

A STUDY OF KANSAS SCHOOL BOARD PRESIDENTS' AND
KANSAS SCHOOL DISTRICT SUPERINTENDENTS'
PERCEPTIONS OF THE SUPERINTENDENT'S
LEADERSHIP ROLE

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Need for the Study	3
Significance of the Study.	4
Theoretical Framework.	5
Purpose.	6
Statement of the Problem	6
Hypotheses	7
Limitations of the Study	8
Definition of Terms.	8
Organization of the Study.	9
II. REVIEW OF LITERATURE.	10
Summary.	17
III. METHODS AND PROCEDURES.	19
Design of the Study.	19
Population of the Study.	19
Characteristics of the Sample.	19
Instrumentation: The Superintendent Behavior Questionnaire.	22
Data Collection Procedures	23
Statistical Treatment of the Data.	24
Rejection Rules.	25
Summary.	25
IV. PRESENTATION AND DISCUSSION OF DATA	27
Introduction	27
Testing the Hypotheses	28
Presentation of the Findings	28
Summary.	70
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	73
Introduction	73
Summary of Findings.	73
Conclusions.	77
Implications	77
Recommendations.	78
A SELECTED BIBLIOGRAPHY.	80

Chapter	Page
APPENDIXES	83
APPENDIX A - RANDOM SAMPLE TABLE.	84
APPENDIX B - RANDOM SELECTION SAMPLE TABLE.	86
APPENDIX C - CORRESPONDENCE: PERMISSION TO USE INSTRUMENT. .	89
APPENDIX D - CORRESPONDENCE: LETTER OF ENDORSEMENT	92
APPENDIX E - INSTRUMENT: SUPERINTENDENT BEHAVIOR QUESTIONNAIRE.	94

LIST OF TABLES

Table	Page
I. Response Rate to the Superintendent Behavior Questionnaire.	20
II. Response Rate to the Superintendent Behavior Questionnaire by School Size	21
III. Perceptions of Superintendents' Instructional Leadership by Superintendents and School Board Presidents	30
IV. Perceptions of Superintendents' Curriculum Development by Superintendents and School Board Presidents	31
V. Perceptions of Superintendents' Staff Personnel Administration by Superintendents and School Board Presidents.	32
VI. Perceptions of Superintendents' Pupil Personnel Administration by Superintendents and School Board Presidents.	33
VII. Perceptions of Superintendents' Financial Administration by Superintendents and School Board Presidents	35
VIII. Perceptions of Superintendents' School Plant and Business Management by Superintendents and School Board Presidents.	36
IX. Perceptions of Superintendents' Public Relations by Superintendents and School Board Presidents	37
X. Perceptions of Superintendents' Administrative Structure and Organization by Superintendents and School Board Presidents	38
XI. Perceptions of Superintendents' General Planning by Superintendents and School Board Presidents	38
XII. School Board Presidents' Perceptions of Superintendents' Instructional Leadership by District Size.	40
XIII. School Board Presidents' Perceptions of Superintendents' Curriculum Development by District Size.	41
XIV. School Board Presidents' Perceptions of Superintendents' Staff Personnel Administration by District Size.	42

Table	Page
XV. School Board Presidents' Perceptions of Superintendents' Pupil Personnel Administration by District Size	43
XVI. School Board Presidents' Perceptions of Superintendents' Financial Administration by District Size	44
XVII. School Board Presidents' Perceptions of Superintendents' School Plant and Business Management by District Size . .	45
XXVIII. School Board Presidents' Perceptions of Superintendents' Public Relations by District Size	46
XIX. School Board Presidents' Perceptions of Superintendents' Administrative Structure and Organization by District Size.	47
XX. School Board Presidents' Perceptions of Superintendents' General Planning by District Size	47
XXI. Superintendents' Perceptions of Superintendents' Instructional Leadership by District Size.	48
XXII. Superintendents' Perceptions of Superintendents' Curriculum Development by District Size.	49
XXIII. Superintendents' Perceptions of Superintendents' Staff Personnel Administration by District Size	50
XXIV. Superintendents' Perceptions of Superintendents' Pupil Personnel Administration by District Size	51
XXV. Superintendents' Perceptions of Superintendents' Financial Administration by District Size.	52
XXVI. Superintendents' Perceptions of Superintendents' School Plant and Business Management by District Size.	53
XXVII. Superintendents' Perceptions of Superintendents' Public Relations by District Size.	54
XXVIII. Superintendents' Perceptions of Superintendents' Administrative Structure and Organization by District Size . .	55
XXIX. Superintendents' Perceptions of Superintendents' General Planning by District Size	55
XXX. School Board Presidents' Perceptions of Superintendents' Instructional Leadership by Experience.	56

Table	Page
XXXI. School Board Presidents' Perceptions of Superintendents' Curriculum Development by Experience.	57
XXXII. School Board Presidents' Perceptions of Superintendents' Staff Personnel Administration by Experience.	58
XXXIII. School Board Presidents' Perceptions of Superintendents' Pupil Personnel Administration by Experience.	59
XXXIV. School Board Presidents' Perceptions of Superintendents' Financial Administration by Experience.	60
XXXV. School Board Presidents' Perceptions of Superintendents' School Plant and Business Management by Experience. . .	61
XXXVI. School Board Presidents' Perceptions of Superintendents' Public Relations by Experience.	62
XXXVII. School Board Presidents' Perceptions of Superintendents' Administrative Structure and Organization by Experience.	63
XXXVIII. School Board Presidents' Perceptions of Superintendents' General Planning by Experience.	63
XXXIX. Superintendents' Perceptions of Superintendents' Instructional Leadership by Experience.	64
XL. Superintendents' Perceptions of Superintendents' Curriculum Development by Experience	65
XLI. Superintendents' Perceptions of Superintendents' Staff Personnel Administration by Experience.	66
XLII. Superintendents' Perceptions of Superintendents' Pupil Personnel Administration by Experience.	67
XLIII. Superintendents' Perceptions of Superintendents' Financial Administration by Experience	68
XLIV. Superintendents' Perceptions of Superintendents' School Plant and Business Management by Experience	69
XLV. Superintendents' Perceptions of Superintendents' Public Relations by Experience	70
XLVI. Superintendents' Perceptions of Superintendents' Administrative Structure and Organization by Experience. . .	71

Table	Page
XLVII. Superintendents' Perceptions of Superintendents' General Planning by Experience.	71
XLVIII. Random Numbers.	85
XLIV. Random Selection Sample	87

CHAPTER I

INTRODUCTION

School district supervision, under the title "the superintendency," has been with school systems ever since the time certain citizenry of these United States first elected or appointed school boards to direct the public schools' educational enterprises (Dykes, 1965). A superintendent was employed as the chief executive officer beginning in the late 1800's. Presently, there are approximately 16,000 superintendents and 100,000 school board members directing the educational enterprise of some 22,000 public systems (American Association of School Administrators, AASA, 1981).

The primary role of the school board was to establish school district policies while, according to the National School Board Association, the school board's single most important responsibility was to select the superintendent who was, in turn, charged with implementation of those policies. School boards are often confronted with issues within their governance that could easily leave the impression of either the school superintendent's allowing things to get out of control or the school board's being remiss in executing its duties. It was usually during controversial times that the competence of the superintendent and the board was questioned. Although competence was essential in the leadership network, the perceptions of competence may rise and fall as controversy and issues emerge and falter. Therefore, any person embarking on an administrative career in a school district must have a clear

understanding of what the job expectations are, as viewed by the school board (Corwin, 1973).

Generally, superintendents must possess a high level of professional competence and dedication to fulfill their duties. With the position as school superintendent, one element remains evident: "The local school superintendent has been the key figure in the organizational structure of public education" (Dykes, 1965, p. 106). The importance of the superintendent's responsibility necessitates the recognition of appropriate professional roles by both school board and school superintendent. Recognition of roles, responsibilities, and expectations by superintendents and school board members alike were essential elements in successful district administration (Burbank, 1986).

The superintendency involves managing an enterprise which deeply affects people's children, values, beliefs, and economics (Cuban, 1976). The superintendent, frequently involved in controversy, needs to know that satisfying all, or even most, of the patrons will be challenging.

According to Kansas Boardmanship Policies, the superintendent was expected to advise the board on innovation and board policies. Both the board and the superintendent had responsibilities to the educational community as a whole. Successful implementation of board policy should be a major concern for all entry level and experienced superintendents. "It is the board's responsibility to make sure schools are properly administered, not to administer them" (Dykes, 1965, p. 106).

Understanding the role of the superintendent was therefore important to ensure positive results in governance and administration. Corwin (1973, p. 3) stated: "When members do not understand their roles within an organization, the innovation of the organization will be less successful." The role of the superintendent as the chief administration officer

was well established; however, difficulties occurred in the perceived performance of this role. Often, while visiting with other administrators, they revealed that work alone did not meet the professional requirements for success in the superintendent's position; however, in their opinion, individuals did tend to improve performance with experience. With the many novice administrators vying for the superintendent level of school management, few avenues were open to investigate role performance prior to meeting demands for the job. The current preparation programs provided advances in the knowledge base and technology but seldom offered education in role analysis and interpretation. The continuous experience gained on-the-job provided an avenue for internalizing the perceived role expectations of both school boards and superintendents. However, few school districts can afford the time, cost, and other consequences generated by not fully understanding the nature of role expectation and performance. Nor can aspiring administrators succumb to the pitfall of poor job performance because they had not perceived or understood the mechanics of the superintendency and how to interpret what was expected by the members of the school board.

Understanding the superintendent's perceptions of the school board was essential in sustaining the job performance of the superintendent. Board member perceptions of the superintendent's concept of their own performance have correlated and reciprocated with the board's expectations. When establishing philosophies and job responsibilities, the actual expectations should be closely examined.

Need for the Study

If school boards are to provide effective leadership, both the board and the superintendent must be cognizant of the role of the

superintendent. Collected and analyzed in this study is the superintendent's role as perceived by the board president and the superintendent in selected school districts in Kansas.

Schools are in the midst of change; they have helped create and deal with quick and continuous change. If a school board and superintendent did not work together to provide leadership for the schools within a district, then the educational program in that district was in jeopardy (Wilson, 1965). If the quality of education were to improve, perhaps an essential step would be to improve the governance and leadership of the educational system through the superintendent and the board.

Significance of the Study

The identification of the superintendent's role and the degree of effectiveness indicate a need for a greater amount of congruency in perceptions between superintendent and board members. The job of the superintendent can be described as a tough and demanding one. As a difficult executive post, the superintendency has pressures that are similar in most school districts across the nation. In the superintendency, the turnover rate the past few years is the best indicator of the effect of the pressures (Cuban, 1976).

As a result of this study, aspiring administrators will be better able to understand the school board president's perception and the superintendent's perception of the similarities and the differences in the superintendent's leadership role of various Kansas school districts. After assessing the perceptions of board presidents and superintendents, the differences of areas of responsibility in the superintendency were assessed.

The results of this study will be shared with the United School Administrators of Kansas and through in-service programs scheduled by the Kansas Secondary School Administrators. In addition, the results will be presented at school board regional workshops on administrative dimensions.

Theoretical Framework

Role theory is a sociological abstraction, a construct invented to explain an observable similarity in the behaviors of people who occupy similar social positions, is the theoretical framework for this study. Orlosky (1984) noted that

. . . roles become dynamic as individuals assume them, occupying the positions upon which roles are based, interpreting and altering role expectations, bringing to a role special talents and performing it with unique styles (p. 65).

Guba and Bidwell (1957) listed the following four characteristic roles present in systems:

1. Roles represent positions and statuses within the institution.
2. Roles are defined in terms of expectations, or the normative rights and duties, of the position. Roles are the institutional givens of the office.
3. Roles are variable. Some expectations are critical and mandatory; others are more flexible. Many roles are not precisely prescribed; in fact, the role expectations associated with most positions are wide ranging.
4. Roles derive their meaning from other roles in the system, and in this sense they are complementary (p. 423).

Guba and Bidwell (1957) reported another element in their model--the individual element--that assumes that social systems are composed of personalities. Orlosky (1984) also indicated that the

. . . need-dispositions of the individual are basic to inducing individual effort to take on responsibility and satisfy the expectation of the organization. An individual's need

dispositions and the organization's expectations and need-dispositions are the key to their satisfaction in fulfilling roles (p. 65).

According to Orlosky, an administrator should possess "role" knowledge and an understanding of need disposition and transaction that occurs within the system itself. Individuals who occupy two very different positions and who have had different experiences and backgrounds would view the expectations of the role of one position differently. Also, both the nomothetic and idiographic dimensions illustrate variances in perceptions that exist in role theory.

Purpose

The purpose of this study was to determine the perceptions of superintendents and board presidents in the school districts of Kansas regarding the role of the superintendents in executing their responsibilities. More specifically, the study investigated role expectation, consideration of school district size, and the tenure of school board presidents and superintendents.

Statement of the Problem

In Kansas, school districts are under the control and supervision of school boards. Under Kansas statutes, provisions are made for each school district to act as a separate governing body through a seven member board of education. This board is given powers for the best governance of the district, with guidelines from state statutory provisions.

