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SKELTON, Max Dee, 1932-  
REFERENCE GROUP EXPECTATIONS FOR  
THE SUPERINTENDENCY.

The University of Oklahoma, Ed.D., 1969  
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

REFERENCE GROUP EXPECTATIONS

FOR THE SUPERINTENDENCY

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

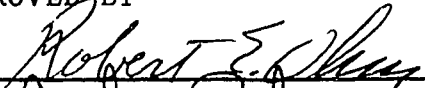
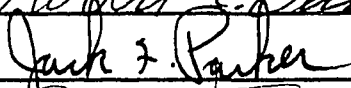
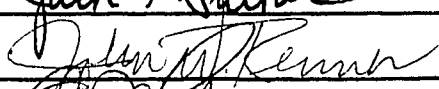
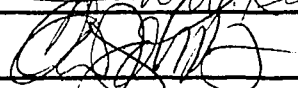
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Norman, Oklahoma

1969

REFERENCE GROUP EXPECTATIONS  
FOR THE SUPERINTENDENCY

APPROVED BY

DISSERTATION COMMITTEE

## ACKNOWLEDGEMENT

To Dr. Robert E. Ohm, Chairman of the Doctoral Committee, the writer wishes to express his sincere appreciation for the guidance and help which have made this study possible. Additionally, the writer is indebted to Dr. Oliver D. Johns, Dr. Jack F. Parker, and Dr. John Renner, the other members of the graduate committee for their kind assistance.

Special recognition is given the writer's wife, Retta Skelton, and to his children, Stephen Dee, Lori Jenean, and Julie Kaye, for their constant patience throughout this study.

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# REFERENCE GROUP EXPECTATIONS FOR THE SUPERINTENDENCY

## CHAPTER I

### INTRODUCTION

As community interest in education increases, it is likely that the superintendency will become more conflict producing.<sup>1</sup> The board of education looks to the superintendent as its chief executive and, perhaps more important, as its advisor. The teachers expect the superintendent to express their point of view to the school board. And, finally, the public expects the superintendent to make decisions which will correspond with the norms of public opinion.<sup>2</sup> Whose man is the superintendent? This is the question which must be answered if the superintendent of schools is to survive in his position of importance. The tenure of the superintendent

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<sup>1</sup>Edgar L. Morphet, R. L. Johns, and Theodore L. Reller, Educational Administration: Concepts, Practices, and Issues, (Englewood Cliffs: Prentice Hall, 1949), p. 248.

<sup>2</sup>Bruce J. Biddle, "Roles, Goals, and Value Structures in Organizations," New Perspectives in Organization Research, Edited by W. W. Cooper, et al. (New York: Wiley and Sons, 1964), pp. 150-172.

is on the average very short. Kelley<sup>3</sup> in a study of tenure and turnover in Oklahoma found that changes in the superintendency took place less frequently as the size of the district increased. It would appear that expectations of performance are not of as great an interest to community leaders as the district size increases.

The school system as an organization is inherently unstable, and is subject to a continuous stream of demands, from clientele, allies, and officials, all of which magnify the instabilities.<sup>4</sup> This instability within the system creates an imbalance of influences upon the superintendent and changes his attitudes toward expectations, even though he may realize that many of the expectations are justified. Everything that happens in a school system generates stress and the position most vulnerable is that of the superintendent.

Gross<sup>5</sup> identifies several areas which are stress producing because demands can be and are polarized by interested citizens. These conflicting demands are:

- (1) More emphasis on the 3-R's
- (2) Teach more courses and subjects
- (3) Protest views expressed by the teacher

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<sup>3</sup>Claude Kelley, Tenure and Turnover in the Oklahoma Superintendency, (Norman, OCEA, 1957), p. 2.

<sup>4</sup>William J. Gore, Administrative Decision-Making: A Heuristic Model, (New York: Wiley and Sons, 1964), p. 38.

<sup>5</sup>Neal Gross, Who Runs Our Schools, (New York: Wiley and Sons, 1958), p. 45.

- (4) Demand certain views by expressed
- (5) Protest tax increase
- (6) Demand more money for the school program.

This list can be expanded to a much longer list. No matter how the superintendent makes his decision on these demands, he frustrates some of the school's clientele. These stress producing expectations can be categorized into legitimate and illegitimate expectations.<sup>6</sup>

It is not uncommon for the superintendent to have difficulty determining which of the expectations to honor and, indeed, even difficulty in determining whether the expectation is being perceived correctly or not. The problem of role expectations in social systems has attracted well-deserved attention. The general problem area as defined by Gross<sup>7</sup> is concerned with the degree to which behavior conforms to or deviates from expectations.

In the theoretical framework developed by Parsons<sup>8</sup> for the analysis of social systems, the role concept is central. Newcomb<sup>9</sup> states that the ways of behaving which

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<sup>6</sup> Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency, (New York: Wiley and Sons, 1958), p. 245.

<sup>7</sup> Ibid., p. 248.

<sup>8</sup> Talcott Parsons, The Social System, (Glencoe: The Free Press, 1951), p.181.

<sup>9</sup> Theodore M. Newcomb, Social Psychology, (New York: Dryden Press, 1950), p. 280.

are expected of any individual who occupies a certain position constitute the role associated with that position. According to Newcomb a position is static and a role is dynamic because role refers to the behavior of the occupant of the position.<sup>10</sup> The behaviors included in a role may be thought of as extending along a continuum. At one extreme are behaviors demanded of all occupants of a position and at the other extreme are behaviors forbidden to all occupants of the position.<sup>11</sup>

Role expectations for the superintendent are especially difficult to locate on the continuum because of today's structure of militancy. Collective activity among school employees is increasing, and the goal of this activity seems to be an attempt by teacher organizations to achieve shared control over policy formation and administrative decision making.<sup>12</sup> It should be beneficial if administrators have an insight into community expectations concerning the superintendent's role in the relationships with influentials both in and out of the system.

#### Definition of Terms

Role: The way an individual who occupies a certain position behaves.

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<sup>10</sup>Ibid.

<sup>11</sup>Ibid., p. 281.

<sup>12</sup>Ray Stout, Organizational Influence on Teacher Leadership Perception, (Unpublished Doctoral Dissertation: Norman, 1968), p. 2.



Position: The location of an actor or class of actors in a system of social relationships.

Actor: The incumbent of a certain position.

Focal Position: A particular position as studied in reference to other positions, in this study it refers to the superintendency.

Counter Position: Other positions of reference in the study of positional relationships. In this study it refers to the positions other than that of the superintendent.

Expectations:<sup>13</sup> Feelings that someone, especially some group, will and should contribute in one way or another to the well-being of a group. The crucial element in expectation is that it is a part of a set of interlocking feelings which amount to a social contract between groups.

Large School District: A school district which ranks in the upper one-third of the population of the study. This ranking is on the basis of student enrollment.

Medium School District: A school district which ranks in the middle one-third of the population of the study. This ranking is on the basis of student enrollment.

Small School District: A school district which ranks in the lower one-third of the population of the study. This ranking is on the basis of student enrollment.

Mobility Index: This is a ratio computed by dividing average daily membership by the total enrollment.

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<sup>13</sup>Gore, op. cit., p. 184.

Mobility: A transient enrollment as indicated by a low mobility index.

Stability: A school district is classified as stable if it has a high mobility index.

Group Leader: A person who is the elected or appointed executive of any group.

Group: A group consists of two or more people who share norms about certain things with one another.

In-Group: Persons who are involved in school activities such as the board of education, parent teacher organizations, or who are employed by the school district.

Out-Group: Persons who are not directly involved in school activities.

Enrollment: The total number of pupils enrolled during a school year.

Membership: The number of pupils eligible for attendance on any one day of school.

Pluralistic Ignorance:<sup>14</sup> A condition in which the members of a community share a mistaken view of the norms of the group.

#### Statement of the Problem

The problem of this study was to determine whether a difference in the size of school districts and/or mobility of student body influences the expectations held by selected

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<sup>14</sup>Biddle, op. cit., p. 170.

group leaders for the performance of the superintendent of schools. It further was to determine the interaction of the independent variables with each other and upon the dependent variable. Four sub-problems of this study were:

- (1) To determine whether the size and/or mobility of a school district influence the in-group leaders' expectations of the superintendent's performance.
- (2) To determine whether the size and/or mobility of a school district influence the out-group leaders' expectations of the superintendent's performance.
- (3) To determine whether the size and/or mobility of a school district influence the self-expectations of a superintendent.
- (4) To determine whether the expectations for a superintendent's performance as held by in-group leaders differ from those held by the out-group leaders.

#### Need for the Study

As the superintendent of schools becomes more vulnerable to criticism from the public, it should be most helpful if information can be obtained concerning expectations of performance. Biddle<sup>15</sup> claims a pluralistic ignorance on the part of the public. This indicates that under certain conditions the members of a community might share mistaken views concerning the school system and that these views might alter expectations. It can further be stated that this pluralistic ignorance also may be true for school officials

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<sup>15</sup>Ibid.

and if it is true, the perception of what the public really expects from its schools and its administrators may be seriously distorted. Schanck<sup>16</sup> observed that for such a pluralistic ignorance to occur it is necessary that communication and/or behavioral observation be restricted. In studies by Biddle, Rosencranz, and Rankin,<sup>17</sup> it was discovered that, for such behavioral frameworks as "discipline," "watching for cheaters," "supervision," and the like, respondents attributed to "people in general" and to "school officials" much more conservative norms than were actually held. It is felt that a better understanding of this phenomena will help the administrator.

If equilibrium is to be maintained within the educational system of today, then attempts must be made to develop more knowledge of the role of the superintendent. The relationship of this role to other roles in the social system is paramount in the study of whose man is the superintendent. As society faces the problems of urbanization and high mobility, so must school administrators face these problems and it is only through research that possible solutions might be found.

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<sup>16</sup>R. L. Schanck, "A Study of a Community and Its Groups and Institutions Conceived of as Behavior of Individuals," Psychological Monograph XLIII (1932), pp. 1-133.

<sup>17</sup>Bruce J. Biddle, H. A. Rosencranz, and E. F. Rankin, Studies in the Role of Public School Teachers, II and III, (Columbia, Mo.: University Press, 1961), p. 225.

### Hypotheses Tested

Ho<sub>1</sub> There is no statistically significant difference in expectations for the superintendent's performance because of positions of leadership and/or size and mobility of a school district.

Ho<sub>2</sub> There is no statistically significant difference in the expectations for a superintendent's performance between in-group leaders and out-group leaders.

Ho<sub>3</sub> There is no statistically significant difference in the expectations held by in-group leaders for the superintendent's performance because of the size and/or mobility of a school district.

Ho<sub>4</sub> There is no statistically significant difference in the expectations held by out-group leaders for the superintendent's performance because of the size and/or mobility of a school district.

Ho<sub>5</sub> There is no statistically significant difference in the self-expectations held by the superintendent because of the size and/or mobility of a school district.

### Limitations of the Study

Certain limitations should be kept in mind while interpreting the results of this study. The most serious limitations are those which are inherent in an ex post facto design. These are the inability to manipulate independent variables and to exercise proper control over the randomization of subject.

This study was limited to include only respondents of thirty-six randomly selected school districts in the State of Oklahoma. The population represented by this sample is restricted to those school districts with enrollments between 500 and 10,000 pupils. When inferences are being made, it should be remembered that there is no statistical evidence available to indicate that this population is typical of any larger population.

The sample was further limited by the condition that each school district selected had to be in a community which had a Parent-Teacher's Association, a Chamber of Commerce, a Newspaper, and a Mayor or City Manager. If a school district was selected which did not conform to the prescribed conditions, then another had to be selected in its place.

