karlitz (1979), administrative bargaining can lead to even greater separation of management and less discretionary power for principals. This outcome appears to be antithetical to the professional needs of the principal and should be considered by both the superintendents and the principals.

It was interesting to note the degree of apparent rivalry between elementary and secondary principals regarding salaries, fringe benefits, and other conditions of employment. One elementary principal described

his frustration by stating, "I would like for those secondary people and central office [administrators] to follow me just one day. They would then agree that elementary principals should receive equal compensation." On the other hand, secondary principals expressed their frustrations regarding the number of evening activities which they were expected to attend. This appears to be an area where the team management approach could encourage suggestions for equitable compensation for duties as well as provide for an understanding of the responsibilities of administrators at each level.

Another area of concern for school superintendents should be the perceived and/or actual gender bias reported by female principals. It is important to note that twice as many female principals reported that they perceived their superintendents' decision-making style to be autocratic. Also, fewer female principals reported that they met or preferred to meet individually with the superintendent. It would appear that female principals may not feel as comfortable in their relationship with the superintendent as do male principals. As the number of female principals continues to grow, it will be important for superintendents to be conscious of their relationship with female principals. It is equally as important for the growing number of female superintendents to be aware of their relationships with their principals, both male and female. One might speculate that female superintendents may be more sensitive to the need of principals to be included as part of the management team.

Throughout the process of this study, principals repeatedly stated that there was a need for this type of study. It appears that many dedicated and professional principals consider themselves to have been denied an opportunity to have input into their salaries, fringe benefits, and other conditions of employment. Principals appear to be as concerned

with being a part of the management team as with the size of their salary increases. Participation in decisions that affect one's work is an essential element for maximizing the potential of the individual.

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APPENDIX

COVER LETTER AND INSTRUMENT

October 1, 1989

Dear Principal:

You have been randomly selected to participate in a study involving principals' participation in the determination of their salaries, fringe benefits, and other conditions of employment.

Please take just a few minutes to answer the 20 questions on the following page. I realize how important your time is, so I appreciate your participation. All responses will be kept confidential.

I believe that the first step of research is determining exactly what the current practice is and comparing that to the preferred status. You can help by answering the following questions and returning your responses in the enclosed envelope today.

Sincerely,

William Spaeth, Principal
Harvest Hills Elementary School
Oklahoma City, Oklahoma

PLEASE CIRCLE OR SUPPLY THE APPROPRIATE ANSWER TO THE FOLLOWING QUESTIONS

- I. 1 Circle the grades offered at your school
K 1 2 3 4 5 6 7 8 9 10 11 12
2. Gender male female
- 3 Age _____
- 4 Total years you have been a principal _____
- 5 Total years you have been a principal in the district _____
- 6 Total years you have been a principal at this school _____
- 7 Number of pupils enrolled in the district _____
- 8 Number of pupils enrolled in your school _____
- 9 Which category best describes your community?
Rural Urban Suburban
- 10 Select the region of the state that best describes your school's location?
N E N W. Central S E S.W.
- II 11 Which statement best describes your involvement in the determination of your salary, fringe benefits, and other conditions of employment?
- a No involvement
- b Meet individually with the superintendent
- c Meet and discuss (Principal's Association)
- d Formally negotiate
- e Other (please describe)
- 12 Which statement best describes your preference for involvement in the determination of your salary, fringe benefits, and other conditions of employment?
- a No involvement
- b Meet individually with the superintendent
- c Meet and discuss (Principal's Association)
- d Formally negotiate
- e other (please describe)

PLEASE READ THE NEXT PAGE

- 13 Do you believe that principals should enter into collective bargaining with the school board for salary, fringe benefits, and other conditions of employment?
- a Strongly oppose
 - b Oppose
 - c Undecided
 - d Favor
 - e Strongly favor

III USING THE FOUR STYLES OF DECISION-MAKING LISTED BELOW, PLEASE CIRCLE THE MOST APPROPRIATE ANSWER TO QUESTION #14, #15, and #16

- 1 AUTOCRATIC decision making superintendent makes the decision
- 2 CONSULTATIVE decision making prior to making a decision, the superintendent seeks information or ideas and suggestions from principals.
- 3 PARTICIPATORY decision making the superintendent and principals share and analyze problems together, generate and evaluate alternatives, and attempt to reach agreement (consensus) on the decision.
- 4 DELEGATED decision making after providing relevant information, the superintendent gives principals complete control to make the decision.

 * If your district has a new superintendent, please consider the previous superintendent when responding

- 14 In your perception, which decision making style most closely describes the decision making style of your superintendent? (his/her overall style)
- a Autocratic
 - b Consultative
 - c Participatory
 - d Delegated
- 15 Which decision making style would you most prefer that your superintendent utilize?
- a Autocratic
 - b Consultative
 - c Participatory
 - d Delegated

PLEASE READ THE NEXT PAGE

16 In regards to the determination of salary, fringe benefits, and other conditions of employment, which decision making style does your superintendent utilize?

- a Autocratic
- b. Consultative
- c Participatory
- d Delegated

17 What would you like to change in regards to the determination of your salary, fringe benefits, and other conditions of employment? (Please be as specific as possible)

18 What forces or barriers keep you from being able to make the changes you described in the previous question?

19 Do the teachers in your school district negotiate?
Yes No

20 If the teachers in your district do negotiate, do you think that they have gained significantly through the negotiating process?
Yes No

VITA

William Ervin Spaeth

Candidate for the Degree of
Doctor of Education

Thesis: A STUDY OF THE CURRENT AND THE PREFERRED INVOLVEMENT OF OKLAHOMA PRINCIPALS IN THE DETERMINATION OF THEIR SALARIES, FRINGE BENEFITS, AND OTHER CONDITIONS OF EMPLOYMENT

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