The selection of superintendent falls within the guidelines of district board responsibilities. More than any other person, the superintendent of schools sets the tone and determines the course of educational programs through his or her personal qualities, professional training,

and attitudes (Educational Policies Commission, 1965). The superintendent of schools is not only the professional leader, but is a budget coordinator in a given district responsible for budgets larger than most single businesses. Lack of unity in the efforts of board and top administrator toward achieving a given task can lead to difficulties in attaining a sound and efficient educational program (Davidson, 1970). This, in turn, leads to the research question, "What are the board presidents' and superintendents' perceptions of the role of superintendents in executing their responsibilities?"

Hypotheses

The following are the hypotheses of this study:

1. Superintendents have the same population distribution as the board of education presidents on the perception of the superintendent's specific behavior.
2. Small school district board presidents have the same population distribution as large district board presidents on perceptions of specific superintendent behaviors.
3. Superintendents of small districts and superintendents of large districts have the same population distribution on the perceptions of specific superintendent behaviors.
4. Board presidents with fewer than seven years' experience as board members have the same population distribution as board presidents with more than seven years of experience on the perceptions of specific superintendent behaviors.
5. Superintendents with fewer than seven years' experience as superintendents have the same population distribution as the superintend-

ents with more than seven years' experience as regards perceptions of specific superintendent behaviors.

Limitations of the Study

This study was limited to:

1. Public school districts surveyed in Kansas with no attempt to make generalizations to districts in other states.
2. The school districts from a random selection of the 304 districts selected.
3. The respondents in office during the 1986-87 school year selected.
4. The number of paired questionnaires returned by the superintendents and board presidents selected.
5. The study of superintendents and board presidents, with no attempt made to determine perceptions of other board members, administrators, or staff subordinates.

Definition of Terms

The following are definitions used in this study:

Board of Education. A quasi-corporation having the authority to act as provided by state laws, regulations of the State Department of Education, and the will of local taxpayers. The phrase "board of education" is synonymous with the phrase "school board."

Board Policies. The minutes of all regular and special meetings of the board of education in which all decisions of the board are recorded as required by law.

Board President. The person elected by members of the board of education as presiding officer of the school district to perform duties prescribed by the board of education.

Perceived Role. A set of expectations, functions, tasks, or responsibilities of superintendents as seen by individual superintendents and board presidents.

Perceptions. The act or results of insights given by both board presidents and superintendents concerning the role of the superintendent.

School System. An educational institution governed by a local board of education, referring only to those public systems enrolling students in kindergarten through 12th grade and administered by a local board of education and superintendent.

Superintendent. The executive officer of the board. He or she exercises general supervision over all public schools and public personnel, and all public school employees shall be responsible to him or her.

Organization of the Study

The introduction, background of the problem, statement of the problem, need for the study, definition of terms, limitations, and statistical hypotheses were contained in Chapter I. A review of the literature was provided in Chapter II. In Chapter III, the methods and procedures of the study were presented. Chapter IV presented and analyzed the data collected, and Chapter V contained the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The review of literature included an examination of the perceptions of the superintendent's leadership role by superintendents and by board presidents. Studies attempting to define the difficulties with role perceptions between school superintendents and school board members have generated much needed information on the nature, scope, and variations of various types of school settings. Blankenship and Irvine (1985, p. 337) stated, "Role theory has been used to explain and to predict the behavior of individuals in a social system in terms of the expectations associated with the position they occupy in the system."

Orlosky (1984) discussed roles, role systems, and role behavior. He indicated that "Roles become dynamic as individuals assume them" and stated that roles change as interrelationships develop which ". . . require mutual accommodations, coordination, and insights about possibilities and limitations" (p. 66). Orlosky saw role behavior as a mix between formal definition, individual role perceptions, and contribution of individual effort or talent as one part and the effects of other roles in the system as the other.

Orlosky (1984) also indicated that need-dispositions of individuals and the expectations of the organization are major elements in their role behaviors. The point at which role expectations intersect need-dispositions will be that point where role satisfaction will be the

highest. Role behavior then results from choices made while meeting expectations and satisfying personal need-dispositions from the role.

Orlosky (1984, p. 67) revealed that, "Role system is dynamic and reflects how an organization structures itself as work progresses." It identifies natural leaders which arise to serve as a communication link. As a result, a group identity becomes evident with shared feelings and understandings relating primarily to: (1) the work activities, (2) the group itself, and (3) other outside groups and individuals. Therefore, using this process, the role system provides each system or organization with the following primary properties: (1) role expectations and standards of performance, (2) attitudes and values, (3) traditions and customary ways of doing things, (4) status, (5) sets of informal controls, and (6) a communication system. These are primary properties of an organization which grow out of the role systems (Orlosky, 1984).

In Texas, Littleton (1983) found that vast differences existed in perceived roles between school board members and superintendents; however, the expectations concerning the superintendent's role were not consistent among board members themselves. Johnson (1980) compared superintendents and board members as follows:

Boards and superintendents have troubled relationships because they are from different tribes. Board members are amateurs in education, superintendents are paid, board members are part-time, board members are usually elected; superintendents are usually appointed, board members hold their power collectively, superintendents hold their individually. Most important, while the board is, in a sense, the boss and the superintendent the employee, the superintendent is hired to be a leader. Both the board and superintendent are in charge (p. 19).

Johnson (1980) indicated that once the differences are outlined, "It becomes a wonder they can sit down in the same room together" (p. 21). He stated that although areas of responsibility were not well defined, each must learn to speak the other one's language. Many times the

problem is resolved simply by ignoring it. However, when undiscussed differences develop into conflicts, both express surprised outrage.

Boyd (1966) identified conflict about the superintendent's role as viewed by school board members and their immediate associates:

The school superintendent occupies a position in the social milieu which seems to produce a role conflict. He is the formal leader of the educational organization of professional workers composing the school personnel. This recognition as educational leader carries with it shared expectations in regard to scope of authority, policy decisions and other administrative functions. Conflict is likely to appear as the school superintendent's role is interpreted by another group. This group is composed primarily of school board members and people with whom they confer on school matters. Secondarily, it consists also of parents, taxpayers and other members of the community who are interested in the schools and their operation. They look on the school board as their chosen representatives. Within this criterion group the superintendent may be regarded as the head of professional personnel, but expected to lead them in a direction or manner indicated by the school board (p. 34).

Johnson (1980) compared the importance of team play by the superintendent and board members regarding degree of role playing by the members of the team to that of a basketball game:

In basketball, the guards handle the ball and are the first line of defense. The forwards and centers are going to be required to take care of the interior play around the basket. It's not going to work out if the guards want to play inside, and the forwards and center want to handle the ball on the perimeter. It would be a chaotic situation. And only when team members know what their role is and carry it out with clear understanding, can the goal be attained (p. 20).

In a "Joint Position Statement" of the National School Boards Association (NSBA) and the American Association of School Administrators (AASA), it was revealed that effective public education requires both strong school boards and superintendents who will assume leadership roles (AASA, 1980). Also, educational success, to an important degree, depends upon a good working relationship (teamwork) between the board and the superintendent. In addition, it was revealed in the position statement

by the AASA and the NSBA (1980) that the respective roles of the superintendent and school board were as follows:

A superintendent is expected to display excellence as an educational leader, to be politically sophisticated, to be aware of and active in legislative developments, and to have an extensive knowledge of federal and state laws. A school board is asked to be responsive to its constituencies in governance; sensitive to the special needs of all learners in the district; a more active advocate for learners to the people, other local governmental entities, and state and federal levels of government; and a vigorous ambassador explaining the instructional programs to the people (p. 7).

Additional research by the Northwest Regional Laboratory (1982) revealed that the perceived roles of board members or administrators were the results of several forces working together. Some of the forces listed by the Northwest Regional Laboratory were:

Legal Status: School boards are established by the state legislature. State Statutes spell out many areas of board powers, duties, and responsibilities.

Tradition: Each local community has come to expect certain things from the school board and its members. For example, some communities may expect the board to involve it in many decisions; others may expect the board to make decisions without much community participation.

Expectations: Individual board members and administrators. These expectations for each other's performance and behavior are extremely important, and should be discussed openly and often.

Background, Experience, and Training: Acting as a board member may be a new and difficult experience for those who are used to individual action. Administrators bring to their jobs a view of their roles and responsibilities which has resulted from their training and other experiences (p. 3).

In Arizona, Murlless (1983) confirmed not only differences between board members and superintendents, but also that most differences were attributable to variables which will be discussed later. Fast's (1968) "Superintendent Behavior Questionnaire" used in the Arizona study as well as in studies conducted in Louisiana (Phillips, 1981), Mississippi (Noble, 1982), and Colorado (Baker, 1983), investigated the perceived

role differences between school board members and superintendent, yielding various results specific to each state.

With the perceptual differences in role expectation between school board member and superintendent, a more appropriate answer to the problem was to investigate where these differences tended to emerge (Murlless, 1983). The Arizona study found that differences existed based on school size and the board president's educational background. Role expectation differences were also identified by Littleton's (1983) Texas study and Baker's (1983) Colorado study as attributable to the tenure of the board members. Worthington (1980) also used the "Expectations for Superintendent's Job Performance" instrument in Kentucky and found perceptual differences attributable to district size or to experience, tenure, or education of board members. Still another study, conducted in West Virginia by Tippet (1981) and utilizing a priority list of perceptual differences, agreed with the Worthington study, finding no differences ascribable to district size or educational levels of board members. However, this study indicated slight similarities in perceptions based on most senior and least senior board members, revealing an interesting aspect not concluded in any of the other studies to this date. Tippet stated:

Board presidents' perceptions concerning the role of the superintendent reflected the perceptions held by regular board members. Consequently, future researchers can draw their sample from the population of board members without concern as to whether the members are presidents or regular board members (p. 45).

Using the school board president would perhaps exemplify more seniority. Perkins (1981) utilized school board presidents in a Kansas study which was conducted as a developed scale response analysis (based on frequency and percentage) which indicated that, within the state of

Kansas, the role perception tended to be represented by the board president. The study further revealed that responsibility for the functions of the superintendent may change as social and economic conditions vary, as superintendent/board relationship vary, and as the personal relationship between the superintendent and the board of education vary.

To substantiate further the variability (in results) regarding role perception, Noble (1982) surveyed superintendents and board members in Mississippi, using Fast's (1968) "Superintendent's Behavior Questionnaire." The calculated measurements, rather than frequency measurements, were utilized in measurements of perceptions for the superintendents and school board chairpersons; the measurement indicated little conflict and difference. The literature suggests that the character and composition of the administrative boards and superintendents of the districts surveyed are diverse. This variability causes limitations in executing studies directed at role perception. In regard to role expectations, it is not possible to analyze all administrative positions in one study. Therefore, studies should limit themselves to a stratified sample in an attempt to isolate differences and not jeopardize the results.

In regard to role expectations, Blankenship and Irvine (1985) cited two distinct aspects of role expectations: the descriptive and the prescriptive. The descriptive dimension identified the reality dimension, referring to actual behavior of the individual while performing a task. The prescriptive dimension is the idealized dimension involving behaviors and traits to which one aspires. Furthermore, Blankenship and Irvine cited that frequent discrepancies existed between the prescriptive and descriptive dimensions and these discrepancies had magnitude. The authors stated: "If prescriptive expectations of complementary role

incumbents are not confirmed by descriptive observations of behavior, dissonance resulting in inadequate role performance occurs" (p. 337).

In an Arizona study, Bart (1980) found the greatest difference in perception of the role and function of the school board was between rural board members and superintendents; the widest agreement of perception was found between urban and rural board members and between urban and rural superintendents. Similarly, superintendents from both urban and rural areas tend to agree more with each other than they do with board members.

For the purpose of the present study, school districts were the represented social system. The institution would contain both the nomothetic dimension and the idiographic dimension. The superintendents' expectations and the board presidents' perceptions are the agents of the comparison in this social system.

The role of the superintendent has evolved from the role of instructor to that of manager, and presently includes both roles. Whiston (1975) contended that the hiring of a superintendent means more than hiring the services of a professionally qualified person; it means acquiring practices and approaches to public education.

A view of the superintendent and board of education relationship portrays a picture of governance and leadership in public schools. Reeder (1954) stated it rather simplistically when he claimed that "The school board must know how to work with the superintendent, and the superintendent must know how to deal with the board of education" (p. 51). Fulz (1976) emphasized that at some point the simplicity emerges into complexity. He found that "Within the past decade more superintendents than ever before have been dismissed by their boards and that, in many cases, their terminations could be traced to misinterpretations between the two entities" (p. 42).

Schools operate best when there is a strong partnership between the board and the superintendent. This strong partnership gives stability and confidence to the members of the educational community. Both the board and the superintendent should plan together and share common goals (Thomas, 1975). This working relationship should be initiated by boards of education, clarifying their expectations for each administrator they hire. This clarification of roles should be centered upon the goals of the individual district, not individuals within each district.

Much of the board's effectiveness is determined by the quality of the board president's leadership. The board president surfaces as a key person to promote an atmosphere of trust and understanding of the superintendent. In turn, the president's leadership and attitude displayed toward the chief executive has an effect on the other members (Smith, 1986).