#### Treatment of Data

Factorial analysis of variance as described by Kerlinger<sup>18</sup> and Winer<sup>19</sup> was used to test the hypotheses of this study. This technique is a statistical method that analyzes the independent and interactive effects of two or more independent variables on a dependent variable. This technique allows F ratios to be computed testing the significance of differences recorded in the contingency table.

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<sup>18</sup>Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart, and Winston, 1946), p. 213.

<sup>19</sup>B. J. Winer, Statistical Principles in Experimental Design, (New York: McGraw-Hill, 1962), pp. 241-255.

Three types of factorial analysis of variance tables were used for the compilation of data. These were the 2 x 3 x 6 design, the 2 x 3 x 3 design, and the 2 x 3 design.

Data on the expectations of a superintendent's performance were secured through a questionnaire given to the selected respondents in each community. This questionnaire was basically the one used by Gross<sup>20</sup> in his study of school superintendents in the State of Massachusetts.

#### Organization of the Study

This dissertation is organized into six chapters. Chapter I is a description of the study and includes the introduction, definition of terms, statement of the problem, need for the study, hypotheses, limitations, and a brief treatment of the data. Chapter II contains the review of research and related literature. Chapter III contains the design of the study. Analysis and presentation of data is contained in Chapter IV. Findings and interpretations are presented in Chapter V. Chapter VI contains the summary of the study, the conclusions based on the findings, and recommendations offered in view of the findings, and conclusions.

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<sup>20</sup>Gross, op. cit. pp. 331-334.

## CHAPTER II

### REVIEW OF RESEARCH AND RELATED LITERATURE

The rise of educational administration and supervision, so rapid in the case of state educational organization in the mid-nineteenth century, was slower but no less conspicuous in the contemporary development of city school systems.<sup>1</sup> The first city school superintendent was appointed in Buffalo, New York, in 1837.<sup>2</sup> As population increased, boards of education could not spend the necessary amount of time in the administration of schools. Buffalo was apparently the first to formulate the need for a superintendent.

The subsequent success of differentiating and concentrating executive duties in a superintendent of schools has so definitely justified this policy that it would be easy to overlook the misgivings and opposition which the evolution of this office at first generated.<sup>3</sup> Some laymen

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<sup>1</sup>John S. Brubacher, A History of the Problems of Education (New York: McGraw-Hill, 1966), p. 552.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 555.



opposed the office out of fear of "one-man control." Teachers and principals sometimes opposed it because they wished to maintain their autonomy. The real opposition came from the board of education itself. They did not know how much power to delegate to the superintendent.

The school of thought led by such as George D. Strayer (1876-1962) of Teachers College, Columbia University, and Elwood P. Cubberly (1868-1941) of Stanford University tried to resolve the struggle for power between the superintendent and the board of education by falling back on a corporate analogy. The board of education should legislate the educational policies and the superintendent should execute these policies. This seemed sound and many boards of education adopted it into their rules and regulations. State legislatures finally gave statutory definition to the office and powers of the superintendent by enactment of definitive legislation.<sup>4</sup> The conflicts involved in the superintendency still forced some superintendents to not exercise their authority properly for fear of dismissal.

The tenure of superintendents still depends upon a contract with the board. Tenure studies of the last thirty years in Oklahoma indicate that the stability of the

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<sup>4</sup>Ibid., p. 557.

position is increasing.<sup>5</sup> A study by Patterson<sup>6</sup> for the years 1917-1930 shows that in 1917 sixty per cent of the state's administrators did not return to their previous school; in 1930 thirty-three per cent left their previous position. A study by Kelley<sup>7</sup> shows an average of seventeen per cent turnover from 1950 to 1956. In a study of twelve midwestern states, Chase and Sweitzer<sup>8</sup> found that the average tenure of the superintendent was less than six years; they found also that more than one-fifth of the 5,753 school districts studied changed administrators each year.

Pullen<sup>9</sup> states that the greatest single cause of dissatisfaction among superintendents in the constant undermining of authority and professional leadership. Some of the sources of encroachment are: government, foundations, accrediting agencies, educational compacts, professional organizations, parent-teacher associations, and the board

<sup>5</sup>Kelley, op. cit., p. 2.

<sup>6</sup>Herbert Patterson, "Mobility of Public School Administrators in Oklahoma, 1917-1930," School and Society, XXXIII (February, 1931) pp. 306-07.

<sup>7</sup>Kelley, op. cit., p. 3.

<sup>8</sup>Francis S. Chase and Robert E. Sweitzer, "Superintendents in Small Midwestern Districts Swiftly Come and Swiftly Go," The Nation's Schools, LI (March, 1953), pp. 55-58.

<sup>9</sup>Thomas G. Pullen, Jr., "Superintendents' Authority Undermined," American School Board Journal, CLIII, No. 5, (November, 1966), pp. 12-16, 58-61.

of education.<sup>10</sup> Gilland<sup>11</sup> conducted a study in 1935 which identified six basic areas of concern; school board relations, reporting, the teaching staff, supervision of instruction, pupil personnel, and general office routine. Marchus<sup>12</sup> in 1954 prepared a list of responsibilities showing a drastic increase in the number of areas of concern. His list in addition to the areas listed by Gilland included special services, transportation, cafeteria, attendance, insurance, child welfare, and school building.

A focal position such as the superintendent of schools may be involved in several different systems of positions. The educational system can be thought of as one system among a number of systems. Superintendents are involved in many systems, such as professional organizations and local and state government. These involvements lead to conflict. Role assignments are standard for all occupants of a specified position. Everyone is expected to conform to a particular set of behaviors, regardless of the differences in intersystem involvement. The conflict inherent in this situation can be distinguished in the changed posture of the

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<sup>10</sup>Ibid., pp. 58-61.

<sup>11</sup>Thomas McDowell Gilland, The Origin and Development of the Powers and Duties of the City School Superintendent (Chicago: University Press, 1935), p. 117.

<sup>12</sup>Floyd I. Marchus et al. Mr. Superintendent, How Do You Do? (Martinez, California: Sandemark, 1954), p. 8.

superintendent in administrator-teacher relationships.

There is concern on the part of some administrators about the emergence of militant collective action. This perceived threat is, in part due to an assumption, borrowed from union-management relations, of what Tannenbaum calls the fixed power "pie." An analysis by Ohm<sup>13</sup> applies this theory to school systems.

"In school systems this fixed or finite amount of power is distributed in favor of those who have the responsibility of the system, i.e., school boards and school administrators. The intervention of a new power group in the system such as a formally organized teachers' organization, is seen as producing an inevitable redistribution of power with the administrator ending up with insufficient power for the distribution of his responsibilities. Consequently it may appear that a redistribution of power without a concern for total system responsibility may do more harm than good, and therefore, should be resisted by those in control."

Parsons<sup>14</sup> believes that human behavior may be influenced either through the situations in which people must act, or through "subjective" elements (i.e., sentiments, goals, attitudes, situations). This classification may serve for orientation to the analysis of the elements of flexibility, hence possible openings for control, of a

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<sup>13</sup>Robert E. Ohm, Collective Negotiations: Implications for Research (a paper presented at the U. C. E. A. Career Development Seminar, University of Arkansas, 1966), p. 12.

<sup>14</sup>Talcott Parsons, "The Problem of Controlled Institutional Change," Essays in Sociology (London: The Free Press, 1949), pp. 238-274.

social system. It is obvious that, as long as there is no interference from external sources, the more perfectly the members of any social system are adjusted to their roles the more perfectly the system will function. In its attempts to bring about such adjustments every system finds itself on the horns of a dilemma, no two individuals are alike.<sup>15</sup>

There are in all systems certain roles which require more than training for their successful performance. Perfect technique does not make a great violinist nor does a complete background in school administration make a good superintendent.<sup>16</sup> In fact, Barnard<sup>17</sup> feels that rigorous training in subjects intellectually difficult, and indeed, a large part of education, creates a strong bias in many individuals against understanding in the field of human relations.

Weber<sup>18</sup> believes that office holding is a "vocation." This is shown first in requirement of a firmly prescribed course of training, which demands the entire capacity for work for a long period of time, and in the generally prescribed and special examinations which are prerequisites

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<sup>15</sup>Ralph Linton, "Status and Role," Readings in Sociology, edited by Edgar A. Schuler et al. (New York: Crowell Company, 1960), p. 152.

<sup>16</sup>Ibid.

<sup>17</sup>Chester I Barnard, "Education for Executives," Human Relations in Administration, edited by Robert Dubin (Englewood Cliffs: Prentice-Hall, 1951), pp. 5-13.

<sup>18</sup>Max Weber, "Bureaucracy," Readings in Sociology, edited and translated by H. H. Gerth and C. Wright Mills (Oxford: University Press, 1946), pp. 192-244.

for employment. Etzioni<sup>19</sup> suggests that the Weberian model

....applies particularly to business and governmental bureaucracies, and in part to hierarchial churches and some military organizations as well. But when we consider prisons, universities, schools....., many propositions have to be specified considerably before they hold true.

The definition of superordinate-subordinate responsibilities is the distinction between Weber and Etzioni. The Weberian model uses the classical rationale that the superordinate must control the subordinate by virtue of his position.<sup>20</sup> Parsons<sup>21</sup> suggests that the most important thing to be said concerning the superordinate-subordinate relationship is that the chances of successful influence do not depend mainly on the apparent "reasonableness" of what is transmitted but on its relation to the functional equilibrium of the system on which it infringes. This depends on three factors: (1) the functional significance of the manifestations it attempts to displace, the potential functions of the new patterns which are put forward, and the appropriateness of the source and manner of influence.<sup>22</sup>

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<sup>19</sup>Amitai Etzioni, A Comparative Analysis of Complex Organization (Glencoe: The Free Press, 1961), pp. XII-XIII.

<sup>20</sup>Warren G. Bennis, "Leadership Theory and Administrative Behavior: The Problem of Authority," Administrative Science Quarterly (December, 1959), pp. 259-301.

<sup>21</sup>Parsons, op. cit., p. 248.

<sup>22</sup>Ibid.

Research and Literature Related  
to Roles and Positions

Role behaviors are unique to each individual. Because role behaviors are personally motivated, and because they are in part determined by self-perceptions which are never fully shared, no two individuals ever take the same roles in identical ways.<sup>23</sup> On the one hand there are the expectations which concern and in part set standards for the behavior of the actor, in the case of this study the superintendent, who is taken as the point of reference; these are his "role-expectations." On the other hand, from his point of view there is a set of expectations relative to the contingently probable reactions of others. Parsons<sup>24</sup> calls these "sanctions." The relation between role-expectations and sanctions is clearly reciprocal.

Role behaviors are motivated behaviors. Individuals take roles not only because they are supposed to but also because they are motivated to do so. Role behaviors are influenced by perceptions. As in all forms of motivated behavior, what a person does, feels, and thinks depends upon what he perceives.<sup>25</sup> Since role behaviors involve a relationship between one's self and others, they are bound to be

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<sup>23</sup>Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1950), p. 333.

<sup>24</sup>Talcott Parsons, The Social System (Glencoe: The Free Press, 1951), p. 38.

<sup>25</sup>Newcomb, op. cit., p. 332.

influenced by the ways in which self and others are perceived.

For social-psychological purposes, the manner in which a society is organized is best described in terms of the positions which exist in that society for people to fill. Every individual in any society fills at least one position.<sup>26</sup> Every position which is recognized by the members of a group contributes in some way to the purposes of the group; this contribution represents its functions.<sup>27</sup> The functions of a position as understood by group members who recognize the position do not necessarily correspond to its functions as they would be seen by an outsider. Positions exist because they correspond to functions as commonly understood according to group norms, whether or not there is a close correspondence between "real" and commonly understood functions.