Summary

The review of literature was devoted to presenting literature related to the study of role analysis of superintendents as compared to the perceived leadership roles in education by superintendents and board presidents. Literature pertaining to perception of superintendents' roles by boards of education, and regarding conflicts in role analysis of the superintendent and the educational role of leadership, was presented both to document and to support the justification for entry level superintendents' attention to the vital area of administration.

The entry level demands for superintendency provide highly trained individuals who, by experience, know how to function productively as they deal with problems of role concepts. The quality of personnel and the

scope of involvement is beginning to focus on purposeful literature and instruction for entry level superintendents.

The review of literature demonstrates that there are many approaches to effective measurement of the superintendent's leadership role. It also demonstrates that board presidents vary in their perceptions of the leadership role of the district's top administrator. Thus, a review should assist the researcher in evaluating the perceptions of Kansas superintendents and boards relating to the establishment of goals in this functional administrative area, while utilizing the superintendent and board president as the primary source for direction in the concept of top administrative level educational involvement. There is one definite constant that should be remembered regarding the relationship of role and person in the social system of educational administration. That constant is that the relationship of role and person is one of continuing and increasing change.

CHAPTER III

METHODS AND PROCEDURES

The overall design of the study, including the methods and procedures used in the investigation, was described in this chapter. The chapter was divided into eight sections as follows: (1) design of the study, (2) population of the study, (3) characteristics of the sample, (4) instrumentation, (5) data collection procedures, (6) statistical treatment of the data, (7) rejection rules, and (8) summary of the chapter.

Design of the Study

The study was conducted to investigate the statistically significant differences between the superintendent's role of leadership as perceived by each board president and superintendent. Specifically, this study used a questionnaire to determine the perceptions of superintendents and board presidents in Kansas.

Population of the Study

The study was conducted through a random selection of 40 of the 304 districts in Kansas. The population consisted of all school board presidents and superintendents in public schools in Kansas.

Characteristics of the Sample

The sample included the school board presidents of 40 randomly selected districts and the superintendents of the 40 districts. From this

sample, 39 of the board presidents and 37 of the superintendents responded to the questionnaire.

Table I gives the results and percentages indicating the return of the study. Return rates of 97.5% of the school board presidents and 92% of the superintendents were realized. Responses were obtained from both school board presidents and the superintendents in 36 of the 40 sample districts. These 36 pairs represented 12% of the total population, or 304 districts. Of the four nonresponses, three represented small districts, while one represented large districts. One was a board president from a small district; the other three represented superintendents from two small districts and one large district.

TABLE I
RESPONSE RATE TO THE SUPERINTENDENT
BEHAVIOR QUESTIONNAIRE

	School Board Presidents	Superintendents*	Pairs*
Number Responding	39	37	36
Percentage Responding	97.5	92.0	90.0

*N = 40

School system size and the sample of 36 paired school board presidents and superintendents who responded to the study are shown in Table

II. The sample is indicative of all districts in Kansas with small districts outnumbering large districts two to one. In this sample, 23 paired responses of small districts were received, while 13 paired responses of large districts were received.

TABLE II
RESPONSE RATE TO THE SUPERINTENDENT BEHAVIOR
QUESTIONNAIRE BY SCHOOL SIZE

School District Size	No. Districts in State	No. Districts Represented	% Districts Represented
0 - 1,000	198	23	11.6
1,001 - 23,000	106	13	12.2

For the 36 paired school districts that responded to the study, 13 superintendents had seven or fewer years of experience, while 23 had more than seven years of experience. There were 17 school board presidents having seven or fewer years of experience, with 19 school board presidents having more than seven years of experience.

All of the respondents completed the "Superintendent Behavior Questionnaire" regarding an investigation of the Kansas School Board Presidents' and the Kansas Superintendents' Perceptions of the Superintendent's role with respect to the nine dimensions of the instrument.

A listing by random selection order of the 40 districts used in this study is presented in Appendix A. A table of random numbers was used in

this selection of 40 schools (Walpole, 1983). Of these 40 pairs of populations, 26 were small districts and 14 were large districts. The return pairs were 23 small (0 - 1,000 F.T.E.), while 13 large (1,001-23,000 F.T.E.) sent back questionnaires.

Instrumentation: The Superintendent Behavior Questionnaire

The instrument (Superintendent Behavior Questionnaire, SBQ) was developed and refined in a study by Fast (1968) in cooperation with professors in the Department of Educational Services at Pennsylvania State University. Review procedures were established to ensure the inclusion of statements which could be used to obtain expectations for a given role as well as perceptions of the superintendent's behavior. An extensive review of the literature dealing with the tasks, duties, roles, functions, and expectations held for school superintendents revealed nine major work categories in which superintendents generally become involved. The SBQ is a forced-choice instrument made up of 36 items covering these nine dimensions of the superintendent's administrative behavior: (1) instructional leadership, (2) curriculum, (3) staff personnel administration, (4) pupil personnel administration, (5) financial administration, (6) school plant and business management, (7) public relations, (8) administrative structure and organization, and (9) general planning.

The 36 questions of the SBQ require a forced-choice response to each on a Likert-type scale of five choices. The scale ranges from 1 to 5, as follows: (1) always, (2) almost always, (3) sometimes, (4) almost never, and (5) never. The range of numbers on this instrument for the different dimensions was from 1 to 5. Thus, the response yields a possible low score of 1 and a high of 5 for the nine dimensions.

The validity of the SBQ was approached from three sources:

1. How well the test score correlated with specific individual acts it was designed to measure.

2. How well the test score corresponded with what both experts in the field and other research have shown to be indicative of the major functions of school superintendents.

3. How well the test score related to other questionnaire measures of superintendent behavior.

Fast (1968) stated:

Thus reliability coefficients were obtained for each of the dimensions of the questionnaire. On the perceptions section of the test the reliability coefficients ranged from a low .55 on administrative structure and organization to a high of .85 on school plant and business management. On the expectations section the reliability coefficients ranged from .51 on curriculum to .86 on school plant and business management (p. 71).

Since many dimensions had reliability coefficients of more than .80 (the majority were above .70, and none fell below .51), it was felt that the instrument as a whole was reliable and could be used for drawing valid inferences (Fast, 1968).

Data Collection Procedures

Permission was obtained from Dr. R. G. Fast to use the SBQ in research study (Appendix C), and a letter of endorsement was provided from the Department of Educational Administration and Higher Education at Oklahoma State University (Appendix D). A packet was mailed to each school board president and each superintendent in the 40 randomly selected school districts in Kansas. Each packet included a cover letter, the letter of endorsement, directions for completion of the questionnaire and the research instrument (Appendix E), and a self-addressed return envelope. The cover letter explained that the results from the

questionnaire would be kept confidential. The research instrument was coded so that responses from the school board president and the superintendent in the same school system could be paired for later analysis. The coded instruments were also used to identify nonrespondents. With the return of a large percentage of questionnaires, the decision was made not to mail a follow-up packet to the four remaining nonrespondents.

Statistical Treatment of the Data

The data obtained from the research instrument were described and analyzed by the use of a parametric independent t test in hypotheses one through five. The parametric statistics t test was based on the assumptions that the samples came from a population that was normally distributed and there was homogeneity of variance in all samples. Generally, it is agreed that unless there is sufficient evidence to suggest that the population is extremely nonnormal and that the variances are heterogeneous, nonparametric tests should not be the selected statistical test. And parametric tests should be used because of their additional power (Huck, Cormier, and Bounds, 1974).

An independent t test was used since the scores in one group had no strong logical relationship with the scores in the other groups. Also, for hypotheses two, three, four, and five there are an unequal number of scores in the two groups of samples. With an unequal number of scores in the two groups, it is impossible to have a logical connection between the groups as would a correlated sample t test (Huck, Cormier, and Bounds, 1974).

Care was given to satisfy all assumptions of the t test: random sampling, scores in samples independent of one another, samples from a normal distribution, population variance unknown so the sample variance

was used, and measurement scale is an interval scale (Young and Veldman, 1981).

The equation for the selected research instrument (parametric independent t test is given as follows:

$$t = \frac{M1 - M2}{\sqrt{\frac{(N1 - 1) \cdot V1 + (N2 - 1) \cdot V2}{N1 + N2 - 2} \left(\frac{1}{N1} + \frac{1}{N2} \right)}}$$

where:

N1 = total number of scores in group one

N2 = total number of scores in group two

M1 = mean of sample group one

M2 = mean of sample group two

V1 = variance of sample group one

V2 = variance of sample group two

Rejection Rules

Hypothesis one has 70 degrees of freedom. At the .05 level of significance, a required calculated value of at least 1.99 was needed to reject the hypothesis on any question. Hypotheses two, three, four, and five have 34 degrees of freedom. At the .05 level of significance a required calculated value of at least 2.03 was needed to reject the hypothesis on any question. It should be noted that both t values of 1.99 and 2.03 were rounded to three significant digits (Young and Veldman, 1981).

Summary

In this chapter, the methods and procedures utilized in this investigation have been described. Included in this description were the

design of the study and identification of the population, characteristics of the sample, the measuring instrument, the data collection procedure employed, and the statistical analysis procedures used to test the hypotheses of the study.

In this study, 40 school board presidents and 40 superintendents of some 304 school districts in the state of Kansas were identified as the sample of the study. The presidents and the superintendents, by random sampling, agreed to participate in the study by returning 36 matched pairs of the SBQ. Parametric independent t test techniques were used to test the research hypotheses.

CHAPTER IV

PRESENTATION AND DISCUSSION OF DATA

This chapter presents the findings of the statistical analysis of the data relative to the hypotheses formed from research questions in Chapter I. The chapter is divided into four sections as follows: introduction, testing the hypotheses, presentation of the findings, and summary of the chapter.

Introduction

The purpose of this study was to investigate the differences between Kansas school board presidents' and superintendents' perceptions of the role of the superintendent with regard to selected dimensions of the position of superintendent. The leadership role of the superintendent was examined with respect to: (1) the superintendents' perceptions of the role as compared to the board presidents' perceptions of that same role, (2) the superintendents' role as compared by small school district board presidents and large school district board presidents, (3) the superintendents of small districts as compared to superintendents of large districts on the role of the superintendent, (4) the perceptions of school board presidents with seven or less years' experience as compared to school board presidents with more than seven years' experience on the role of the superintendent, and (5) the role perceptions of superintendents with seven or less years' experience as compared to superintendents

with more than seven years of experience. Thus, five problems were investigated.

Data were collected using the SBQ, which consisted of nine dimensions of leadership in which superintendents engage. The format of the testing of the hypotheses is a statement of the hypotheses and a presentation of the results of the statistical analysis of the SBQ with respect to each of the 36 items.

Testing the Hypotheses

The following is the analysis of the data relevant to the hypotheses stated in Chapter I. All 36 items were analyzed as to each of the five hypotheses representing dimensions of the role of the superintendent. The 36 items were categorized into nine dimensions, and the data for all 36 items are presented. Since the first hypothesis had 70 degrees of freedom, the rejection rule value of 1.99 was used. For hypotheses two through five, the degrees of freedom were only 34, and the rejection rule value was 2.03.

Presentation of the Findings

All five hypotheses were tested and each of the 36 items on the instrument was examined in this chapter to determine if there was any significant difference in population distribution on the perceptions of the superintendents' specific behaviors as related to the five hypotheses which were: (1) superintendents had the same population distribution as the board of education presidents on the perception of the superintendents' specific behaviors; (2) small school district board presidents had the same population distribution as large district board presidents on the perceptions of specific superintendent behaviors; (3) superintendents

of small districts and superintendents of large districts had the same population distribution on the perceptions of specific superintendent behaviors; (4) board presidents with seven or fewer than seven years' experience, as board members, had the same population distribution as board presidents with more than seven years' of experience on the perceptions of specific superintendent behaviors; and (5) superintendents with seven or fewer than seven years' experience, as superintendents, had the same population distribution as superintendents with more than seven years' experience on the perceptions of specific superintendent behaviors. Each table has the items grouped according to dimension. For example, the four items (formal evaluation of teachers, workshops conducted, encourages teachers to use new methods, and develops instructional programs) were placed together since they dealt with Instructional Leadership, which was the first of nine dimensions. In each of the tables, the data were rounded off to the nearest hundredth, \bar{x} was the mean, and SD was the standard deviation.

Tables III through XI deal with the first hypothesis. In Table III, superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in evaluating teachers formally and encouraging teachers to use new methods of teaching. On the other hand, they differed significantly regarding superintendents' efforts in arranging for teacher workshops and developing instructional leadership. Superintendents indicated less activity in these two areas than did the school board presidents. Less activity for superintendents in these two areas is implied by the stated means in Table III. In both instances of significant difference, the superintendent's mean was higher than the school board president's mean. For example, in the area of "develops instructional leadership," the superintendent's mean was 2.69, while the

school board president's mean was only 2.11. Consequently, the mean answer for superintendents was closer to the questionnaire scale answer number 3 ("sometimes"), while the mean answer for school board presidents was closer to the questionnaire scale answer number 2 ("almost always"). And the term "sometimes" would indicate less activity than the term "almost always." Henceforth, on any instance of significant difference, the group with the greater mean indicates less activity in that area. Similarly, the group with the high standard deviation will indicate less uniformity or homogeneity, since the higher the standard deviation, the higher the variability for a group of scores.

TABLE III
PERCEPTIONS OF SUPERINTENDENTS' INSTRUCTIONAL
LEADERSHIP BY SUPERINTENDENTS AND
SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Formal Evaluation of Teachers	1	1.61	1.51	.31
	2	1.53	1.16	
Workshops Conducted	1	1.44	.73	2.08*
	2	1.14	.49	
Encourages Teachers to Use New Methods	1	1.92	.81	.96
	2	1.72	.91	
Develops Instructional Leadership	1	2.69	.89	2.36*
	2	2.11	1.19	

Note: Group 1 - superintendents (N = 36); Group 2 = school board presidents (N = 36).

*Significantly different.

In the area of "workshops conducted," superintendents displayed less uniformity, since they had a higher standard deviation. However, in the area of "develops instructional leadership," school board presidents indicated less uniformity, since their standard deviation was higher.

Table IV shows that superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in encouraging staff to investigate new curricula, arranging committees on curricular programs, making changes in the curricular program without the staff involved, and becoming familiar with curricular trends.

TABLE IV
PERCEPTIONS OF SUPERINTENDENTS' CURRICULUM
DEVELOPMENT BY SUPERINTENDENTS
AND SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Encourages Staff to Investigate New Curricula	1	2.08	.97	.82
	2	1.86	1.31	
Has Committee on Curricular Programs	1	1.44	.69	.30
	2	1.50	.85	
Curricular Changes Without Staff Involved	1	4.50	.65	.95
	2	4.33	.83	
Familiar With Curricular Trends	1	2.28	.88	.50
	2	2.17	1.00	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

Table V reveals that the items, "for promotions superintendents favor staff," "gives consideration to local values," and "keeps eye on personal lives of staff" had superintendents and school board presidents in agreement on their perceptions of the superintendents' performances. However, they differed significantly regarding superintendents' efforts in seeing that the best staff was employed. School board presidents indicated less activity and homogeneity in this area than did the superintendents, since school board presidents have the highest mean and standard deviation.

TABLE V
PERCEPTIONS OF SUPERINTENDENTS' STAFF PERSONNEL
ADMINISTRATION BY SUPERINTENDENTS AND
SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
For Promotions, Superintendents Favor Staff	1	2.50	.65	.63
	2	2.64	1.15	
Sees That Best Staff is Employed	1	1.28	.45	2.39*
	2	1.67	.86	
Gives Consideration to Local Values	1	2.67	1.29	1.18
	2	2.33	1.10	
Keeps Eye on Personal Lives of Staff	1	2.94	.92	1.35
	2	2.64	.99	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

*Significantly different.

Table VI is similar to Table III in that both have only two items with superintendents and school board presidents in agreement on their perceptions of superintendents' job performances. The superintendents and school board presidents showed this agreement in establishing admission policies and seeing that pupil records are kept.

TABLE VI
PERCEPTIONS OF SUPERINTENDENTS' PUPIL PERSONNEL
ADMINISTRATION BY SUPERINTENDENTS AND
SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Establishes School Admission Policies	1	2.67	1.26	.18
	2	2.61	1.40	
Sees That Pupil Records are Kept	1	2.08	1.34	.94
	2	2.39	1.42	
Makes Final Recommendation on Suspensions	1	2.97	1.42	3.74*
	2	1.81	1.21	
Exercises Control Over Athletics and Activities	1	2.83	1.18	2.72*
	2	2.06	1.24	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

*Significantly different.

Significant difference between the superintendents' and school board presidents' perceptions was seen in making the final recommendation on suspensions and exercising control over athletics and other activities.

In these two areas of significant difference, the superintendents displayed the greatest means, which indicated less activity than the school board presidents. However, there are various levels of uniformity, with the superintendents having less uniformity in the area, "makes the final recommendation on suspensions," because they have the highest calculated standard deviation. This is reversed in the area, "exercises control over athletics and activities," with the school board president having the largest standard deviation and thus less uniformity.

In Table VII, superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in resisting demands from militant teacher groups, in placing needs of the child foremost in drawing up the budget, overbudgeting on the original draft, and establishing procedures for accounting. On the other hand, they differed significantly regarding superintendents' efforts in using the staff to help draw up the budget. Superintendents indicated less activity in this area than did the school board presidents, since the superintendents had the greatest mean. However, the school board presidents displayed the largest standard deviation and thus less uniformity.

Table VIII displays evidence that superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in predicting future building needs, conducting efficient plant operation and maintenance, making recommendations regarding building needs, favoring local firms over outside firms, formulating and enforcing use of school facilities, and developing a system of pupil transportation.

Table IX resembles Table VIII, with all items showing no significant difference. Superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in keeping their offices open to the community, supporting community organizations, establishing

communication with local media, and working towards effective public relations.

TABLE VII
PERCEPTIONS OF SUPERINTENDENTS' FINANCIAL
ADMINISTRATION BY SUPERINTENDENTS AND
SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Resists Demands From Militant Teacher Groups	1	2.94	.92	1.91
	2	2.44	1.27	
Places Needs of Child Foremost in Budget	1	1.44	.56	.49
	2	1.53	.84	
Uses Staff in Draw- ing Up Budget	1	3.78	.83	4.08*
	2	2.50	1.36	
Overbudgets on Original Draft	1	4.06	.92	.12
	2	4.08	1.05	
Establishes Procedures for Accounting Funds	1	1.31	.58	1.24
	2	1.53	.91	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

In Table X, superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in urging people to run for the board, providing the board with an agenda before meetings, and taking a neutral stand on divided issues. However, they differed significantly regarding superintendents' efforts in spending more time in the local area than on state projects. School board presidents indicated

less activity and homogeneity in this area than did the superintendents, since the school board presidents had the greatest mean and standard deviation.

TABLE VIII
PERCEPTIONS OF SUPERINTENDENTS' SCHOOL PLANT
AND BUSINESS MANAGEMENT BY SUPERINTENDENTS
AND SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Predicts Future Building Needs	1	1.67	.79	1.65
	2	1.97	.77	
Conducts Efficient Plant Operation and Maintenance	1	1.94	.83	1.13
	2	1.72	.85	
Makes Recommendations Regarding Building Needs	1	1.25	.50	1.23
	2	1.44	.81	
Favors Local Firms Over Outside Firms	1	1.83	1.11	.00
	2	1.83	.91	
Formulates and Enforces Use of School Facilities	1	1.36	.49	.86
	2	1.25	.60	
Develops a System of Pupil Transportation	1	1.72	.94	.34
	2	1.64	1.15	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

TABLE IX
 PERCEPTIONS OF SUPERINTENDENTS' PUBLIC
 RELATIONS BY SUPERINTENDENTS AND
 SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Keeps Office Open to Community	1	1.31	.52	.19
	2	1.33	.72	
Supports Community Organizations	1	1.61	.80	1.10
	2	1.86	1.10	
Establishes Communica- tion With Local Media	1	1.53	.56	.29
	2	1.47	1.00	
Works Toward Effective Public Relations	1	1.61	.73	1.48
	2	1.89	.85	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

From Table XI it can be seen that superintendents and school board presidents agreed on their perceptions of the superintendents' efforts in giving much time for long-range plans. The measurement of standard deviation would show a pattern of homogeneity for the superintendents that is not displayed for board presidents.

In summary of the first hypothesis, it can be seen from Tables III through XI that superintendents and school board presidents agreed on their perceptions of the superintendents' job performances on 29 of 36 items. They differed significantly regarding superintendents' efforts in the seven areas of: arranging for teacher workshops, developing instructional leadership, seeing that the best staff was employed, making the final recommendations on suspensions, exercising control over athletics

TABLE X
 PERCEPTIONS OF SUPERINTENDENTS' ADMINISTRATIVE
 STRUCTURE AND ORGANIZATION BY SUPERINTEND-
 ENTS AND SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Spends More Time Locally Than Statewide	1	1.56	.56	2.77*
	2	2.08	1.00	
Urges People to Run for the Board	1	3.00	1.31	.26
	2	3.08	1.42	
Provides Board With an Agenda Before Meetings	1	1.03	.17	1.67
	2	1.19	.58	
Takes a Neutral Stand on Divided Issues	1	2.89	.75	.27
	2	2.83	.97	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

TABLE XI
 PERCEPTIONS OF SUPERINTENDENTS' GENERAL
 PLANNING BY SUPERINTENDENTS AND
 SCHOOL BOARD PRESIDENTS

Item	Group	\bar{x}	SD	t-test
Gives Much Time for Long-Range Plans	1	1.78	.68	.88
	2	1.97	1.13	

Note: Group 1 - superintendents (N = 36); Group 2 - school board presidents (N = 36).

and other activities, using the staff to help draw up the budget, and spending more time in the local area than on state projects. Of the nine dimensions included in these tables, five contained items with significant differences. These dimensions are given more attention in the summary of this chapter.

Tables XII through XX indicated the findings regarding the second hypothesis (small school district board presidents on the perceptions of specific superintendent behaviors), with group one being small districts and group two being large districts in each of the tables. The word "small" referred to districts that had an enrollment count of under 1,000 students with respect to Full Time Equivalence (FTE). The word "large" referred to districts that had an enrollment count of 1,001 or more students with respect to FTE.

In Table XII, school board presidents from large and small districts agreed on their perceptions of the superintendents' efforts in evaluating teachers formally, arranging for teacher workshops, encouraging teachers to use new methods of teaching, and in developing instructional leadership.

Table XIII shows school board presidents from different district sizes in agreement on their perceptions of the superintendents' efforts in encouraging staff to investigate new curricula, arranging committees on curricular programs, making changes in the curricular program without the staff involved, and becoming familiar with curricular trends.

Table XIV reveals that school board presidents from small and large districts agreed on their perceptions of the superintendents' efforts in considering promotions usually favoring staff, seeing that the best staff was employed, giving consideration to local values, and keeping a watchful eye on the personal lives of the staff.

TABLE XII
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' INSTRUCTIONAL
 LEADERSHIP BY DISTRICT
 SIZE

Item	Group	\bar{x}	SD	t-test
Formal Evaluation of Teachers	1	1.39	.94	.94
	2	1.77	1.48	
Workshops Conducted	1	1.17	.58	.57
	2	1.08	.28	
Encourages Teachers to Use New Methods	1	1.65	.98	.61
	2	1.85	.80	
Develops Instructional Leadership	1	2.04	1.11	.45
	2	1.23	1.36	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
 Group 2 - districts with FTE of 1,001 or more (N = 13).

In Table XV, school board presidents from large and small districts agreed on their perceptions of the superintendents' efforts in establishing admission policies, seeing that pupil records are kept, making the final recommendations on suspensions, and exercising control over athletics and other activities.

Table XVI reveals that school board presidents from both small and large districts agreed on their perceptions of the superintendents' efforts in resisting demands from militant teacher groups, placing needs of the child foremost in drawing up the budget, using the staff to help draw up the budget, overbudgeting on the original draft, and establishing procedures for accounting.

TABLE XIII
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' CURRICULUM DEVELOP-
 MENT BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Encourages Staff to Investigate New Curricula	1	2.17	1.27	.23
	2	2.08	1.12	
Has Committees on Curricular Programs	1	1.57	.95	.61
	2	1.38	.65	
Curricular Changes Without Staff Involved	1	4.30	.76	.28
	2	4.38	.96	
Familiar With Curricular Trends	1	2.17	.83	.06
	2	2.15	1.28	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
 Group 2 - districts with FTE of 1,001 or more (N = 13).

Table XVII displays evidence that school board presidents from small and large districts agreed on their perceptions of the superintendents' job performances in predicting future building needs, conducting efficient plant operation and maintenance, making recommendations regarding building needs, favoring local firms over outside firms, formulating and enforcing use of school facilities, and developing a system of pupil transportation.

Table XVIII resembles Table XVII, with all items showing no significant differences. School board presidents from different district sizes agreed on their perceptions of the superintendents' efforts in keeping their offices open to the community, supporting community organizations,

establishing communication with local media, and working towards effective public relations.

TABLE XIV
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF SUPER-
INTENDENTS' STAFF PERSONNEL ADMINISTRATION
BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
For Promotions, Superintendent Favors Staff	1	2.61	1.23	.21
	2	2.69	1.03	
Sees That Best Staff is Employed	1	1.74	.92	.67
	2	1.54	.78	
Gives Consideration to Local Values	1	2.52	.99	1.39
	2	2.00	1.22	
Keeps Eye on Personal Lives of Staff	1	2.65	1.03	.11
	2	2.62	.96	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
Group 2 - districts with FTE of 1,001 or more (N = 13).

In Table XIX, large and small district school board presidents agreed on their perceptions of the superintendents' achievement in spending more time in the local area than on state projects, urging people to run for the board, providing the board with an agenda before meetings, and taking a neutral stand on divided issues.

From Table XX, it is seen that both small and large district school board presidents agreed on their perceptions of the superintendents'

efforts in giving much time for long-range plans. The table also demonstrates the high area of homogeneity for both groups one and two.