Every unit in a system of action, e.g., the actor in a social role, is treated both as an object having ascertainable qualities, and as an entity performing the functions of a role. In the quality aspect, so far as the actor's position in the system is concerned, his status may be the subject of consideration. In the performance aspect, his role may be considered in a narrower technical sense.<sup>28</sup> Objects having

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<sup>26</sup> Ibid., p. 276.

<sup>27</sup> Ibid., p. 277.

<sup>28</sup> Parsons, op. cit., p. 393.



the qualities in question will have expected performances. These will be evaluated in terms of norms, and the actual performances will be differentially evaluated. The distinction of performance and quality is relative. Every performance has a quality base. The evaluation of a performance is relative to that base. Parsons<sup>29</sup> has established standards of evaluation of performance. These standards are:

(1) This standard involves in its cognitive sense, what is called universalism. In relation to performance it defines what are called "technical" norms which maximize universalistic values in the adaption of action to the intrinsic properties of the situational object-system in the service of a specific goal. In common sense terms, this is efficiency. The only reference is to the effectiveness with which objects in the situation are utilized (including adaption to its uncontrollable features) in the interest of attainment of the goal.

(2) This standard is that having to do with the definition of goals of an action process, in pattern-variable terms this can be called performance or achievement. As a system-norm, it will either specify the system-goal or goals to which the unit is expected to contribute, (this may be called the prescriptive case) or it will define the limits of permissible private goals of the unit (the permissive case). As such, an achievement norm does not define the instrumental or technical means-acts which are expected but only the goal itself, and of course it is not concerned with other kinds of consequences either relative to system-integration or to changes in the qualities of the system or its units.

(3) This standard does concern integration and may be called the system-integrative. It defines expectations with respect to a unit's contribution to the maintenance of solidarity with other units in the system. The focus is on the quality of attitude, on positive action expected to be taken in the interest of inter-unit solidarity. The standards are particularistic, not universalistic, in this it is the status of both units

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<sup>29</sup>Ibid.

in their relation of common membership in the same system which constitutes the basis of the expectations of solidarity.

(4) This standard concerns the maintenance and/or regulation of changes in the ascriptive-qualitative "base" from which other performances take their departure. There are two primary types of expressive action concerned. The first comprises those which are expressive of, or implement the value patterns ascribed to the unit in its status in the system independent of specific adaptive problems, specific goals or the inter-unit integration of the system in the particularistic solidarity sense. The second type is that oriented to bringing about changes in the qualities of the unit itself through learning processes. In system terms, that is, socialization is governed by qualitative-ascriptive norms.

The evaluative standards are important to the operation of a system because every concrete act has potential consequences for the maintenance or change of the system, and is in some degree oriented to these consequences. Every act is in some degree a reaction to the acts of others, and involves at least an implicit evaluation of the acts of other actors in the system. It thereby exerts an influence on their subsequent actions.

Newcomb<sup>30</sup> states that there are two especially important points which should be emphasized: first, the relationship of every position (or office) to the purpose of the entire system and, second, each position carries with it definite prescriptions for behaving toward other persons in related positions. No position within a group endures unless its occupants are motivated to take the role

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<sup>30</sup>Newcomb, op. cit., p. 278.

associated with that position. It will not endure, furthermore, unless other group members are motivated to encourage (or at least tolerate) that role.

Every role may be visualized as being at the center of a network of roles. The superintendent's role is no different. Gross<sup>31</sup> identifies several models of role relationships of the superintendent. These models are: the dyad, the position-centric, the system, the hierarchic system, and the multiple systems. All pertain to the interactions of the superintendent with other group members. The multiple systems model goes further and relates the superintendent not only to the school system but to group members of other systems. Griffiths<sup>32</sup> states that the superintendent's role can be viewed as being tridimensional. His role depends upon the job, the man, and the social setting. What the superintendent observes about his job and the social setting will be the result of what he has experienced in the past. This experience will effect the role perceptions of the superintendent. According to Griffiths<sup>33</sup> there are three major characteristics of perception: transaction, personal

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<sup>31</sup>Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency, (New York: Wiley and Sons, 1958), pp. 52-55.

<sup>32</sup>Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, 1956), p. 37.

<sup>33</sup>Ibid., p. 69.

behavior center, and externalization. Hunter<sup>34</sup> says that the superintendent's role operates under what can be called postulates of power.

Postulate 1. Power involves relationships between individuals and groups, both controlled and controlling.

Postulate 2. Power is structural socially in the United States, into a dual relationship between governmental and economic authorities on national, state, and local levels.

Postulate 3. Power is a relatively constant factor in social relationships with policies as variables.

Follett<sup>35</sup> states that power can not be designated because power is a capacity. The dichotomy available for the superintendent is power-with or power-over. She states that the leader must create an attitude of respect for expert opinions before he can have power-with.<sup>36</sup>

Saltonstall<sup>37</sup> believes that executive leadership, and this certainly applies for the superintendent, depends upon certain fundamental skills. These skills are technical, human, and conceptual. The smaller the group supervised the

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<sup>34</sup>Floyd Hunter, Community Power Structure (Chapel Hill: University of North Carolina Press, 1953), p. 6.

<sup>35</sup>Mary Parker Follett, Dynamic Administration: The Collected Papers of Mary Parker Follett, edited by Henry C. Metcalf and L. Urwich (New York: Harper, 1940), p. 95.

<sup>36</sup>Ibid., p. 52.

<sup>37</sup>Robert Saltonstall, Human Relations in Administration (New York: McGraw-Hill, 1959), p. 387.

more important is technical skill. Katz<sup>38</sup> substantiates this position by stating:

"As the supervisor moves further and further from the actual physical operation, the need for technical skill becomes less important, provided he has skilled subordinates and can help them solve their own problems.

"Human skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives his superiors, equals, and subordinates, and in the way he behaves."

#### Research and Literature Related to Groups

Man exists as a unit of society. Of himself, he is isolated, meaningless, only as he collaborates with others does he become worthwhile, for by sublimating himself in the group, he helps produce a whole that is greater than the sum of its parts.<sup>39</sup> There should be no conflict between man and society. What we think are conflicts are misunderstandings, breakdowns in communication. By applying the methods of science to human relations we can eliminate these obstacles to consensus and create an equilibrium in which society's needs and the needs of the individual are one and the same.<sup>40</sup>

The word "group" means different things to different people. A group is composed of positions which each member

<sup>38</sup>Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review, January-February, 1955, pp. 33-42.

<sup>39</sup>William H. White, Jr. The Organization Man (New York: Simon and Schuster, 1956), p. 7.

<sup>40</sup>Ibid.

occupies and which are all interdependent. An alteration in one position, such as a member leaving the group, has consequences for many or all the other positions.<sup>41</sup>

Mayo<sup>42</sup> reminds administrators that they are dealing with well-knit human groups and not with a horde of individuals. Man's desire to be associated with a group is strong, perhaps the strongest human characteristic.

Hall<sup>43</sup> in a study of social influence on the Aircraft Commander's Role has shown that social roles can be profitably conceived of in the context of conformity to group pressure. The role of the group leader is subject to these pressures. The leader may be in his position by virtue of his expertise or his sociometric position.<sup>44</sup> The leader may be recognized by the fact that when he states his ideas, other members support him; and when others give their views, the members wait for him to react before they respond.<sup>45</sup>

<sup>41</sup>Newcomb, op. cit., p. 489.

<sup>42</sup>Elton Mayo, The Social Problems of an Industrial Civilization (Boston: Harvard Graduate School of Business Administration, 1945), p. 110.

<sup>43</sup>R. L. Hall, "Social Influence on the Aircraft Commander's Role," American Sociological Review, XX (1955), pp. 292-299.

<sup>44</sup>Josephine Klein, Working with Groups (London: Hutchison, 1961), p. 91.

<sup>45</sup>Ibid., p. 92.

According to Horwitz,<sup>46</sup> the pressures within the group on leaders and members will be greater if the group is cohesive. He defines cohesion as the resultant of all forces which tend to move members into or out of a group.<sup>47</sup> A particularly important class of mutual reinforcement is when group solidarity is involved. Parsons<sup>48</sup> believes that in functionally differentiated societies group solidarity is secondary only to the functional significance of the roles of the members.

When the focal position of the superintendent of schools is involved with counter positions occupied by leaders of different groups, groups which often make conflicting demands, he must develop adequate procedure for dealing with the conflict generated. Follett<sup>49</sup> defines three ways of dealing with conflict:

- (1) Domination - Exercising power
- (2) Compromise - Each side gives up a little  
in order to have peace
- (3) Integration - The efforts are combined into  
something new which is a better

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<sup>46</sup>Murray Horwitz, "The Conceptual Status of Group Dynamics," The Planning of Change, edited by Warren G. Bennis et al. (New York: Holt, 1962), p. 285.

<sup>47</sup>Ibid.

<sup>48</sup>Talcott Parsons, "The Problem of Controlled Institutional Change," Essays in Sociological Theory (London: Collier, 1949), p. 243.

<sup>49</sup>Follett, op. cit., p. 31.

technique. It sets friction to work so that something will result.

McGregor<sup>50</sup> feels that the situational influences which operate on group leaders do so in such a way as to reward conformity with acceptable patterns of behavior and to punish deviance from these.

As to the influences of a group on its members, McCloskey and Dahlgren<sup>51</sup> point out that research substantiates the belief that people who associate together come to think alike. Their research centers on the influence of the primary group and the problems caused a multiple group membership.

Homans<sup>52</sup> is also aware that the degree of consensus among group members on positional expectation may vary. After defining a role as norms that state the expected relationship of a person in a certain position to others he comes in contact with, he says, "No doubt the norms accepted in a group vary from person to person."

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<sup>50</sup>Douglas M. McGregor, "An Analysis of Leadership," Readings in Industrial and Business Psychology, edited by Harry W. Karnes and B. Von Haller Gilmer (New York: McGraw-Hill, 1962), pp. 317-322.

<sup>51</sup>Herbert McCloskey and Harold E. Dahlgren, "Primary Group Influence on Party Loyalty," The American Political Science Review, LIII, (September, 1959), p. 757.

<sup>52</sup>George C. Homans, The Human Group (New York: Harcourt, Brace and Co., 1959), p. 124.



In the small group research of Bales<sup>53</sup> and his associates consensus on rankings of group members is sometimes treated as a variable, although consensus on role definition is not. Bales is usually working with contrived groups at a "pre-normative stage" and with those that do not contain differentiated positions.

If a community is not cohesive, then its group members, especially those who occupy leadership positions, will exhibit more anxiety than members of highly cohesive groups. The measure of anxiety used is (a) feeling 'jumpy' or 'nervous'; (b) feeling under 'pressure' and (c) feeling lack of support.<sup>54</sup>

Bradford and Lippitt<sup>55</sup> identified four types of group leadership which influence productivity.

- (1) The hardboiled autocrat
- (2) The benevolent autocrat
- (3) Laissez Faire
- (4) Democratic

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<sup>53</sup>Robert F. Bales and Philip E. Slater, "Role Differentiation in Small Decision-Making Groups," Family, Socialization, and Interaction Process, edited by Talcott Parsons and Robert Bales (Glencoe: The Free Press, 1955), p. 260.

<sup>54</sup>Dorwin Cartwright and Ronald Lippitt, "Group Dynamics and the Individual," International Journal of Psychotherapy, VII (January, 1957), pp. 86-102.

<sup>55</sup>Leland P. Bradford and Ronald Lippitt, "Types of Group Leadership," Human Relations in Curriculum Change, edited by Kenneth D. Benne and Bozidar Muntyan (New York: Dryden Press, 1951), pp. 118-125.

They state that each of these types has different effects upon the group. What the group does in relation to itself and other groups depends upon the interactive participation of both leader and group in group leadership.<sup>56</sup> Trecker<sup>57</sup> deals with this group-leader relationship and interaction by assigning certain responsibilities to the administration. Four areas are very prominent.

- (1) Administration is responsible for giving leadership in determining the function of the agency. This is the task of defining and redefining. To do it requires a method of determining community needs. In a sense, the agency must operate on the same wave length as do the predominant groups in the community.
- (2) Administration is responsible for giving leadership in securing support, developing interpretation, and maintaining understanding. This task is continuous. It requires interaction with the whole community.
- (3) Administration is responsible for giving leadership in relating the agency and service to other agencies of identical or allied purposes.
- (4) Administration is responsible for giving leadership in evaluation. The community must feel that an agency is doing an essential task with a quality that is constantly improving.

Leadership is not a mystic something that an individual has or has not. The leader is one who can move the group to action, and the group has the power to confer or withhold leadership, depending on whether or not it

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<sup>56</sup>Ibid.

<sup>57</sup>Harliegh B. Trecker, Group Process in Administration (New York: Woman's Press, 1950), p. 137.

decides to act.<sup>58</sup> If the leader is able to achieve in an area which has prestige for the group, then the group will probably confer leadership.<sup>59</sup>

Interaction produces one of three results: (1) total neutralization, or inactivity; (2) partial neutralization, or compromise; (3) no neutralization, or conflict.<sup>60</sup> The function of the true leader with a social purpose is to prevent negation. If negation occurs, the impetus for action and purpose disappears and the group becomes inactive and ineffectual.<sup>61</sup>

Through group polarity individuals are drawn to a person, ideal, or common objective that unifies them. The center around which a group gathers, be it a person or an issue, is always more or less definite.<sup>62</sup>

Any leader, according to Coyle,<sup>63</sup> is confronted with certain continuous functions such as (1) enabling his group to determine its own desires as to the direction and program

<sup>58</sup>Ruth Cunningham, et al., "Leadership and the Group," Readings in Group Work, edited by Dorothea F. Sullivan (New York: Association Press, 1952), p. 79.

<sup>59</sup>Ibid., p. 80.

<sup>60</sup>S. R. Slavson, "The Dynamics of Group Process," Readings in Group Work, edited by Dorothea F. Sullivan (New York: Association Press, 1952), p. 227.

<sup>61</sup>Ibid.

<sup>62</sup>Ibid., p. 229.

<sup>63</sup>Grace L. Coyle, Group Experience and Democratic Values (New York: Woman's Press, 1947), p. 22.

of the organization; (2) combining his own knowledge, desires, and values with those of the group in suitable proportions; (3) administering the program as determined by the group; (4) accepting at times a representative or even a symbolic role in which he acts as the embodiment of the group. The fourth responsibility of representation carries with it the need for the leader to be clear as to his powers.<sup>64</sup> Within the new system to which he goes, any official representing an organization has a triple responsibility. First, he must distinguish between his own feelings and opinions and those which are the official stand of his organization; second, he must see that the concerns of his own organization are given consideration; and, third, he must be concerned with the unity and life of the new system as well as his own organization.<sup>65</sup>

### Research and Literature Related to School

#### District Size and/or Mobility

Packard<sup>66</sup> states that the greatest disadvantage to a small school appears to be inadequate administration. The administrators too often must teach part-time or they must rely on other agencies for some of their services.

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<sup>64</sup>Ibid., p. 33.

<sup>65</sup>Ibid.

<sup>66</sup>John C. Packard, "School District Size vs. Local Control," American School Board Journal, CXLVI (February, 1963), pp. 5-10.

Hanson<sup>67</sup> states that the use of a local community as the basis for a school district is obsolete and indefensible. A report by the Great Plains School District Organization Project states that although the unique atmosphere of small schools offers subtle benefits for students, the possible advantages are bought at the price of poorer quality in academic programs.<sup>68</sup> The limitations are: lower pupil achievement; lower teacher salaries; fewer course offerings, special services, and innovations; higher per-pupil cost; and poorly prepared teachers.<sup>69</sup> Even so, a study in Iowa found that rural Iowans are generally satisfied with the size of their schools and the scope of present course offerings.<sup>70</sup>

As early as 1934, Dawson made a study of practices in city and county systems and found that at least thirty-one persons are needed to provide the necessary administrative and supervisory functions in a standard administrative unit.<sup>71</sup> Dawson concluded that a school district would have to enroll 12,000 pupils to justify an administrative staff of this size. Most authorities agree that a good school

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<sup>67</sup>Education U.S.A. Week Report on Educational Affairs (Washington, D.C., October 28, 1968), p. 48.

<sup>68</sup>Ibid.

<sup>69</sup>Ibid.

<sup>70</sup>Ibid.

<sup>71</sup>W.R. Lane, R. G. Corwin, and W. G. Monahan, Foundations of Educational Administration (New York: Macmillan, 1967), p. 178.

district should have the following characteristics and functions:

1. Offer a program of education that is comprehensive and includes sound general education and vocational education from kindergarten through adult education.
2. Have a wide enough and large enough district to assume an ever increasing educational load placed on schools by technology and an increasingly complex society.
3. Have enough children to justify offering every service and program necessary to meet modern educational requirements.
4. Have enough attendance units with adequate equipment so that long bus rides can be eliminated.
5. Be as geographically homogeneous as possible.
6. Consider sociological aspects of the community.<sup>72</sup>

Packard<sup>73</sup> states that the ideal size for a unified district would be approximately 2,000 pupils and the maximum no more than 10,000 pupils.

One significant characteristic of contemporary society in the United States is that the population has become relatively mobile. Indications are that one-fourth of the school children in our country are attending schools

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<sup>72</sup>Ibid.

<sup>73</sup>Packard, op. cit.

that are new to them this year because they have moved to a new community.<sup>74</sup> This high incidence of pupil mobility makes important the task of providing continuous educational experiences. There are five representative groups who move from community to community. They are:

- (1) Children of migratory families
- (2) Children of tourists
- (3) Children of military personnel
- (4) Children whose parents move to a permanent location
- (5) Children who move because of family changes.<sup>75</sup>

The mobility of student body would of necessity interfere with the cohesiveness of community groups. Mills<sup>76</sup> approaches the problem from the other end of the continuum by supporting the concept that solidarity among members of a group tends to undermine differences and to depress mobility.

The effect of mobility upon curriculum is important. Children are faced with different emphases on subject matter or assignments as they enter into new school situations. It is apparent that continuity can not be provided in all cases. But it should be possible to develop a teacher-learning

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<sup>74</sup>\_\_\_\_\_. A Look at Continuity in the School Program (Washington: Association for Supervision and Curriculum Development, 1958), p. 149.

<sup>75</sup>Ibid., p. 154.

<sup>76</sup>Theodore M. Mills, Group Transformation (Englewood Cliffs: Prentice-Hall, 1964), p. 86.

situation wherein children and youth find it easier to gain a sense of wholeness and continuity in their learning.<sup>77</sup>

The keys to continuous learning for children and youth are the school policies and practices which implement the objectives. These policies and practices are evolved to a certain extent by the influence of different groups in the community. Mobility has definite effect upon these groups and hence upon the school.<sup>78</sup>

### Summary

It is apparent in the literature that the incumbents of a number of counter positions are often perceived as important referents for superintendents in making a decision. These referents hold or are perceived to hold certain expectations of performance for the superintendent. These expectations are influenced by the group in which the position exists. Similar groups may influence members differently by virtue of differences in internal make-up and external conditions. Mobility of membership, solidarity of goal perception, continuity of program, and size are all factors which determine group influence on its members. The incumbent executive's role behavior is established by the group and hence is perceived by the superintendent as reflecting

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<sup>77</sup> Association for Supervision and Curriculum Development, op. cit., p. 131.

<sup>78</sup> Ibid., p. 138.



the expectations of the group. When different groups have opposite expectations, then the superintendent is facing conflict.

The school system is a microcosm of the total community in which it exists. Mobility within the school system indicates mobility within the community. The size of the system indicates the size of the community. The pressures upon the focal position of the superintendent are determined by the groups within the community and in Gross' study these groups appeared to hold different expectations.<sup>79</sup>

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<sup>79</sup>Gross, op. cit., p. 185.

## CHAPTER III

### DESIGN OF THE STUDY

#### Methodology

The population for this study includes all schools in the State of Oklahoma with an enrollment between 500 pupils and 10,000 pupils; there are 156 such school districts in Oklahoma. To assure a more workable sample, the school districts were ranked by student population and divided in three categories. The fifty-two largest districts were classified as large districts; the next fifty-two districts were classified as medium districts; and the final fifty-two were classified as small districts. From each classification, twelve school districts were randomly selected. This created a working sample of thirty-six school districts. A limitation on the sample was that each district had to be in a community having a parent-teacher group, a local newspaper, and a chamber of commerce. The selection was accomplished by using a deck of playing cards with each card representing a particular school district. If the prescribed limitations were not met, then another card was drawn. This was repeated until a sample was selected.

The twelve school districts in each size classification were further categorized according to the variable of mobility of student body. The determination of the level of mobility was accomplished by the computation of an index of mobility. The index of mobility as defined for this study was the ratio of total enrollment to average daily membership. The six schools in each size classification with the highest computed ratio were classified as stable. The six schools with the lowest ratio were classified as mobile. This created six general classifications of six schools each. (See Appendix A.) These were labeled large-mobile, large-stable, medium-mobile, medium-stable, small-mobile, and small-stable.

In each of the school systems selected, incumbents of certain pre-determined positions were asked to respond to a questionnaire. Those respondents were:

1. The superintendent of schools
2. The principal of the high school
3. The president of the board of education
4. The president of the parent-teacher organization
5. The editor of the newspaper
6. The chief executive of the city government
7. The manager of the chamber of commerce.

There are many factors that influence the percentage of returns to a questionnaire. Among the most important are:

- (1) the sponsorship of the questionnaire;
- (2) the attractiveness of the questionnaire format;
- (3) the length of the questionnaire;
- (4) the nature of the accompanying letter requesting cooperation;
- (5) the ease of filling out the questionnaire and mailing it back;
- (6) the nature of the people to whom the questionnaire is sent.<sup>1</sup>

In order to secure the highest possible return, the questionnaire was constructed with special consideration being given to the above points. A self-addressed, stamped envelope was provided with the questionnaire. If the questionnaires were not returned within ten days of original mailing, follow-up letters were sent. This letter requested again the respondent's help in completing the data for this study.

The first mailing of the questionnaires accomplished a 73.8 per cent return. The follow-up letter obtained another 13.9 per cent which made a final return of 87.7 per cent. (See Appendix B.)

The questionnaire used was a modified version of one used by Doctor Neal Gross in a study of the superintendency in Massachusetts. A letter was sent to Doctor Gross asking his permission to use the revised instrument. He replied in the affirmative. (See Appendix A.)

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<sup>1</sup>Claire Selltitz et al. Research Methods in Social Relations (New York: Holt, Rinehart, and Winston, Inc., 1961), pp. 241-242.

Instrumentation

The questionnaire was made up of twenty independent statements. The responses to these statements could not be summated vertically over the instrument. The statements were indicative of the position a superintendent finds himself in: does he follow the dictates of his teachers, his public, or his board of education?

The statements were categorized according to orientation, i.e., teacher, public, board. The direction of response indicated the orientation of the respondent. The following analysis indicated the direction of each statement.

TABLE I

ANALYSIS OF RESPONSES AS THEY PERTAIN TO ORIENTATION

STATEMENTS	STRONGLY AGREE OR AGREE	STRONGLY DISAGREE OR DISAGREE
1, 4	Teacher Oriented	Board Oriented
2, 6, 9, 16	Teacher Oriented	Public Oriented
3, 8, 14, 19, 20	Board Oriented	Teacher Oriented
5, 7, 11, 12	Public Oriented	Teacher Oriented
10, 13, 17, 18	Public Oriented	Board Oriented
15	Board Oriented	Public Oriented

The Expectations for Superintendent's Performance instrument was developed by Doctor Gross for a study in

Massachusetts.<sup>2</sup> The statements on the instrument were devised and selected after an examination of the literature in the field of educational administration, after informal discussion with faculty members in the field of educational administration in the universities, and after pre-testing school administrators and school board members.<sup>3</sup> The revised instrument used in this study incorporated only the statements shown to be significant by the original study.