TABLE XV
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF SUPER-
INTENDENTS' PUPIL PERSONNEL ADMINISTRATION
BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Establishes School Admission Policies	1	2.65	1.50	.23
	2	2.54	1.27	
Sees That Pupil Records Are Kept	1	2.22	1.41	.96
	2	2.69	1.44	
Makes Final Recommendation on Suspensions	1	1.91	1.16	.70
	2	1.62	1.33	
Exercises Control Over Athletics and Activities	1	2.00	1.24	.35
	2	2.15	1.28	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

As a variable, district size for school board presidents was not significant in any part of the categories of superintendents' activities. In other words, school board presidents in districts enrolling fewer than 1,000 students perceived the superintendent's role as similar to those board presidents in districts enrolling 1,001 or more students. Of the nine dimensions included in Tables XII through XX, there were no instances of significant difference.

TABLE XVI
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF SUPER-
 INTENDENTS' FINANCIAL ADMINISTRATION
 BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Resists Demands From Militant Teacher Groups	1	2.39	1.34	.33
	2	2.54	1.20	
Places Needs of Child Foremost in Budget	1	1.65	.98	1.18
	2	1.31	.48	
Uses Staff in Draw- ing up Budget	1	2.57	1.38	.38
	2	2.38	1.39	
Overbudgets on Original Draft	1	4.04	1.02	.30
	2	4.15	1.14	
Establishes Procedures for Accounting Funds	1	1.74	1.04	1.92
	2	1.15	.38	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
 Group 2 - districts with FTE of 1,001 or more (N = 13).

Tables XXI through XXIX deal with items in relation to the third hypothesis (superintendents of small districts and superintendents of large districts had the same population distribution on the perceptions of specific superintendent behaviors), with group one being small districts and group two being large districts in each of these tables. The words "small" and "large" had the same implications they did for the second hypothesis.

In Table XXI, superintendents from large and small districts agreed on their perceptions of the superintendents' efforts in evaluating

teachers formally, arranging for teacher workshops, encouraging teachers to use new methods of teaching, and developing instructional leadership.

TABLE XVII
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF SUPER-
INTENDENTS' SCHOOL PLANT AND BUSINESS
MANAGEMENT BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Predicts Future Building Needs	1	2.04	.82	.73
	2	1.85	.69	
Conducts Efficient Plant Operation and Maintenance	1	1.87	.92	1.40
	2	1.46	.66	
Makes Recommendations Regarding Building Needs	1	1.48	.90	.33
	2	1.38	.65	
Favors Local Firms Over Outside Firms	1	1.65	.78	1.63
	2	2.15	1.07	
Formulates and Enforces Use of School Facilities	1	1.39	.72	1.94
	2	1.00	.00	
Develops System of Pupil Transportation	1	1.91	1.35	1.98
	2	1.15	.38	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
Group 2 - districts with FTE of 1,001 or more (N = 13).

Table XXII shows superintendents from different district size in agreement on their perceptions of the superintendents' efforts in encouraging staff to investigate new curricula, arranging committees on

curricular programs, making changes in the curricular program without the staff involved, and becoming familiar with curricular trends.

TABLE XVIII
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
SUPERINTENDENTS' PUBLIC RELATIONS
BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Keeps Office Open to Community	1	1.26	.69	.80
	2	1.46	.78	
Supports Community Organizations	1	1.83	1.07	.25
	2	1.92	1.19	
Establishes Communica- tion With Local Media	1	1.52	.95	.39
	2	1.38	1.12	
Works Toward Effective Public Relations	1	1.78	.80	.99
	2	2.08	.95	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
Group 2 - districts with FTE of 1,001 or more (N = 13).

Table XXIII reveals that superintendents from small and large districts agreed on their perceptions of the superintendents' efforts in considering promotions usually favoring staff, giving consideration to local values, and keeping a watchful eye on the personal lives of the staff. However, there was a significant difference between large and small district superintendents on their perceptions of the superintendents' efforts in seeing that the best staff was employed. In this area

TABLE XIX
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' ADMINISTRATIVE
 STRUCTURE AND ORGANIZATION
 BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Spends More Time Locally Than Statewide	1	2.17	1.03	.72
	2	1.92	.95	
Urges People to Run for the Board	1	3.00	1.41	.46
	2	3.23	1.48	
Provides Board With Agenda Before Meetings	1	1.26	.69	.92
	2	1.08	.28	
Takes Neutral Stand on Divided Issues	1	2.91	1.00	.65
	2	2.69	.95	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
 Group 2 - districts with FTE of 1,001 or more (N = 13).

TABLE XX
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' GENERAL PLANNING
 BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Gives Much Time for Long-Range Plans	1	1.96	1.07	.11
	2	2.00	1.29	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
 Group 2 - districts with FTE of 1,001 or more (N = 13).

of significant difference, the small district superintendents indicated less activity and uniformity than did the large district superintendents, since small district superintendents have the largest mean and standard deviation, as seen in Table XXIII.

TABLE XXI
SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS'
INSTRUCTIONAL LEADERSHIP BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Formal Evaluation of Teachers	1	1.74	1.18	.88
	2	1.38	1.12	
Workshops Conducted	1	1.48	.79	.36
	2	1.38	.65	
Encourages Teachers to Use New Methods	1	1.91	.90	.04
	2	1.92	.64	
Develops Instructional Leadership	1	2.70	.88	.01
	2	2.69	.95	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
Group 2 - districts with FTE of 1,001 or more (N = 13).

In Table XXIV, superintendents from large and small districts agreed on their perceptions of the superintendents' efforts in establishing admission policies, seeing that pupil records are kept, making the final recommendation on suspensions, and exercising control over athletics and other activities.

TABLE XXII
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' CURRICULUM DEVELOPMENT BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Encourages Staff to Investigate New Curricula	2	2.23	.93	.68
Has Committees on Curricular Programs	1	1.39	.58	.60
	2	1.54	.88	
Curricular Changes Without Staff Involved	1	4.48	.59	.26
	2	4.54	.78	
Familiar With Curricular Trends	1	2.39	.94	1.03
	2	2.08	.76	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

Table XXV reveals that superintendents from large and small districts agreed on their perceptions of the superintendents' efforts in placing needs of the child foremost in drawing up the budget, using the staff to help draw up the budget, overbudgeting on the original draft, and establishing procedures for accounting. On the other hand, they differed significantly regarding superintendents' efforts in resisting demands from militant teacher groups. On this item, small district superintendents indicated less activity, since they have the largest mean. The large district superintendents displayed the largest standard deviation and thus less homogeneity.

TABLE XXIII
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' STAFF PERSONNEL ADMINISTRATION
 BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
For Promotions, Superintendents Favor Staff	1	2.48	.59	.26
	2	2.54	.78	
Sees That Best Staff is Employed	1	1.39	.50	2.09*
	2	1.08	.28	
Gives Consideration to Local Values	1	2.87	1.39	1.27
	2	2.31	1.03	
Keeps Eye on Personal Lives of Staff	1	2.87	1.01	.64
	2	3.08	.76	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

*Significantly different.

Table XXVI displays evidence that both small and large district superintendents agreed on their perceptions of the superintendents' efforts in predicting future building needs, conducting efficient plant operation and maintenance, making recommendations regarding building needs, favoring local firms over outside firms, formulating and enforcing use of school facilities, and developing a system of pupil transportation.

Table XXVII resembles Table XXVI, with all items showing no significant difference. Superintendents from different district sizes agreed on their perceptions of the superintendents' efforts in keeping their offices open to the community, supporting community organizations,

establishing communication with the local media, and working towards effective public relations.

TABLE XXIV
SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' PUPIL PERSONNEL ADMINISTRATION
BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Establishes School Admission Policies	1	2.65	1.19	.09
	2	2.69	1.44	
Sees That Pupil Records Are Kept	1	2.17	1.40	.53
	2	1.92	1.26	
Makes Final Recommendation on Suspensions	1	2.91	1.31	.33
	2	3.08	1.66	
Exercises Control Over Athletics and Activities	1	2.87	1.10	.24
	2	2.77	1.36	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

In Table XXVIII, large and small district superintendents agreed on their perceptions of the superintendents' achievements in urging people to run for the board, providing the board with an agenda before meetings, and taking a neutral stand on divided issues. However, they differed significantly regarding superintendents' efforts in spending more time in the local area than on state projects. Small district superintendents indicated less activity and homogeneity in this area than did the large

district superintendents, since the small district superintendents have the highest mean and standard deviation.

TABLE XXV
SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' FINANCIAL ADMINISTRATION
BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Resists Demands From Militant Teacher Groups	1	3.17	.78	2.07*
	2	2.54	1.05	
Places Needs of Child Foremost in Budget	1	1.57	.59	1.78
	2	1.23	.44	
Uses Staff in Draw- ing Up Budget	1	3.96	.88	1.77
	2	3.46	.66	
Overbudgets on Original Draft	1	4.09	1.09	.27
	2	4.00	.82	
Establishes Procedures for Accounting Funds	1	1.30	.56	.02
	2	1.31	.63	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23);
Group 2 - districts with FTE of 1,001 or more (N = 13).

*Significantly different.

From Table XXIX it is seen that both small and large district superintendents agreed on their perceptions of the superintendents' efforts in giving much time for long-range plans. The area of standard deviation would prove congruency among both groups with low evidence of homogeneity in each group.

TABLE XXVI
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' SCHOOL PLANT AND BUSINESS MANAGEMENT BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Predicts Future Building Needs	1	1.70	.76	.29
	2	1.62	.87	
Conducts Efficient Plant Operation and Maintenance	1	1.91	.79	.30
	2	2.00	.91	
Makes Recommendations Regarding Building Needs	1	1.26	.46	.17
	2	1.23	.60	
Favors Local Firms Over Outside Firms	1	1.70	1.06	.99
	2	2.08	1.19	
Formulates and Enforces Use of School Facilities	1	1.30	.47	.93
	2	1.46	.52	
Develops System of Pupil Transportation	1	1.74	.96	.14
	2	1.69	.95	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

It can be seen in Tables XXI through XXIX that small and large district superintendents agreed on their perceptions of the superintendents' job performances on all but three items. They differed significantly regarding the superintendents' efforts in seeing that the best staff is employed, resisting demands from militant teacher groups, and spending more time in the local area than on state projects. Of the nine dimensions used for the third hypothesis, three contained items with significant difference. These three dimensions will be given more attention in the summary of this chapter.

TABLE XXVII
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' PUBLIC RELATIONS BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Keeps Office Open to Community	1	1.26	.54	.67
	2	1.38	.51	
Supports Community Organizations	1	1.70	.82	.84
	2	1.46	.78	
Establishes Communication With Local Media	1	1.57	.51	.53
	2	1.46	.66	
Works Toward Effective Public Relations	1	1.64	.71	.44
	2	1.54	.78	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

Tables XXX through XXXVIII indicate what differences the 36 items used in this study had to the fourth hypothesis (board presidents with seven or fewer than seven years' experience, as board member, and the same population distribution as board presidents with more than seven years' of experience on the perceptions of specific superintendent behaviors). Group one was the school board presidents having seven or less than seven years' of experience and group two was school board presidents with more than seven years' of experience. On this hypothesis, as well as the next, the term "experience" referred only to the longevity of the person and not the knowledge or skill gained by these board presidents and superintendents.

TABLE XXVIII
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' ADMINISTRATIVE STRUCTURE AND ORGANIZATION BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Spends More Time Locally Than Statewide	1	1.70	.56	2.10*
	2	1.31	.48	
Urges People to Run for the Board	1	2.91	1.28	.52
	2	3.15	1.41	
Provides Board With Agenda Before Meetings	1	1.04	.21	.75
	2	1.00	.00	
Takes Neutral Stand on Divided Issues	1	2.87	.76	.20
	2	2.92	.76	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

TABLE XXIX
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' GENERAL PLANNING BY DISTRICT SIZE

Item	Group	\bar{x}	SD	t-test
Gives Much Time for Long-Range Plans	1	1.83	.72	.56
	2	1.69	.63	

Note: Group 1 - districts with FTE of less than 1,000 (N = 23); Group 2 - districts with FTE of 1,001 or more (N = 13).

In Table XXX, both less experienced and experienced school board presidents agreed on their perceptions of the superintendents' efforts in evaluating teachers formally, arranging for teacher workshops, encouraging teachers to use new methods of teaching, and developing instructional leadership.

TABLE XXX
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
SUPERINTENDENTS' INSTRUCTIONAL
LEADERSHIP BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Formal Evaluation of Teachers	1	1.35	1.00	.85
	2	1.68	1.29	
Workshops Conducted	1	1.18	.53	.43
	2	1.11	.46	
Encourages Teachers to Use New Methods	1	1.88	1.11	.99
	2	1.58	.69	
Develops Instructional Leadership	1	2.24	1.20	.59
	2	2.00	1.20	

Note: Group 1 - less experienced board presidents (N = 17);
Group 2 - experienced board presidents (N = 19).

Tables XXXI and XXXII reveal that less experienced and experienced school board presidents agreed on their perceptions of the superintendents' efforts in encouraging staff to investigate new curricula, arranging committees on curricular programs, making changes in the curricular

programs without the staff involved, becoming familiar with curricular trends, considering promotions usually favoring staff, seeing that the best staff was employed, giving consideration to local values, and keeping a watchful eye on the personal lives of the staff.