#### Treatment of the Data

Factorial Analysis of Variance as discussed by Kerlinger<sup>4</sup> and Winer<sup>5</sup> was used to analyze the independent and interactive effects of the three independent variables (size of district, position of respondents, mobility of pupils) on the dependent variable (expectations for performance). The original experiment called for six responses per cell. However, because of conditions not related to the variables, the completed study had three to six responses per cell. A technique described by Winer<sup>6</sup> used the harmonic mean of cell responses for computation of F ratios. The computational formula for the harmonic mean is:

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<sup>2</sup>Gross, Mason, and McEachern, op. cit., pp. 457-460.

<sup>3</sup>Gross, op. cit., p. 112.

<sup>4</sup>Kerlinger, op. cit., pp. 227-232.

<sup>5</sup>Winer, op. cit., pp. 241-251.

<sup>6</sup>Ibid., p. 241.

$$n_h = \frac{pq}{\sum \sum (1/n_{ij})}$$

The following formulas were used for the computation of the sum of squares:

$$SS_a = n_h \sum q r \sum (\bar{A}_i - \bar{G})^2$$

$$SS_b = n_h \sum p r \sum (\bar{B}_j - \bar{G})^2$$

$$SS_c = n_h \sum p q \sum (\bar{C}_k - \bar{G})^2$$

$$SS_{ab} = n_h \sum r \sum (\overline{AB}_{ij} - \bar{G})^2 - SS_a - SS_b$$

$$SS_{ac} = n_h \sum q \sum (\overline{AC}_{ik} - \bar{G})^2 - SS_a - SS_c$$

$$SS_{bc} = n_h \sum q \sum (\overline{BC}_{jk} - \bar{G})^2 - SS_b - SS_c$$

$$SS_{abc} = n_h \sum \sum (\overline{ABC}_{ijk} - \bar{G})^2 - SS_{ab} - SS_{bc} - SS_a - SS_b - SS_c$$

Where:

$SS_q$  = sum of squares

$n_h$  = harmonic mean

$p$  = number of columns

$q$  = row variable of  $j$ th row

$r$  = row variable of  $k$ th row

$\bar{A}_i$  = total of observations in  $i$ th column

$\bar{B}_j$  = total of observations in  $j$ th row

$\bar{C}_k$  = total of observations in  $k$ th row

$\bar{G}$  = total of all observations

The statistic used was the F ratio; i.e., the ratio of the mean square of the category to the mean square of the within groups. The mean square is computed by dividing the sum of squares by the degrees of freedom.

The level of significance was selected as  $\alpha = 0.05$ . This level of confidence is customary for this type of study. This level means that only five per cent of the time will the condition studies have occurred by chance. The computed F ratio might have a magnitude greater than the value given in the table of values. If it does, it constitutes the critical region which indicates the significance of the variables studied. The critical region for rejecting  $H_0$  concerning column effects is

$$F > F_1 - \alpha [c-1, rc (n-1)].$$

The critical region for rejecting  $H_0$  concerning row effects is

$$F > F_1 - \alpha [r-1, rc (n-1)].$$

The critical region for rejecting  $H_0$  concerning interaction effects is

$$F > F_1 - \alpha [(c-1) (r-1), rc (n-1)].$$

To determine the values for the critical region of F refer to Table A-7 in Dixon and Massey.<sup>6</sup>

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<sup>6</sup>Wilfrid J. Dixon and Frank J. Massey, Jr. Introduction to Statistical Analysis (New York: McGraw-Hill, 1947), pp. 388-389.



## CHAPTER IV

### ANALYSIS AND PRESENTATION OF THE DATA

The data of this study were collected from respondents in thirty-six randomly selected communities in Oklahoma. The communities with a sample population of 252 returned 220 questionnaires. This was a 87.7 per cent return. The different categories of respondents had the following returns: P.T.A. - 86.1 per cent; Board of Education - 83.3 per cent; High School - 91.7 per cent; City Government - 80.6 per cent; News Media - 88.9 per cent; Chamber of Commerce - 88.9 per cent; and General School Administration - 91.7 per cent. When the categories were made by size and mobility, the returns were: Large - Mobile, 92.9 per cent; Medium - Mobile, 88.1 per cent; Small - Mobile, 85.7 per cent; Large - Stable, 90.5 per cent; Medium - Stable, 85.7 per cent; and Small - Stable, 81.0 per cent. (See Appendix B.)

The data were arranged so that the statistical treatment could be performed as stated in the section on the treatment of the data in Chapter III, all hypotheses were tested by use of the F ratio. Three contingency tables were used for the appropriate arrangement of the data. A

6 x 2 x 3 table was used for  $H_{o_1}$ ; a 2 x 2 x 3 table was used for  $H_{o_2}$ ,  $H_{o_3}$ , and  $H_{o_4}$ ; and a 2 x 3 table was used for  $H_{o_5}$ .

The hypotheses will be stated as they apply to the first item on the questionnaire. For all succeeding statements, the hypotheses will be tested but will not be re-stated.

Item 1 was: The superintendent should support the teacher's position in regard to strikes and/or professional holidays.

Hypothesis 1 was: There is no statistically significant difference in expectations for the superintendent's performance because of positions of leadership, size, and/or mobility of a school district. Because of the non-additivity of the items on the questionnaire, each item was considered independently as it related to the hypothesis.

Data as shown in Table II indicated a basic orientation toward the board of education with the exception of four groups: the principal in medium - stable and small - stable communities, the mayor in small - stable communities, and the chamber of commerce manager in medium - stable communities. This orientation is based upon the directional responses as categorized in Table I (Chapter 3).

Mobility and size did not prove to be significant variables as related to the question of professional holidays and/or strikes. However, the position of the respondent was

TABLE II

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO THE  
TEACHER'S POSITION IN REGARD TO STRIKES  
AND/OR PROFESSIONAL HOLIDAYS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.60	3.33	3.20	3.60	4.00	4.00
	Medium	3.00	4.00	3.83	4.00	3.80	3.00
	Small	2.00	4.20	3.50	3.40	3.80	3.20
Stable	Large	2.50	3.50	3.16	4.25	3.80	4.25
	Medium	3.80	4.00	2.00	3.60	3.83	2.67
	Small	4.00	3.40	2.67	2.60	3.50	3.20
Between Positions		d.f. = (5,151) F = 2.93 Sig at $P \geq 0.025$					
Between Mobility		d.f. = (5,151) F = 1.07 NS					
Between Size		d.f. = (2,151) F = 2.83 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 1.77 NS					
Position x Size		d.f. = (10,151) F = 1.30 NS					
Mobility x Size		d.f. = (2,151) F = 1.05 NS					
All Variables		d.f. = (10,151) F = 2.69 Sig at $P \geq 0.005$					

significant at the 0.025 level of confidence. When the interactions of variables were considered, first-order interactions were not significant. The second-order interaction which included all variables was significant at the 0.005 level of confidence.

Hypothesis 2 was: There is no statistically significant difference in the expectations for a superintendent's performance between in-group leaders and out-group leaders.

The sub-hypothesis for each independent variable was tested.

The data shown in Table III indicated that the variables of size, position, and mobility were not significant. The first-order interaction of size and position was significant at the 0.05 level of confidence.

Hypothesis 3 was: There is no statistically significant difference in the expectations by in-group leaders for the superintendent's performance because of the size and/or mobility of a school district. The data indicated that the variables of size and mobility were not significant when applied to the in-group which consisted of the PTA president, the board of education president, and the high school principal (see Table III).

Hypothesis 4 was: There is no statistically significant difference in the expectations by out-group leaders for the superintendent's performance because of the size and/or mobility of a school district. The data in Table III indicated that the out-group consisting of the newspaper editor, the chamber of commerce manager, and the city executive was not affected by the independent variables.

Hypothesis 5 was: There is no statistically significant difference in the self-expectations held by the superintendent because of the size and/or mobility of a school district. There was a significant difference between groups when separated by mobility. This was significant at

TABLE III

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO THE TEACHER'S POSITION IN REGARD TO STRIKES  
AND/OR PROFESSIONAL HOLIDAYS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	3.37	3.60	3.25
	Stable	3.06	3.31	3.31
Out-Group	Mobile	3.88	3.56	3.26
	Stable	4.08	3.35	3.07
Between Size		d.f. = (2,175) F = 2.02 NS		
Between Position		d.f. = (1,175) F = .42 NS		
Between Mobility		d.f. = (1,175) F = 1.80 NS		
Interactions:				
Size x Position		d.f. = (2,175) F = 3.39 Sig at $P \geq .05$		
Size x Mobility		d.f. = (2,175) F = .29 NS		
Position x Mobility		d.f. = (1,175) F = 2.60 NS		
All Variables		d.f. = (2,175) F = .72 NS		
<u>In-Group</u>				
Between Size		d.f. = (2,88) F = .42 NS		
Between Mobility		d.f. = (1,88) F = .71 NS		
Interaction:				
Size x Mobility		d.f. = (2,88) F = .35 NS		
<u>Out-Group</u>				
Between Size		d.f. = (2,87) F = 3.04 NS		
Between Mobility		d.f. = (1,87) F = .14 NS		
Interaction:				
Size x Mobility		d.f. = (2,87) F = 1.18 NS		

the 0.05 level of confidence. The interaction of size and mobility was significant at the 0.025 level of confidence (see Table IV). Size did not appear to be significant when considered by itself.

TABLE IV

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO  
THE TEACHER'S POSITION IN REGARD TO STRIKES  
AND/OR PROFESSIONAL HOLIDAYS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	3.50	2.83	4.20
Stable	3.16	3.00	2.50
Between Size	d.f. = (2,27)	F = 1.16	NS
Between Mobility	d.f. = (1,27)	F = 4.64	Sig at $P \geq .05$
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 4.52	Sig at $P \geq .025$

Item 2 on the questionnaire pertained to the imposition of educational sanctions by professional organizations. In reference to Hypothesis 1, the data in Table V indicated that the variables of position, size, and mobility were all significant at the 0.005 level of confidence. The first-order interaction of mobility and size was also significant at the 0.005 level of confidence. The other first-order interactions and the second-order interaction were not significant.

Hypothesis 2 pertaining to position was rejected at the 0.005 level of confidence. The other variables were not significant. The interaction of size and position was significant at the 0.05 level of confidence as indicated in

TABLE V

MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO THE IMPOSITION OF SANCTIONS BY  
EDUCATIONAL ORGANIZATIONS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.20	3.50	2.20	3.40	3.83	3.00
	Medium	2.60	3.00	2.67	3.60	3.40	2.17
	Small	1.60	3.80	2.17	4.00	3.80	3.40
Stable	Large	2.67	3.50	1.83	4.25	3.67	3.75
	Medium	3.80	3.50	2.50	2.80	3.33	2.17
	Small	3.00	3.20	2.00	2.00	4.50	2.40
Between Positions		d.f. = (5,151) F = 5.77 Sig at $P \geq .005$					
Between Mobility		d.f. = (1,151) F = 11.36 Sig at $P \geq .005$					
Between Size		d.f. = (2,151) F = 5.30 Sig at $P \geq .005$					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 1.71 NS					
Position x Size		d.f. = (10,151) F = 1.38 NS					
Mobility x Size		d.f. = (2,151) F = 6.41 Sig at $P \geq .005$					
All Variables		d.f. = (10,151) F = .85 NS					

Table VI. The interactions of size and mobility and of position and mobility were not significant.