TABLE XXXI
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
SUPERINTENDENTS' CURRICULUM
DEVELOPMENT BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Encourages Staff to Investigate New Curricula	1	2.12	1.22	.10
	2	2.16	1.21	
Has Committees on Curricular Changes	1	1.65	1.00	.99
	2	1.37	.68	
Curricular Changes Without Staff Involved	1	4.18	.95	1.08
	2	4.47	.70	
Familiar With Curricular Trends	1	2.29	1.05	.72
	2	2.05	.97	

Note: Group 1 - less experienced board presidents (N = 17);
Group 2 - experienced board presidents (N = 19).

In Table XXXIII, less experienced and experienced school board presidents agreed on their perceptions of the superintendents' efforts in establishing admission policies, seeing that pupil records are kept, making final recommendation on suspensions, and exercising control over athletics and other activities.

TABLE XXXII
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' STAFF PERSONNEL
 ADMINISTRATION BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
For Promotions, Superintendent Favors Staff	1	2.82	1.33	.91
	2	2.47	.96	
Sees That Best Staff is Employed	1	1.82	1.07	1.03
	2	1.53	.61	
Gives Consideration to Local Values	1	2.06	.97	1.44
	2	2.58	1.17	
Keeps Eye on Personal Lives of Staff	1	2.29	.99	2.01
	2	2.95	.91	

Note: Group 1 - less experienced board presidents (N = 17);
 Group 2 - experienced board presidents (N = 19).

Table XXIV reveals that both less experienced and experienced school board presidents agreed on their perceptions of the superintendents' efforts in resisting demands from militant teacher groups, places needs of the child foremost in making up the budget, using the staff to help draw up the budget, over-budgeting on the original draft, and establishing procedures for accounting.

Table XXXV displays evidence that less experienced and experienced school board presidents agreed on their perceptions of the superintendents' job performance in predicting future building needs, conducting efficient plant operation and maintenance, making recommendations regarding building needs, favoring local firms over outside firms, formulating

and enforcing use of school facilities, and developing a system of pupil transportation.

TABLE XXXIII
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
SUPERINTENDENTS' PUPIL PERSONNEL
ADMINISTRATION BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Establishes School Administration Policies	1	2.47	1.18	.56
	2	2.74	1.59	
Sees That Pupil Records Are Kept	1	2.29	1.21	.37
	2	2.47	1.61	
Makes Final Recommend- ations on Suspensions	1	1.82	1.07	.08
	2	1.79	1.36	
Exercises Control Over Athletics and Activities	1	2.00	1.17	.25
	2	2.11	1.33	

Note: Group 1 - less experienced board presidents (N = 17);
Group 2 - experienced board presidents (N = 19).

Table XXXVI resembles Table XXXV, with all items showing no significant differences. Both groups of school board presidents agreed on their perceptions of the superintendents' efforts in keeping their offices open to the community, supporting community organizations, establishing communication with local media, and working towards effective public relations.

TABLE XXXIV
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
SUPERINTENDENTS' FINANCIAL ADMINIS-
TRATION BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Resists Demands From Militant Teacher Groups	1	2.24	1.15	.93
	2	2.63	1.38	
Places Needs of Child Foremost in Budget	1	1.65	1.06	.80
	2	1.42	.61	
Uses Staff in Draw- ing up Budget	1	2.29	1.40	.85
	2	2.68	1.34	
Overbudgets on Original Draft	1	3.82	1.24	1.42
	2	4.32	.82	
Establishes Procedures for Accounting Funds	1	1.59	1.18	.37
	2	1.47	.61	

Note: Group 1 - less experienced board presidents (N = 17);
Group 2 - experienced board presidents (N = 19).

In Table XXXVII, less experienced and experienced school board presidents agreed on their perceptions of the superintendents' achievement in spending more time in the local area than on state projects, urging people to run for the board, providing the board with an agenda before meetings, and taking a neutral stand on divided issues.

From Table XXXVIII it is seen that both groups of school board presidents agreed on their perceptions of the superintendents' efforts in giving much time for long-range plans. As a variable, experience for school board presidents was not significant in any parts of the categories of superintendents' activities. In other words, school board

presidents with seven or less years' of experience perceived the superintendent's role to be similar to those school board presidents with more than seven years' of experience. Of the nine dimensions included in Tables XXX through XXXVIII, there were no instances of significant difference.

TABLE XXXV
SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
SUPERINTENDENTS' SCHOOL PLANT AND
BUSINESS MANAGEMENT
BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Predicts Future Building Needs	1 2	2.06 1.89	.97 .57	.63
Conducts Efficient Plant Operation and Maintenance	1 2	1.71 1.74	.99 .73	.11
Makes Recommendations Regarding Building Needs	1 2	1.53 1.37	1.01 .60	.59
Favors Local Firms Over Outside Firms	1 2	2.00 1.68	1.12 .67	1.04
Formulates and Enforces Use of School Facilities	1 2	1.29 1.21	.77 .42	.41
Develops System of Pupil Transportation	1 2	1.53 1.74	1.01 1.28	.53

Note: Group 1 - less experienced board presidents (N = 17);
Group 2 - experienced board presidents (N = 19).

TABLE XXXVI
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' PUBLIC RELATIONS
 BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Keeps Office Open to Community	1	1.35	.86	.15
	2	1.32	.58	
Supports Community Organizations	1	2.00	1.00	.71
	2	1.74	1.19	
Establishes Communica- tion With Local Media	1	1.35	1.00	.67
	2	1.58	1.02	
Works Toward Effective Public Relations	1	1.94	.83	.34
	2	1.84	.90	

Note: Group 1 - less experienced board presidents (N = 17);
 Group 2 - experienced board presidents (N = 19).

Tables XXXIX through XLVII indicated what relationship the 36 items used in this study had to the fifth hypothesis (superintendents with seven or fewer than seven years' experience, as superintendent, had the same population distribution as superintendents with more than seven years' experience on the perceptions of specific superintendent behaviors). Group one was superintendents having seven or fewer years' of experience and group two was superintendents with more than seven years' of experience.

Table XL reveals that less experienced and experienced superintendents agreed on their perceptions of the superintendents' efforts in encouraging staff to investigate new curricula, arranging committees on

TABLE XXXVII
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' ADMINISTRATIVE
 STRUCTURE AND ORGANIZATION
 BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Spends More Time Locally Than Statewide	1	2.29	1.16	1.21
	2	1.89	.81	
Urges People to Run for the Board	1	2.88	1.36	.80
	2	3.25	1.48	
Provides Board With Agenda Before Meetings	1	1.35	.79	1.59
	2	1.05	.23	
Takes Neutral Stand on Divided Issues	1	3.12	.99	1.71
	2	2.58	.90	

Note: Group 1 - less experienced board presidents (N = 17);
 Group 2 - experienced board presidents (N = 19).

TABLE XXXVIII
 SCHOOL BOARD PRESIDENTS' PERCEPTIONS OF
 SUPERINTENDENTS' GENERAL PLANNING
 BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Gives Much Time for Long-Range Plans	1	2.00	1.27	.14
	2	1.95	1.03	

Note: Group 1 - less experienced board presidents (N = 17);
 Group 2 - experienced board presidents (N = 19).

curricular programs, making changes in the curricular program without the staff involved, and becoming familiar with curricular trends.

TABLE XXXIX
SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' INSTRUCTIONAL LEADERSHIP
BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Formal Evaluation of Teachers	1	1.73	1.35	.40
	2	1.56	1.08	
Workshops Conducted	1	1.36	.67	.43
	2	1.48	.77	
Encourages Teachers to Use New Methods	1	2.18	.83	1.32
	2	1.80	.76	
Develops Instructional Leadership	1	2.55	1.13	.66
	2	2.76	.78	

Note: Group 1 - less experienced superintendents (N = 11);
Group 2 - experienced superintendents (N = 25).

In Table XLI, less experienced and experienced superintendents agreed on their perceptions of the superintendents' efforts in considering promotions usually favoring staff, seeing that the best staff was employed, giving consideration to local values, and keeping a watchful eye on the personal lives of the staff.

TABLE XL
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' CURRICULUM DEVELOPMENT
 BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Encourages Staff to Investigate New Curricula	1	2.36	1.03	1.16
	2	1.96	.93	
Has Committees on Curricular Changes	1	1.36	.67	.46
	2	1.43	.71	
Curricular Changes Without Staff Involved	1	4.64	.50	.83
	2	4.44	.71	
Familiar With Curricular Trends	1	2.45	.69	.79
	2	2.20	.96	

Note: Group 1 - less experienced superintendents (N = 11);
 Group 2 - experienced superintendents (N = 25).

In Table XLII, less experienced and experienced superintendents agreed on their perceptions of the superintendents' efforts in establishing admission policies, seeing that pupil records are kept, making the final recommendation on suspensions, and exercising control over athletics and other activities.

Table XLIII reveals that both less experienced and experienced superintendents agreed on their perceptions of the superintendents' efforts in resisting demands from militant teacher groups, placing needs of the child foremost in drawing up the budget, using the staff to help draw up the budget, and establishing procedures for accounting. However, they differed significantly regarding superintendents' efforts in overbudgeting on the original draft. Superintendents with seven or less than

seven years' of experience indicated less activity in this area than did the superintendents with more than seven years' of experience, since the less experienced superintendents have the greatest mean. However, the experienced superintendents displayed the largest standard deviation and thus less uniformity.

TABLE XLI
SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' STAFF PERSONNEL ADMINISTRATION BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
For Promotions, Superintendent Favors Staff	1	2.36	.67	.83
	2	2.56	.65	
Sees That Best Staff is Employed	1	1.36	.50	.75
	2	1.24	.44	
Gives Consideration to Local Values	1	3.00	1.34	1.03
	2	2.52	1.26	
Keeps Eye on Personal Lives of Staff	1	2.27	1.10	1.44
	2	2.80	.82	

Note: Group 1 - less experienced superintendents (N = 11); Group 2 - experienced superintendents (N = 25).

Table XLIV displays evidence that less experienced and experienced superintendents agreed on their perceptions of the superintendents' job performances and efforts in predicting future building needs, conducting efficient plant operation and maintenance, making recommendations

regarding building needs, favoring local firms over outside firms, formulating and enforcing use of school facilities, and developing a system of pupil transportation.

TABLE XLII
SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' PUPIL PERSONNEL ADMINISTRATION BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Establishes School Admission Policies	1	2.45	1.21	.66
	2	2.76	1.30	
Sees That Pupil Records are Kept	1	2.36	1.63	.83
	2	1.96	1.21	
Makes Final Recommendations on Suspensions	1	3.55	.44	1.64
	2	2.72	1.37	
Exercises Control Over Athletics and Activities	1	3.09	1.51	.86
	2	2.72	1.02	

Note: Group 1 - less experienced superintendents (N = 11); Group 2 - experienced superintendents (N = 25).

Table XLV resembles Table XLIV, with all items showing no significant difference. Both groups of superintendents agreed on their perceptions of the superintendents' efforts in keeping their offices open to the community, supporting community organizations, establishing communication with the local media, and working towards effective public relations.

TABLE XLIII
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' FINANCIAL ADMINISTRATION
 BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Resists Demands From Militant Teacher Groups	1	2.82	.75	.54
	2	3.00	1.00	
Places Needs of Child Foremost in Budget	1	1.55	.52	.72
	2	1.40	.58	
Uses Staff in Draw- ing Up Budget	1	3.91	.94	.62
	2	3.72	.79	
Overbudgets on Original Draft	1	4.55	.69	2.23*
	2	3.84	.94	
Establishes Procedures for Accounting Funds	1	1.45	.82	1.03
	2	1.24	.44	

Note: Group 1 - less experienced superintendents (N = 11);
 Group 2 - experienced superintendents (N = 25).

*Significantly different.

In Table XLVI, less experienced and experienced superintendents agreed on their perceptions of the superintendents' achievement in spending more time in the local area than on state projects, urging people to run for the board, providing the board with an agenda before meetings, and taking a neutral stand on divided issues.

Table XLVII reveals that both groups of superintendents agreed on their perceptions of the superintendents' efforts in giving much time for long-range plans. The low homogeneity of the listed standard deviation displays the congruency of both groups.

TABLE XLIV
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' SCHOOL PLANT AND BUSINESS MANAGEMENT BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Predicts Future Building Needs	1	1.64	.67	.15
	2	1.68	.85	
Conducts Efficient Plant Operation and Maintenance	1	1.91	.94	.17
	2	1.96	.79	
Makes Recommendations Regarding Building Needs	1	1.09	.30	1.28
	2	1.32	.56	
Favors Local Firms Over Outside Firms	1	2.27	1.49	1.61
	2	1.64	.86	
Formulates and Enforces Use of School Facilities	1	1.36	.50	.02
	2	1.36	.49	
Develops System of Pupil Transportation	1	1.64	.81	.36
	2	1.76	1.01	

Note: Group 1 - less experienced superintendents (N = 11); Group 2 - experienced superintendents (N = 15).