Hypothesis 3 was not rejected on the basis of the data. Size and mobility were not significant, nor was the interaction of the two. The homogeneity of the responses for the in-group seemed to indicate an orientation toward the teacher (see Table VI).

TABLE VI

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO THE IMPOSITION OF SANCTIONS BY EDUCATIONAL  
ORGANIZATIONS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.69	2.73	2.50
	Stable	2.67	3.31	2.69
Out-Group	Mobile	3.41	3.00	3.73
	Stable	3.86	2.76	2.86
<hr/>				
Between Size		d.f. = (2,175)	F = .63	NS
Between Position		d.f. = (1,175)	F = 8.03	Sig at $P \geq .005$
Between Mobility		d.f. = (1,175)	F = 0	NS
Interactions:				
Size x Position		d.f. = (2,175)	F = 3.48	Sig at $P \geq .05$
Size x Mobility		d.f. = (2,175)	F = .95	NS
Position x Mobility		d.f. = (1,175)	F = 1.79	NS
All Variables		d.f. = (2,175)	F = 1.85	NS
<hr/>				
<u>In-Group</u>				
Between Size		d.f. = (2,88)	F = 1.20	NS
Between Mobility		d.f. = (1,88)	F = 1.03	NS
Interaction:				
Size x Mobility		d.f. = (2,88)	F = .52	NS
<hr/>				
<u>Out-Group</u>				
Between Size		d.f. = (2,87)	F = 2.80	NS
Between Mobility		d.f. = (1,87)	F = .68	NS
Interaction:				
Size x Mobility		d.f. = (2,87)	F = 5.31	Sig at $P \geq .01$

Hypothesis 4 as it pertained to the variables separately was not rejected since neither size nor mobility were significant. However, the interaction of the two was shown to be significant at the 0.01 level of confidence.



Table VII contains data which when analyzed supported Hypothesis 5. The superintendents did appear to support the use of sanctions without regard to the size of their community.

TABLE VII  
MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO  
THE IMPOSITION OF SANCTIONS BY EDUCATIONAL  
ORGANIZATIONS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	2.50	2.33	3.60
Stable	2.67	2.67	2.50
Between Size	d.f. = (2,27)	F = 1.28	NS
Between Mobility	d.f. = (1,27)	F = .43	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 2.20	NS

Item 3 was: The superintendent should help the board of education resist demands by teachers for higher salaries. The data presented in Table VIII indicated that there were significant differences of opinion concerning this question. The variables of position and size were significant: position at the 0.005 level and size at the 0.001 level. The interactions were also highly significant with the exception of position and size. All other interactions were significant at the 0.001 level of confidence. Hypothesis 1 was therefore rejected.

TABLE VIII

MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO DEMANDS BY TEACHERS FOR  
HIGHER SALARIES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.80	3.16	3.60	4.00	3.00	2.50
	Medium	3.80	3.50	4.00	3.00	3.80	2.83
	Small	3.80	2.60	4.00	4.00	3.20	3.60
Stable	Large	3.00	3.33	4.33	2.75	2.50	3.00
	Medium	4.20	3.50	4.25	3.00	2.83	2.67
	Small	4.00	3.00	4.16	3.00	2.25	3.20
Between Positions		d.f. = (5,151) F = 6.60 Sig at $P \geq .005$					
Between Mobility		d.f. = (1,151) F = 1.55 NS					
Between Size		d.f. = (2,151) F = 17.28 Sig at $P \geq .001$					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 26.16 Sig at $P \geq .001$					
Position x Size		d.f. = (10,151) F = 1.27 NS					
Mobility x Size		d.f. = (2,151) F = 18.11 Sig at $P \geq .001$					
All Variables		d.f. = (10,151) F = 14.49 Sig at $P \geq .001$					

When data were combined into in-group and out-group responses, it was shown that Hypothesis 2 was rejected at the 0.001 level of confidence. If analyzed by size, the hypothesis was not rejected. However, position and mobility were both highly significant. The first-order interaction of position and mobility and the second-order interaction of all independent variables were significant at the 0.001 level of confidence (see Table IX).

TABLE IX

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED TO  
DEMANDS BY TEACHERS FOR HIGHER SALARIES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	3.50	3.80	3.50
	Stable	3.56	4.00	3.75
Out-Group	Mobile	3.12	3.19	3.60
	Stable	2.72	2.82	2.86

Between Size	d.f. = (2,175) F = .80 NS
Between Position	d.f. = (1,175) F =15.91 Sig at $P \geq .001$
Between Mobility	d.f. = (1,175) F =86.07 Sig at $P \geq .001$
Interactions:	
Size x Position	d.f. = (2,175) F = .39 NS
Size x Mobility	d.f. = (2,175) F = .06 NS
Position x Mobility	d.f. = (1,175) F =168.44 Sig at $P \geq .001$
All Variables	d.f. = (2,175) F =130.24 Sig at $P \geq .001$

In-Group

Between Size	d.f. = (2,88) F = .53 NS
Between Mobility	d.f. = (1,88) F = .91 NS
Interaction:	
Size x Mobility	d.f. = (2,88) F = .13 NS

Out-Group

Between Size	d.f. = (2,87) F = .67 NS
Between Mobility	d.f. = (1,87) F = 5.52 Sig at $P \geq .025$
Interaction:	
Size x Mobility	d.f. = (2,87) F = .05 NS

In reference to Hypothesis 3, which applied only to the in-group; the data indicated that the variables were not significant. The F ratios for all variables were less than unity (see Table IX).

When the out-group was considered by itself, mobility was a significant variable. It was significant at the 0.025 level of confidence. Size did not apparently influence the responses (see Table IX).

The superintendents were in strong disagreement with Item 3. There was no significance in the influence of any variable upon their responses. Any difference in the data was pure chance (see Table X).

TABLE X  
MEAN RESPONSES OF SUPERINTENDENTS AS  
RELATED TO DEMANDS BY TEACHERS  
FOR HIGHER SALARIES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	3.67	4.00	4.20
Stable	3.83	3.67	4.00
Between Size	d.f. = (2,27)	F = .14	NS
Between Mobility	d.f. = (1,27)	F = .50	NS
Interaction:			
Size x Mobility	d.f. = (2,27)	F = .21	NS

Item 4 of the questionnaire was: The superintendent should represent the teachers in professional negotiations with the board of education. The data in Table XI indicated that the variables of position and mobility were not significant. Size was significant at the 0.05 level of

confidence. When size and mobility were considered in interaction, the significance was greater as was the interaction of all variables. The level of confidence was 0.001. The data did indicate a great deal of diversity in the responses with a range in cell means of 1.50 to 4.25.

TABLE XI  
MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO THE SUPERINTENDENT'S POSITION IN  
PROFESSIONAL NEGOTIATIONS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.00	3.16	2.40	2.20	3.67	2.83
	Medium	3.00	2.00	2.33	1.60	3.80	2.83
	Small	2.40	2.00	1.50	3.60	3.20	2.20
Stable	Large	2.50	3.00	3.33	4.25	3.33	3.00
	Medium	3.00	2.00	2.50	2.40	2.33	2.50
	Small	2.00	2.80	2.00	1.80	3.25	2.60
Between Positions		d.f. = (5,151) F = 2.07 NS					
Between Mobility		d.f. = (1,151) F = .33 NS					
Between Size		d.f. = (2,151) F = 3.18 Sig at $P \geq .05$					
Interactions:							
Position x Mobility		d.f. = (5,151) F = .79 NS					
Position x Size		d.f. = (10,151) F = 1.10 NS					
Mobility x Size		d.f. = (2,151) F = 6.44 Sig at $P \geq .001$					
All Variables		d.f. = (10,151) F = 3.98 Sig at $P \geq .001$					

The sub-hypothesis for size and position were tested and found to be rejected at the 0.05 level of confidence. No other variable nor interaction was significant (see Table XII). Hypothesis 3 and Hypothesis 4 were not rejected since the variables in both of the cases were not significant.

The data in Table XII indicated that the large community out-group was opposed to the superintendent representing the teacher. The in-group consistently supported the teacher. Neither of these groups was affected by the variables within the group. Table XIII indicated that doubt still exists for the superintendent. The data grouped around the mean which indicated undecided. The findings indicate that each superintendent will find in his community conflicting positions. In Table XIII, the responses of the superintendents were similar enough to indicate the non-significance of the variables. They regressed around the weighted mean of 3.00 which revealed indecision as to whether representation should be given or not.

Item 5 was: The superintendent should refuse to recommend the dismissal of a teacher the public wants dismissed if he feels that the public complaint is invalid.

All hypotheses pertaining to Item 5 were not rejected. The data indicated that none of the variables nor interactions were significant. The direction of the responses was toward strong agreement. This seemed to indicate that all respondents felt that refusal was in order. (Refer to Tables XIV, XV, and XVI.)

TABLE XII

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS  
RELATED TO THE SUPERINTENDENT'S POSITION  
IN PROFESSIONAL NEGOTIATIONS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.56	2.47	1.94
	Stable	2.94	2.54	2.25
Out-Group	Mobile	2.94	2.75	3.00
	Stable	3.50	2.41	2.50

Between Size	d.f. = (2,175)	F = 3.54	Sig at $P \geq .05$
Between Position	d.f. = (1,175)	F = 4.85	Sig at $P \leq .05$
Between Mobility	d.f. = (1,175)	F = .20	NS
Interactions			
Size x Position	d.f. = (2,175)	F = .91	NS
Size x Mobility	d.f. = (2,175)	F = 1.16	NS
Position x Mobility	d.f. = (1,175)	F = .91	NS
All Variables	d.f. = (2,175)	F = .51	NS

#### In-Group

Between Size	d.f. = (2,88)	F = 2.88	NS
Between Mobility	d.f. = (1,88)	F = 1.18	NS
Interaction:			
Size x Mobility	d.f. = (2,88)	F = 0	NS

#### Out-Group

Between Size	d.f. = (2,87)	F = 1.81	NS
Between Mobility	d.f. = (1,87)	F = .16	NS
Interaction:			
Size x Mobility	d.f. = (2,87)	F = 1.42	NS

TABLE XIII

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO THEIR POSITION IN PROFESSIONAL  
NEGOTIATIONS WITH TEACHERS

MOBILITY		SIZE		
		Large	Medium	Small
Mobile		2.83	3.00	2.20
Stable		3.16	2.83	3.25
Between Size	d.f. = (2,27)	F = .16	NS	
Between Mobility	d.f. = (1,27)	F = 1.11	NS	
Interactions:				
Size x Mobility	d.f. = (2,27)	F = .94	NS	

TABLE XIV

MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO FAIR DISMISSAL OF TEACHERS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.20	1.67	1.20	1.40	1.00	2.17
	Medium	2.00	1.25	2.33	1.80	1.40	1.83
	Small	1.60	2.00	1.50	2.00	2.20	2.00
Stable	Large	2.17	1.50	1.16	1.25	2.17	2.00
	Medium	1.40	2.00	1.25	2.60	1.67	1.67
	Small	2.80	2.00	1.83	1.40	1.75	2.00
Between Positions		d.f. = (5,151) F = 1.25 NS					
Between Mobility		d.f. = (1,151) F = .29 NS					
Between Size		d.f. = (2,151) F = 1.43 NS					



TABLE XV

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO FAIR DISMISSAL OF TEACHERS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	1.33	1.33	2.00
Stable	1.33	1.33	1.25
Between Size	d.f. = (2,27)	F = .14	NS
Between Mobility	d.f. = (1,27)	F = 1.28	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 1.14	NS

Item 6 was: The superintendent should defend his teachers from attack when they represent the pros and cons of various controversial social and political issues. Hypothesis 1 was rejected at the 0.001 level of confidence. This indicated that all variables and all combinations of variables were highly significant (see Table XVII). The range of responses is from the mean response of the medium-mobile board president which is 1.50 to the mean response of a small-mobile city executive which is 3.60. Strong agreement to the statement was interpreted to mean teacher orientation and the other end of the continuum indicated public orientation.

TABLE XVI

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS  
RELATED TO FAIR DISMISSAL OF TEACHERS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	1.69	1.93	1.69
	Stable	1.61	1.54	2.19
Out-Group	Mobile	1.53	1.69	2.07
	Stable	1.86	1.88	1.71

Between Size	d.f. = (2,175)	F = 1.14	NS
Between Position	d.f. = (1,175)	F = 0	NS
Between Mobility	d.f. = (1,175)	F = 0	NS

#### In-Group

Between Size	d.f. = (2,88)	F = .36	NS
Between Mobility	d.f. = (1,88)	F = 0	NS
Interaction:			
Size x Mobility	d.f. = (2,88)	F = 1.00	NS

#### Out-Group

Between Size	d.f. = (2,87)	F = 0	NS
Between Mobility	d.f. = (1,87)	F = 2.00	NS
Interaction:			
Size x Mobility	d.f. = (2,87)	F = 1.33	NS

TABLE XVII

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
THE TEACHING OF CONTROVERSIAL ISSUES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.40	2.50	1.60	3.40	1.67	2.67
	Medium	2.00	1.50	1.83	2.40	1.60	1.83
	Small	2.40	2.20	1.83	3.60	3.40	2.80
Stable	Large	2.00	2.00	1.83	2.25	3.16	3.25
	Medium	1.60	2.50	2.00	2.40	2.00	2.50
	Small	2.00	2.00	1.83	2.80	2.50	2.20
Between Positions		d.f. = (5,151) F = 12.50 Sig at $P \geq .001$					
Between Mobility		d.f. = (1,151) F = 42.92 Sig at $P \geq .001$					
Between Size		d.f. = (2,151) F = 25.93 Sig at $P \geq .001$					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 6.63 Sig at $P \geq .001$					
Position x Size		d.f. = (10,151) F = 3.19 Sig at $P \geq .005$					
Mobility x Size		d.f. = (2,151) F = 18.54 Sig at $P \geq .001$					
All Variables		d.f. = (10,151) F = 5.55 Sig at $P \geq .001$					

The data in Table XVIII indicated that when considering Hypothesis 2, the variable of size was significant at the 0.025 level of confidence. When the variable of position was analyzed, it was found to be significant at the 0.001 level of confidence. Yet, when size and position was considered in interaction the interaction was not significant. The first-order interaction of position and mobility was significant at the 0.025 level of confidence and the second-order

TABLE XVIII

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP  
AS RELATED TO THE TEACHING OF  
CONTROVERSIAL ISSUES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.50	1.80	2.13
	Stable	1.94	2.00	1.93
Out-Group	Mobile	2.53	1.93	3.27
	Stable	2.93	2.29	2.50
Between Size		d.f. = (2,175) F = 4.25 Sig at $P \geq .025$		
Between Position		d.f. = (1,175) F = 12.37 Sig at $P \geq .001$		
Between Mobility		d.f. = (1,175) F = .24 NS		
Interactions:				
Size x Position		d.f. = (2,175) F = 2.16 NS		
Size x Mobility		d.f. = (2,175) F = 1.59 NS		
Position x Mobility		d.f. = (1,175) F = 5.51 Sig at $P \geq .025$		
All Variables		d.f. = (2,175) F = 5.22 Sig at $P \geq .01$		
<u>In-Group</u>				
Between Size		d.f. = (2,88) F = 1.05 NS		
Between Mobility		d.f. = (1,88) F = 1.04 NS		
Interaction:				
Size x Mobility		d.f. = (2,88) F = .43 NA		
<u>Out-Group</u>				
Between Size		d.f. = (2,87) F = 3.88 Sig at $P \geq .05$		
Between Mobility		d.f. = (1,87) F = 0 NS		
Interaction:				
Size x Mobility		d.f. = (2,87) F = 2.50 NS		

interaction of position x size x mobility was significant  
at the 0.01 level of confidence.

According to the data in Table XVIII, Hypothesis 3 was not rejected. When considering Hypothesis 4 the variable of size was found to be significant at the 0.05 level of confidence. The variable of mobility was not significant.

The superintendents were not affected by the independent variables. The computed F ratios were less than the necessary test for significance. To have been significant, the ratios would have had to exceed  $F_{.95} (2,27) = 3.35$  and  $F_{.95} (1,27) = 4.21$ . The failure to exceed these ratios support Hypothesis 5 (see Table XIX).

TABLE XIX  
MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO THE TEACHING OF CONTROVERSIAL ISSUES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	1.67	1.50	2.40
Stable	1.67	1.83	2.00
Between Size	d.f. = (2,27)	F = 2.04	NS
Between Mobility	d.f. = (1,27)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .64	NS

Item 7 of the questionnaire was: The superintendent should keep a watchful eye on the personal life of his subordinates.

When the responses to this statement were analyzed with regard to the size of the district and the interactions of the variables they were shown to be not significant. However, when Hypothesis 1 was applied to the variables of position of respondent and mobility of student body it had to be rejected. Position was significant at the 0.05 level of confidence and mobility was significant at the 0.025 level of confidence (see Table XX).

TABLE XX  
MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO SUPERINTENDENT'S RESPONSIBILITY FOR  
PERSONAL LIFE OF SUBORDINATES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.80	2.50	3.00	2.40	2.67	2.16
	Medium	2.80	2.75	2.67	1.60	2.20	2.00
	Small	2.80	3.20	2.00	2.40	3.20	3.00
Stable	Large	3.33	2.50	3.00	2.25	2.67	3.75
	Medium	3.00	4.00	4.00	2.40	1.67	2.67
	Small	2.80	2.40	4.00	2.80	2.50	3.20
Between Positions		d.f. = (5,151) F = 2.50 Sig at $P \geq .05$					
Between Mobility		d.f. = (1,151) F = 5.98 Sig at $P \geq .025$					
Between Size		d.f. = (2,151) F = 1.84 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 2.00 NS					
Position x Size		d.f. = (10,151) F = 1.20 NS					
Mobility x Size		d.f. = (2,151) F = .53 NS					
All Variables		d.f. = (10,151) F = 1.33 NS					

When the data were combined for Table XXI position and mobility remained significant. Mobility remained at the same level as in Table XX. Position, however, was significant at a higher level. Also, when considering Hypothesis 2 the interaction of size and position was significant at the 0.01 level of confidence.

The in-group when considered alone was not affected by size. Mobility was a significant factor at the 0.05 level of confidence (see Table XXI). The interaction of variables was not significant.

Hypothesis 4 pertaining to the size of district was rejected at the 0.025 level of confidence. The variable of mobility and the first-order interaction was not significant (see Table XXI). The data in Table XXI indicated that the in-group differed significantly from the out-group. It more nearly absolved the superintendent of responsibility in this area. The table further indicated that the out-group alone was affected by size. The smaller the town the more nearly was the expectation undecided. Table XXII indicated that the superintendents agreed among themselves that they should not be responsible. In doing so, however, they found themselves in conflict with the majority of their community leaders.

Hypothesis 5 was not rejected by all F ratios being less than unity. To have been significant the F ratios would have to have exceeded or equaled  $F_{.95}(1,27) = 4.21$

TABLE XXI

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO SUPERINTENDENT'S RESPONSIBILITY FOR  
PERSONAL LIFE OF SUBORDINATES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.75	2.73	2.67
	Stable	2.94	3.62	3.13
Out-Group	Mobile	2.41	1.94	2.87
	Stable	2.86	2.24	2.86
Between Size		d.f. = (2,175)	F = .95	NS
Between Position		d.f. = (1,175)	F = 8.63	Sig at $P \geq .001$
Between Mobility		d.f. = (1,175)	F = 6.29	Sig at $P \geq .025$
Interactions:				
Size x Position		d.f. = (2,175)	F = 4.61	Sig at $P \geq .01$
Size x Mobility		d.f. = (2,175)	F = .59	NS
Position x Mobility		d.f. = (1,175)	F = .87	NS
All Variables		d.f. = (2,175)	F = .66	NS
<u>In-Group</u>				
Between Size		d.f. = (2,88)	F = .60	NS
Between Mobility		d.f. = (1,88)	F = 5.22	Sig at $P \geq .05$
Interactions:				
Size x Mobility		d.f. = (2,88)	F = 1.20	NS
<u>Out-Group</u>				
Between Size		d.f. = (2,87)	F = 4.26	Sig at $P \geq .025$
Between Mobility		d.f. = (1,87)	F = 0	NS
Interactions:				
Size x Mobility		d.f. = (2,87)	F = 1.35	NS



TABLE XXII

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO RESPONSIBILITY FOR PERSONAL  
LIFE OF SUBORDINATES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	3.83	3.16	3.20
Stable	3.33	3.33	3.50
Between Size	d.f. = (2,27)	F = .28	NS
Between Mobility	d.f. = (1,27)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .45	NS

and  $F_{.95} (2,27) = 3.35$ . The responses still indicated conflict in the role of superintendent. The superintendents disagreed with the item and most respondents agreed with it.

Item 8 was: The superintendent should accept full responsibility for the decision of his subordinates. The range of responses was from a cell mean of 1.25 to 3.83. Hypothesis 1 was analyzed with all variables showing not significant. When the first-order interaction of position and size was considered it was significant at the 0.05 level of confidence. The second-order interaction was significant at the 0.005 level of confidence.

The data in Table XXIV and Table XXV were utilized for comparing variables for all sub-hypotheses. The F

TABLE XXIII

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
SUPERINTENDENT'S RESPONSIBILITY FOR  
DECISIONS OF SUBORDINATES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.80	2.50	1.80	3.40	2.33	2.50
	Medium	3.40	2.00	3.33	2.20	3.60	1.83
	Small	2.60	3.20	2.50	2.20	1.80	2.60
Stable	Large	3.50	2.16	2.33	1.25	2.83	2.75
	Medium	2.60	2.50	2.25	3.20	2.00	2.67
	Small	2.00	2.80	3.83	3.00	1.75	2.80
Between Positions		d.f. = (5,151) F = .60 NS					
Between Mobility		d.f. = (1,151) F = .60 NS					
Between Size		d.f. = (2,151) F = .20 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = .68 NS					
Position x Size		d.f. = (10,151) F = 1.95 Sig at $P \geq .05$					
Mobility x Size		d.f. = (2,151) F = .30 NS					
All Variables		d.f. = (10,151) F = 3.03 Sig at $P \geq .005$					

ratios indicated that none of the variables were significant.

Hence, all remaining hypotheses were not rejected.

Item 9 was: The superintendent should make recommendations for the appointment, promotion, or dismissal of subordinates on the basis of merit alone. The data indicated that the medium-mobile city managers were unanimous in their strong agreement with this statement. Others were not so certain and responses varied widely. However, the variables

TABLE XXIV

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO SUPERINTENDENT'S RESPONSIBILITY FOR  
DECISIONS OF SUBORDINATES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.38	3.00	2.75
	Stable	2.67	2.46	2.94
Out-Group	Mobile	2.71	2.50	2.50
	Stable	2.36	2.59	2.57

Between Size	d.f. = (2,175)	F = .30	NS
Between Position	d.f. = (1,175)	F = .98	NS
Between Mobility	d.f. = (1,175)	F = 0	NS
Interactions:			
Size x Position	d.f. = (2,175)	F = .30	NS
Size x Mobility	d.f. = (2,175)	F = .41	NS
Position x Mobility	d.f. = (1,175)	F = 0	NS
All Variables	d.f. = (2,175)	F = 1.16	NS

#### In-Group

Between Size	d.f. = (2,88)	F = .78	NS
Between Mobility	d.f. = (1,88)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,88)	F = 1.35	NS

#### Out-Group

Between Size	d.f. = (2,87)	F = 0	NS
Between Mobility	d.f. = (1,87)	F = .31	NS
Interactions:			
Size x Mobility	d.f. = (2,87)	F = .16	NS

TABLE XXV

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO RESPONSIBILITY FOR DECISIONS  
FOR SUBORDINATES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	2.33	2.67	3.20
Stable	2.16	2.16	1.75
Between Size	d.f. = (2,27)	F = .10	NS
Between Mobility	d.f. = (1,27)	F = 3.73	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 1.15	NS

in and of themselves were not significant. When the first-order interactions were analyzed they were found to be not significant. The second-order interaction of all variables was significant at the 0.05 level of confidence (see Table XXVI).