As a variable, experience for superintendents was not significant in all but one of the items of superintendents' activities. The item with a significant difference was regarding superintendents' efforts in over-budgeting on the original draft. Of the nine dimensions included in Tables XXXIX through XLV, only the dimension of Financial Administration contained an item with a significant difference.

TABLE XLV
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' PUBLIC RELATIONS BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Keeps Office Open to Community	1	1.36	.67	.44
	2	1.28	.46	
Supports Community Organizations	1	1.64	.81	.12
	2	1.60	.82	
Establishes Communication With Local Media	1	1.45	.52	.52
	2	1.56	.58	
Works Toward Effective Public Relations	1	1.36	.50	1.37
	2	1.72	.79	

Note: Group 1 - less experienced superintendents (N = 11);
 Group 2 - experienced superintendents (N = 25).

Summary

There were 11 instances of significant differences for the five hypotheses used in Tables III through XLVII. On the first hypothesis, superintendents and school board presidents differed significantly regarding superintendents' efforts in arranging for teacher workshops, developing instructional leadership, seeing that the best staff was employed, making the final recommendation on suspensions, exercising control over athletics and other activities, using the staff to help draw up the budget, and spending more time in the local area than on state projects. These seven items were contained in the dimensions of Instructional Leadership, Staff Personnel Administration, Pupil Personnel Administration, Financial Administration, and Administrative Structure and

TABLE XLVI
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' ADMINISTRATIVE STRUCTURE AND ORGANIZATION BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Spends More Time Locally Than Statewide	1	1.64	.67	.57
	2	1.52	.51	
Urges People to Run for the Board	1	2.55	1.37	1.40
	2	3.20	1.26	
Provides Board With Agenda Before Meetings	1	1.00	.00	.66
	2	1.04	.20	
Takes Neutral Stand on Divided Issues	1	2.82	.40	.37
	2	2.92	.86	

Note: Group 1 - less experienced superintendents (N = 11);
 Group 2 - experienced superintendents (N = 25).

TABLE XLVII
 SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENTS' GENERAL PLANNING BY EXPERIENCE

Item	Group	\bar{x}	SD	t-test
Gives Much Time for Long-Range Plans	1	1.64	.67	.82
	2	1.84	.69	

Note: Group 1 - less experienced superintendents (N = 11);
 Group 2 - experienced superintendents (N = 25).

Organization. Of these five dimensions, only Instructional Leadership and Pupil Personnel Administration did not have superintendents and school board presidents with more than 50% agreement for the items used on each dimension.

Hypotheses two and four revealed no instances of significant difference. On the other hand, hypothesis three displayed evidence that small and large district superintendents differed significantly regarding superintendents' efforts in seeing that the best staff was employed, resisting demands from militant teacher groups, and spending more time in the local area than on state projects. These items were contained in the dimensions of Staff Personnel Administration, Financial Administration, and Administrative Structure and Organization. However, these three dimensions did have both groups of superintendents with more than 50% agreement for the items used on each dimension.

In the fifth hypothesis, only the dimension of Financial Administration contained an item with less experienced and experienced superintendents not in agreement regarding superintendents' job performances. This item was overbudgeting on the original draft. The other four items on this dimension showed both groups of superintendents in agreement on their perceptions of superintendents' job performances.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine if differences existed between school board presidents' and superintendents' perceptions of the leadership roles of superintendents in Kansas districts. The study was conducted in public school systems in Kansas. The population consisted of school board presidents and superintendents from 304 public school districts. The sample responses were obtained from both the school board presidents and the superintendents in 36 of the 40 selected school systems. The 36 paired responses represented 90% of the random selection and formed the basis for this study.

Summary of Findings

Five research questions were generated from the research hypotheses listed in Chapter I. An alpha level of .05 was set to determine if the hypotheses were accepted or rejected.

Research Question One. Are there differences between board of education presidents and superintendents on their perceptions of specific superintendent behaviors?

The assessment of the superintendent's role when comparing the responses of board presidents and superintendents indicated some congruency

in seven of the nine dimensions. Strong relationships in the perceptions of superintendent behaviors were found in the areas of curriculum trends, financial administration, school plant and business management, public relations, and general planning. The two weakest dimensions of specific behaviors were Instructional Leadership and Pupil Personnel Administration, with significant test scores on at least half of the questions asked in these two dimensions. A significant difference of one item was found in three dimensions, which were: Staff Personnel Administration, Financial Administration, and Administrative Structure and Organization. As a group, the superintendents and board presidents agreed on the role of the superintendent in a total of 29 of the 36 items. Of the nine dimensions, seven were agreed upon by both board presidents and superintendents, while only two were found to have at least 50% of the items with a significant difference. Thus, hypothesis one was accepted.

Research Question Two. Are there differences between school board presidents' perceptions of superintendents' specific behaviors according to size of school district?

Statistical analysis of the data indicated that this variable was not significant in any superintendent activities on the nine dimensions. The board presidents of both large and small districts agreed on their perceptions of Instructional Leadership, Curriculum Development, Staff Personnel Administration, Public Personnel Administration, Financial Administration, School Plant and Business Administration, Public Relations, Administrative Organization, and General Planning. These results supported the null hypothesis, which stated that board of education presidents from small school districts have the same population distribution as presidents from large school districts. In the dimension of Pupil Personnel, board presidents from both small and large districts agreed on

the superintendent's role. However, in research question one, the items of student suspension and control over athletics and activities showed the largest significant difference between superintendents and board presidents.

As a group, board presidents' perceptions of the superintendent's role were congruent and size did not affect their perceptions of the superintendents' role. Therefore, from the findings listed in the above paragraph, hypothesis two was accepted.

Research Question Three. Are there differences between superintendents' perceptions of specific behaviors of the superintendency according to size of districts?

Statistical analysis of the data indicated no significant relationship between group one (small district superintendents) and group two (large district superintendents). In all but three items, both groups agreed on the role of the superintendent. The three items of significant difference were found in the dimensions of Staff Personnel Administration, Financial Administration, and Administrative Structure and Organization. As a whole, the small and large district superintendents agreed on the role of the superintendent in 33 of the 36 items. These superintendents agreed on their perceptions of Instructional Leadership, Curriculum Development, Pupil Personnel Administration, School Plant and Business Administration, Public Relations, and General Planning.

Regardless of district size, the superintendents surveyed had the same overall perceptions about the superintendent's role. Therefore, from the findings listed in the above paragraph, hypothesis three was accepted.

Research Question Four. Are there differences between board presidents' perceptions of superintendents' specific behaviors according to longevity of board presidents?

Statistical analysis of the data indicated the closest congruency of any of the hypotheses studied thus far. All nine dimensions found board presidents, regardless of the length of their tenure, agreeing on the activities of the superintendent. All agreed on perceptions of Instructional Leadership, Curriculum Development, Staff Personnel Administration, Pupil Personnel Administration, Financial Administration, School Plant and Business Administration, Public Relations, Administrative Organization, and General Planning.

Overall, board presidents' perceptions of the superintendent's role were congruent, and years of experience did not affect their perceptions of the superintendent's role. It should be noted that the ratings in this area showed some of the least disparity of the entire instrument. Thus, hypothesis four was accepted.

Research Question Five. Are there differences between superintendents' perceptions of superintendents' specific behaviors according to the longevity of superintendents?

Statistical analysis of the data indicated that this variable was not significantly different in any of the superintendent activities on the nine dimensions. Unlike the board presidents, the superintendents did not agree on all 36 questions. However, the nine dimensions were all congruent. It was found in the dimension of Financial Administration that the item of overbudgeting on the original draft was significantly different between group one (less experienced superintendents) and group 2 (experienced superintendents). The more experienced superintendents

may have seen this as a good budgetary measure and possibly felt more comfortable in doing so.

As a group, superintendents' perceptions of the superintendent's role were congruent, and longevity for superintendents did not affect their perceptions of the superintendent's role. Thus, hypothesis five was accepted.

Conclusions

In this research study, the role of the superintendent and the perceptions of those most closely associated with that role were analyzed. The results suggested that superintendents and board members would invest their time wisely if they made concerted efforts to discuss with each other their expectations concerning the leadership of the superintendent.

The synthesized study of research dealing with two topics, role of superintendent and role of the board president, brought this study of the superintendent's role together. One hundred sixty-nine items in the nine dimensions analyzed by the several variables showed agreement between both superintendents and board presidents.

Finally, several conclusions relating to the superintendent's role of selected variables may be reached. Age and years of experience were not related to the perceptions that Kansas superintendents had of their roles. The nine dimensions of the "Superintendent's Behavior Questionnaire" (SBQ) showed that the size of district as a variable did not produce a response on any of the dimensions. Finally, the variable of superintendent perceptions and board president perceptions of the superintendent's role showed no significant differences.

Implications

The findings of this study had several implications for educational administrators and school board members in Kansas. The study found that the perception of the superintendent's role held by board presidents and the superintendent group was not significantly different. It found that generally, board presidents and superintendents hold no conflicting expectations on the role of superintendents as to the SBQ. It was obvious that when either of these two types of groups had a conflict and these conflicts became too severe, neither was able to perform effectively. Whatever the perceptions, the superintendents must educate boards of education with whom they work to clarify the aims of the organization and the higher functions within the organization. The only alternative lies in the selection of a superintendent whose values, working needs, and disposition coincides as closely as possible with the objectives of the organization.

Findings also suggested having programs to train superintendents in the areas of the nine dimensions relating to the SBQ. Provisions for trainees through study and experience should be conducted through institutions of higher learning. Sound academic learning, as well as sound educational preparation are the keys to success. Thus, it is necessary for institutions training administrators for the position of superintendent to make certain forms of experience are available to the trainee.

Finally, most literature in the administration strongly recommends unit rather than dual control of an organization, which means one chief executive officer who would work in a district under the policies of a board of education. It is further possible to assume that, if the tenure

of Kansas superintendents is to be stable, inservice training for superintendents and board of education members is imperative.

Recommendations

Further research examined the perception of school board presidents and superintendents of selected districts in Kansas regarding the superintendent's role. These two reference groups (board presidents and superintendents) were not to provide effectiveness ratings of the superintendent, but rather to evaluate the role of the superintendent. Further studies using ratings of community service groups could present data to describe the role of the superintendent. Practices for research could use teachers or central office personnel for other variables of superintendents' measurements of role. Using the same SBQ instrument, the principals' perceptions of the superintendent's role could be studied. In addition, the perceptions of all school board members as to their perceptions of the superintendent's role could be examined.

Future researchers could study the actual role of the superintendent on selected behaviors, unlike this study, which asked for the ideal role of a superintendent. The research of the principal's perceptions of the role of the superintendent could give a more descriptive view of those role incumbents and aspirants who may be vying for this top administrative position.

This research is valuable to those who fill the superintendency position, with empirical studies demonstrating the need for better communications of superintendents and board members. In Kansas it was proven that there was a closer unity of both groups and that governance was a combined duty, not an autocratic venture.

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APPENDIXES

APPENDIX A

RANDOM SAMPLE TABLE

TABLE XLVIII
RANDOM NUMBERS

Line	Column							
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40
1	62956	95735	70988	86027	27648	65155	46301	27217
2	17143	50118	41681	87224	75674	43371	09846	83403
3	99285	01369	94610	71099	69207	01999	23931	34711
4	12940	81308	40436	82916	74245	70324	88555	82182
5	28089	80216	08681	83524	00583	55179	31911	68484
6	78079	74747	17626	74930	41300	04858	85634	42398
7	36009	01306	33858	96930	71087	11354	85891	52644
8	95695	52933	39459	84218	34670	91542	02186	86134
9	89221	34158	16364	16532	50070	78159	18445	05884
10	91937	35854	13168	24642	22369	87396	64367	89259
11	07339	63159	94886	51002	85834	94109	56843	03769
12	73238	34352	81008	95682	13029	76288	22054	54849
13	87940	32625	44838	39920	57188	41771	43185	74236
14	46904	92456	64675	66930	54980	11631	54596	50563
15	02580	92653	33907	54380	00763	60452	18860	48829
16	86983	20156	78561	97095	15990	45947	88542	86519
17	92608	22144	67209	88807	82087	06616	16605	95621
18	26988	49617	87118	28108	13110	40766	21216	01567
19	75370	38794	51939	20879	30221	73593	76238	85702
20	18826	84055	91391	78487	07594	74994	64239	00808
21	20198	45182	09914	45305	97352	00516	56804	10931
22	74784	75807	79881	45290	56117	39798	62617	26912
23	08050	25691	87922	75747	55031	82704	97667	03734
24	63096	27123	94686	39205	68047	12108	62144	31291
25	23099	48428	16697	82597	74983	22452	46283	97317
26	84827	81473	19453	95401	01363	40795	86600	78317
27	97965	30432	92410	42482	31448	78558	55152	27863
28	96097	51256	61546	93683	46277	30115	37682	15694
29	77733	98610	86615	19007	29402	26348	96477	97154
30	73159	81085	96957	48358	90944	58155	73014	79515
31	19074	14518	91372	73333	42832	17500	91049	74510
32	83098	95483	17986	79141	92419	36887	65473	05675
33	10416	60700	37527	26169	07315	08340	31597	05568
34	08693	25225	54798	60498	32060	60310	36587	30579
35	50451	52350	37860	40950	14377	16485	62250	96104
36	73128	88097	01832	19463	28038	00222	83868	74422
37	89677	39620	49118	49660	96852	71822	66195	28204
38	67828	36965	63617	60332	10525	78030	06835	59222
39	30001	63542	05680	12956	96058	80149	79950	39309
40	14283	75479	39727	79075	87995	74464	49102	93185
41	84051	28694	03885	97247	43578	48213	97929	49951
42	80815	60959	58747	50798	47455	18738	58154	95800
43	28515	30696	23612	87285	96888	25681	65597	50837
44	17402	25186	12526	19012	42374	47886	43367	61815
45	66814	38016	61219	14760	99030	38070	81369	94157
46	49751	96432	63666	47760	70192	10367	17197	95801
47	35597	97760	47288	34700	25569	91920	02045	24344
48	03026	00712	49279	10272	30083	61603	26715	89026
49	96637	00092	97446	75109	53899	93915	37789	13073
50	34324	90440	76224	71230	92581	06794	39559	05362

Source: R. E. Walpole, Elementary Statistical Concepts (1983).

APPENDIX B

RANDOM SELECTION SAMPLE TABLE

TABLE XLVIV
RANDOM SELECTION SAMPLE

CODE NUMBER	RANDOM SELECTION NUMBER	DISTRICT NUMBER	NAME	FULL-TIME STUDENTS
29	165	366	Yates Center	620
33	246	450	Shawnee Heights	3256
39	281	489	Hays	3322
28	208	410	Hillsboro	584
15	190	393	Solomon	378
6	216	465	Winfield	2240
34	194	396	Douglass	630
35	129	330	Eskridge	562
25	147	348	Baldwin City	1030
16	102	302	Ransom	201
10	276	484	Fredonia	1038
2	5	200	Tribune	300
3	223	427	Belleville	625
*(2) 37	130	331	Kingman	1127
22	7	453	Leavenworth	4344
27	159	360	Caldwell	311
23	131	332	Cunningham	310
*(2) 36	302	509	South Haven	190
13	75	272	Cawker City	605
4	13	209	Moscow	155
8	294	501	Topeka	14,600

TABLE XLVIV (Continued)

CODE	RANDOM SELECTION NUMBER	DISTRICT NUMBER	NAME	FULL-TIME STUDENTS
12	73	270	Plainville	545
*(1,2) 24	143	344	Pleasanton	374
26	280	487	Herington	556
17	105	305	Salina	6,936
11	255	459	Bucklin	260
31	300	507	Santanta	385
5	19	214	Ulysses	1516
7	48	245	LeRoy	412
18	113	313	Buhler	2188
19	116	316	Rexford	175
9	66	263	Mulvane	1800
20	121	322	Onaga	399
38	244	428	Great Bend	3490
40	301	508	Baxter Springs	925
*(2) 32	263	467	Leoti	597
30	175	409	Effingham	1701
21	164	365	Carnett	1030
1	2	102	Cimarron	552

Note: The two populations were represented by the 40 school districts listed in this table. These districts were chosen from the 304 Kansas school districts.

*Denotes no return from board president (1) or superintendent (2).

APPENDIX C

CORRESPONDENCE: PERMISSION TO
USE INSTRUMENT

Chanute Senior High School

U.S.D. No. 413
400 SOUTH HIGHLAND
CHANUTE, KANSAS 66720

431-2210



James L. Day, Principal
Pete Dillman, Assistant Principal

July 15, 1985

Dr. R.G. Fast
Director of Education
Saskatoon Board of Education
405 Third Avenue South
Saskatoon, Saskatchewan S7K 1M7

Dear Dr. Fast:

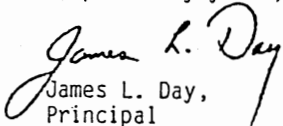
My name is Jim Day and I am pursuing a Doctorate of Education from Oklahoma State University. My major area is in administration.

I am interested in the area of superintendent/board relationships. I also want to look into the realm of superintendent role perceptions, and how these differ or correspond according to variables within the districts.

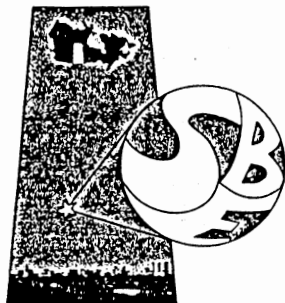
I have been exploring instruments that would fulfill my needs of measurement in this area. Your Superintendent Behavior Questionnaire looks to be a promising tool. I would like your consent to use this instrument in my future research.

Any and all assistance you can give will be greatly appreciated, and I remain,

Respectfully yours,


James L. Day,
Principal
Chanute High School

JLD/jwc



Saskatoon Board of Education

R.G. Fast, M.Ed., Ph.D., Director of Education

August 21, 1985

Mr. James L. Day, Principal
 Chanute High School
 U.S.D. No. 413
 400 South Highland
 CHANUTE, Kansas 66720

Dear Mr. Day;

Thank you for your letter of July 15, 1985 in which you request approval to use my Superintendent Behavior Questionnaire. The delay in my reply is simply due to my absence from the office during my vacation period.

I am pleased to approve your use of the instrument. The only condition that I place on this is that it be appropriately acknowledged in your dissertation.

Best wishes to you as you pursue your graduate studies.

Sincerely,

R.G. Fast
 DIRECTOR OF EDUCATION

RGF:bjf

APPENDIX D

CORRESPONDENCE: LETTER OF ENDORSEMENT



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

Currently I am engaged in doctoral work in the Department of Educational Administration and Higher Education at Oklahoma State University. I am researching "Roles of the Superintendent as Perceived by School Board Presidents and Superintendents in Kansas."

I propose to examine and assess the role of the Superintendent as perceived by board presidents and superintendents in order to present a perspective of the present status of the superintendent in Kansas.

This researcher guarantees complete confidentiality as to districts and individuals completing this questionnaire. Please return the questionnaire in the self-addressed envelope as soon as possible.

In this packet you should find an introductory letter, personal data sheet, the questionnaire, and a self-addressed stamped envelope. It requires a few minutes of your time to complete the questionnaire, and I, as a practicing administrator, well know the time you spend helping those of us who are aspiring to reach your level in education.

I would like to say "thank you" at this time for your help in this educational endeavor.

Respectfully,

James L. Day
Chanute High School Principal
428 South Central
Chanute, Kansas 66720

Dissertation Advisor:

Kenneth A. Stern, Ed. D.
Associate Professor
Educational Administration and
Higher Education



APPENDIX E

INSTRUMENT: SUPERINTENDENT
BEHAVIOR QUESTIONNAIRE

SUPERINTENDENT QUESTIONNAIRE

Personal Data Sheet

_____ Your age

_____ Years superintendent in this system (include current year).

_____ Total number of years experience as superintendent (include current year).

Level of preparation: (Please check highest).

_____ Bachelor's Degree

_____ Master's Degree

_____ Education Specialist

_____ Ph.D. or Ed. D

Year in contract:

Length of contract:

1	1
2	2
3	3

Example: If you are in your second year contract, you would circle 2 in the first column and 3 in the second column.

District Size: (Please check one).

_____ 100-1000 students

_____ More than 1000

On the following pages is a list of items that may be used to describe your behavior as superintendent. Each item describes a specific kind of behavior but does not ask you to judge whether the behavior is desirable or undesirable.

DIRECTIONS

Read each questionnaire, think about how frequently you engage in the behavior, indicate your choice by circling the number that corresponds with that choice, please answer all questions.

Thank you.

BOARD PRESIDENT QUESTIONNAIRE

Personal Data Sheet

_____ Your age
 _____ Years served as board member in your present district.
 _____ Years as school board president.

Your educational level attained: Please check one)

_____ High school diploma
 _____ Some college, but no degree
 _____ Bachelor's degree
 _____ Master's degree
 _____ Ph.D. , J.D., M.D., etc.

On the following pages is a list of items that may describe the behavior of your superintendent. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability but simply asks you to describe the behavior of your superintendent.

DIRECTIONS

- A. READ each item carefully.
- B. Think about how often your superintendent engages in the behavior as described by the item.
- C. Decide whether he never, almost never, sometimes, almost always, always acts as described by the item.
- D. Indicate your choice by circling the number that corresponds with your choice.
- E. Please answer each question.
- F. Please also remember that delegation of the responsibility is considered engaging in that activity.

THANK YOU.

SUPERINTENDENT BEHAVIOR QUESTIONNAIRE

	Always	Almost Always	Sometimes	Almost Never	Never
<u>Instructional Leadership</u>					
	(circle one)				
1. The superintendent sees to it that teachers are evaluated on a formal basis at least once a year.	1	2	3	4	5
2. The superintendent sees to it that regular in-service/workshops are conducted for teachers.	1	2	3	4	5
3. The superintendent encourages teachers to use new methods.	1	2	3	4	5
4. The superintendent develops instructional programs.	1	2	3	4	5
<u>Curriculum</u>					
5. The superintendent encourages staff members to investigate new curricula through their own research and experimentation.	1	2	3	4	5
6. The superintendent has committees of staff members in on major decisions involving the changing of curricular programs. (i.e. selections of new textbooks, materials, and aides.)	1	2	3	4	5
7. The superintendent makes the curriculum changes without getting the staff involved in the decision.	1	2	3	4	5
8. The superintendent spends much time in becoming more familiar with the recent curricular trends.	1	2	3	4	5
<u>Staff Personnel Administration</u>					
9. In considering promotions the superintendent usually favors staff from within over other applicants.	1	2	3	4	5
10. The superintendent sees to it that the best certified staff is employed by the board.	1	2	3	4	5
11. The superintendent gives consideration to local values of feelings regarding race, religion, or ethnic origin in filling vacant positions.	1	2	3	4	5
12. The superintendent keeps a watchful eye on the personnel life of his staff because of the impact it may have on the community or children.	1	2	3	4	5

	Always	Almost Always	Sometimes	Almost Never	Never
<u>Pupil Personnel Administration</u>					
13. The superintendent establishes school admission policies (i.e. the determination of age, testing, and planning of parent interviews.)	1	2	3	4	5
14. The superintendent sees to it that pupil personnel records are kept of all students (i.e. census, examination results, and promotions.)	1	2	3	4	5
15. The superintendent makes the final recommendations with respect to cases of pupil suspension and expulsion.	1	2	3	4	5
16. The superintendent exercises control over athletics and other co-curricular activities to see that they do not violate regulations.	1	2	3	4	5
<u>Financial Administration</u>					
17. The superintendent resists demands for higher salaries from militant teachers groups.	1	2	3	4	5
18. In drawing up the budget the superintendent places the educational needs of the child as foremost.	1	2	3	4	5
19. The superintendent makes full use of the teachers and other staff in drawing up pertinent items of the budget.	1	2	3	4	5
20. The superintendent "over budgets" on his original draft in anticipation of large cuts by the board.	1	2	3	4	5
21. The superintendent, through his staff, establishes adequate procedures for accounting funds.	1	2	3	4	5
<u>Public Relations</u>					
28. The superintendent keeps his office open to community members at all times.	1	2	3	4	5
29. The superintendent supports worthy community organizations by speaking to groups or holding office.	1	2	3	4	5
30. The superintendent establishes regular channels of communication with local media.	1	2	3	4	5
31. The superintendent works towards an effective public relations program for district.	1	2	3	4	5

	Always	Almost Always	Sometimes	Almost Never	Never
<u>Administrative Structure/Organization</u>					
32. The superintendent spends more time in the local area than on state projects/conferences.	1	2	3	4	5
33. The superintendent urges people whose personality and ability are respected to run for the board.	1	2	3	4	5
34. The superintendent provides board members with an agenda at least two days before board meetings.	1	2	3	4	5
35. The superintendent takes a neutral stand on issues which the community is divided.	1	2	3	4	5
<u>General Planning</u>					
37. The superintendent gives much time in his effort to the development of long range plans for the improvement of the school system.	1	2	3	4	5

VITA

James L. Day

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF KANSAS SCHOOL BOARD PRESIDENTS' AND KANSAS SCHOOL DISTRICT SUPERINTENDENTS' PERCEPTIONS OF THE SUPERINTENDENT'S LEADERSHIP ROLE

Major Field: Educational Administration

Biographical:

Personal Data: Born in Joplin, Missouri, July 15, 1946, the son of M. L. and Pauline Day. Married to Cheryl A. Watts on August 14, 1971.

Education: Graduated from Haviland Academy, Haviland, Kansas, in May, 1965; received Bachelor of Science degree from Friends University in May, 1969; received Master of Science degree from Emporia State University in August, 1974; received Specialist in Education degree from Wichita State University in May, 1980; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1988.

Professional Experience: Biology Teacher, Goddard Public Schools, Goddard, Kansas, August, 1969 to August, 1972; Physical Education Teacher, Labette County High School, Altamont, Kansas, August, 1972 to August, 1975; High School Principal, Rose Hill, Kansas, August, 1975 to August, 1984; Principal, Chanute High School, Chanute, Kansas, August, 1984 to present.