Hypothesis 2 was investigated as it related to Item 9. The data were combined and shown in Table XXVII. The cell means were all in the direction of agreement with the item. Significant differences became apparent only in the area of mobility and in certain interactions. Mobility was significant at the 0.025 level of confidence. The interaction of mobility and position was significant at the 0.025 level of confidence and the second-order interaction of all variables was significant at the same level. The F ratio

TABLE XXVI

MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO THE APPOINTMENT, PROMOTION, OR  
DISMISSAL OF STAFF MEMBERS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	1.80	2.83	3.20	1.80	2.00	2.67
	Medium	1.80	2.50	3.00	1.00	2.20	2.50
	Small	2.20	2.60	2.50	3.20	2.60	2.20
Stable	Large	2.83	2.67	2.00	1.25	1.67	2.25
	Medium	1.60	1.50	2.50	2.80	2.33	2.50
	Small	2.00	3.20	2.83	1.80	2.75	2.40
Between Positions		d.f. = (5,151) F = 1.31 NS					
Between Mobility		d.f. = (1,151) F = .39 NS					
Between Size		d.f. = (2,151) F = 1.93 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = .35 NS					
Position x Size		d.f. = (10,151) F = 1.13 NS					
Mobility x Size		d.f. = (2,151) F = .35 NS					
All Variables		d.f. = (10,151) F = 2.22 Sig at $P \geq .05$					

of size equaled 2.70. To have been significant it would have to equal or exceed  $F_{.95} (2,175) = 3.05$ .

The data in Table XXVII also indicated that none of the variables were significant in Hypothesis 3 or Hypothesis 4. Hypothesis 5 was also accepted since none of the differences were significant.

TABLE XXVII

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO THE APPOINTMENT, PROMOTION, OR DISMISSAL  
OF STAFF MEMBERS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.00	2.47	2.44
	Stable	2.50	1.85	2.69
Out-Group	Mobile	2.18	1.94	2.67
	Stable	1.71	2.53	2.28

Between Size d.f. = (2,175) F = 2.70 NS  
 Between Position d.f. = (1,175) F = .41 NS  
 Between Mobility d.f. = (1,175) F = 6.23 Sig at  $P \geq .025$   
 Interactions:  
     Size x Position d.f. = (2,175) F = .48 NS  
     Size x Mobility d.f. = (2,175) F = .34 NS  
     Position x Mobility d.f. = (1,175) F = 6.09 Sig at  $P \geq .025$   
     All Variables d.f. = (2,175) F = 4.43 Sig at  $P \geq .025$

#### In-Group

Between Size d.f. = (2,88) F = 1.34 NS  
 Between Mobility d.f. = (1,88) F = 3.11 NS  
 Interactions:  
     Size x Mobility d.f. = (2,88) F = .84 NS

#### Out-Group

Between Size d.f. = (2,87) F = 1.92 NS  
 Between Mobility d.f. = (1,87) F = 0 NS  
 Interactions:  
     Size x Mobility d.f. = (2,87) F = 2.40 NS

TABLE XXVIII

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO THE APPOINTMENT, PROMOTION, OR  
DISMISSAL OF STAFF MEMBERS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	1.17	2.50	2.00
Stable	1.67	1.83	2.75
Between Size	d.f. = (2,27)	F = 2.12	NS
Between Mobility	d.f. = (1,27)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 1.34	NS

Item 10 of the questionnaire was: The superintendent should urge people whom he respects to run for positions on the board of education.

An analysis of the data in Table XXIX indicated few significant differences. The interaction of position and mobility was significant at the 0.05 level of confidence. All other variables were not significant. Hypothesis 1 was therefore not rejected. It should be mentioned the position was significant at the 0.1 level of confidence which indicated some effect but not sufficient for this study. The F ratio was 1.77. A significant level would have been  $F_{.95} (5,151) = 1.89$ .

The data concerning Hypotheses 2, 3, and 4 were placed in Table XXX. It indicated that concerning Hypothesis 2 only

TABLE XXIX

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
THE SUPERINTENDENT URGING PEOPLE TO RUN  
FOR THE BOARD OF EDUCATION

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.00	3.17	1.80	2.80	4.00	2.50
	Medium	2.00	1.75	2.17	3.80	3.00	2.00
	Small	2.20	3.20	2.67	2.80	3.80	3.40
Stable	Large	2.67	3.67	3.00	4.75	2.33	2.75
	Medium	3.20	3.00	3.25	3.00	2.33	2.50
	Small	1.80	3.80	3.33	2.60	2.75	3.00
Between Positions		d.f. = (5,151) F = 1.77 NS					
Between Mobility		d.f. = (1,151) F = 1.19 NS					
Between Size		d.f. = (2,151) F = 1.24 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 2.57 Sig at $P \geq .05$					
Position x Size		d.f. = (10,151) F = 1.35 NS					
Mobility x Size		d.f. = (2,151) F = .80 NS					
All Variables		d.f. = (10,151) F = .98 NS					

only the interaction of position and mobility was significant. This was at the 0.01 level of confidence. All other effects might have occurred by chance. When considering the in-group or Ho<sub>3</sub> mobility became a significant factor. In fact, it was highly significant at the 0.005 level of confidence. The interaction of size and mobility was significant at the 0.01 level of confidence (see Table XXX).



TABLE XXX

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO SUPERINTENDENT URGING PEOPLE TO RUN  
FOR THE BOARD OF EDUCATION

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.69	2.00	3.06
	Stable	3.11	3.92	3.00
Out-Group	Mobile	3.12	2.88	3.33
	Stable	3.14	2.59	2.79

Between Size d.f. = (2,175) F = .42 NS  
 Between Position d.f. = (1,175) F = 0 NS  
 Between Mobility d.f. = (1,175) F = 1.69 NS  
 Interactions:  
   Size x Position d.f. = (2,175) F = .51 NS  
   Size x Mobility d.f. = (2,175) F = 2.90 NS  
   Position x Mobility d.f. = (1,175) F = 7.40 Sig at  $P \geq .01$   
   All Variables d.f. = (2,175) F = 2.44 NS

#### In-Group

Between Size d.f. = (2,88) F = .10 NS  
 Between Mobility d.f. = (1,88) F = 9.82 Sig at  $P \geq .005$   
 Interactions:  
   Size x Mobility d.f. = (2,88) F = 5.47 Sig at  $P \geq .01$

#### Out-Group

Between Size d.f. = (2,87) F = .77 NS  
 Between Mobility d.f. = (1,87) F = .95 NS  
 Interactions:  
   Size x Mobility d.f. = (2,87) F = 0 NS

On this particular item the out-group did not seem to be effected by the variables. All were non-significant. The data indicated that the in and out groups were almost evenly divided in their stand. Medium size districts were the only ones with a majority of responses on the agree-ment end of the continuum. Two-thirds of the cells in Table XXXI were indicative of agreement. This seems to indicate conflict for most of the superintendents.

TABLE XXXI  
MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO URGING PEOPLE TO RUN FOR THE  
BOARD OF EDUCATION

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	2.50	2.83	2.40
Stable	3.16	2.50	3.75
Between Size	d.f. = (2,27)	F = .27	NS
Between Mobility	d.f. = (1,27)	F = 1.31	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 1.10	NS

The data did not indicate any significant differences. It is interesting to note that the superintendents' responses bordered on indecision on this item. The means were just slightly different from 3.00 which would have indicated complete indecision.

Item 11 was: The superintendent should give consideration to local values or feelings regarding race, religion, national origin, in filling vacant teaching positions.  $H_{01}$  pertaining to the independent variables of position and size was rejected. Position was found to be significant at the 0.005 level of confidence. Mobility and all interactions were not significant.

TABLE XXXII  
MEAN RESPONSES OF TOTAL GROUP AS RELATED TO RACE,  
RELIGION, NATIONAL ORIGIN, IN FILLING  
TEACHING POSITIONS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.20	2.50	2.60	3.00	3.33	1.83
	Medium	2.00	2.50	2.50	3.40	1.60	2.00
	Small	1.80	2.00	2.33	2.20	2.40	2.20
Stable	Large	2.83	2.83	3.16	3.50	1.67	2.50
	Medium	2.40	4.00	2.25	2.20	2.17	2.33
	Small	1.80	2.20	2.17	2.40	2.00	2.00
Between Positions		d.f. = (5,151) F = 2.54 Sig at $P \geq .05$					
Between Mobility		d.f. = (1,151) F = .14 NS					
Between Size		d.f. = (2,151) F = 5.84 Sig at $P \geq .005$					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 1.18 NS					
Position x Size		d.f. = (10,151) F = 1.13 NS					
Mobility x Size		d.f. = (2,151) F = .32 NS					
All Variables		d.f. = (10,151) F = 1.50 NS					

Size seemed to be very important in all hypotheses concerning this item, except for  $H_{0_5}$ . Hypotheses 2, 3, and 4 were rejected at the 0.025 level of confidence when size was considered. None of the other variables were significant (see Table XXXIII).

Table XXXIV contains data which indicates that  $H_{0_5}$  was not rejected.

Item 12 was: The superintendent should make curriculum changes without consulting the teaching staff. Data in Table XXXV indicated extensive agreement among respondents concerning this statement. The cell means were between 4.00 and 4.75 which signified a strong disagreement with the statement. None of the variables were significant in respect to  $H_{0_1}$ .

When the data were combined for analysis of Hypotheses 2, 3, and 4 certain independent variables became significant. Responses were still all in the direction of strong disagreement but the differences between mobile and stable and in-group and out-group were enough to be significant. Position was significant at the 0.025 level of confidence; mobility was significant at the 0.005 level of confidence; and their interaction was significant at the 0.005 level of confidence. Other variables and interactions tested were not significant.

TABLE XXXIII

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO RACE, RELIGION, NATIONAL ORIGIN, IN  
FILLING TEACHING POSITIONS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.75	2.33	2.56
	Stable	2.94	2.85	2.06
Out-Group	Mobile	2.71	2.31	2.27
	Stable	2.71	2.24	2.14

Between Size	d.f. = (2,175)	F = 4.02	Sig at $P \geq .025$
Between Position	d.f. = (1,175)	F = 1.45	NS
Between Mobility	d.f. = (1,175)	F = 0	NS
Interactions:			
Size x Position	d.f. = (2,175)	F = .21	NS
Size x Mobility	d.f. = (2,175)	F = 1.13	NS
Position x Mobility	d.f. = (1,175)	F = .28	NS
All Variables	d.f. = (2,175)	F = .65	NS

In-Group

Between Size	d.f. = (2,88)	F = 4.00	Sig at $P \geq .025$
Between Mobility	d.f. = (1,88)	F = 1.76	NS
Interaction:			
Size x Mobility	d.f. = (2,88)	F = 1.71	NS

Out-Group

Between Size	d.f. = (2,87)	F = 4.02	Sig at $P \geq .025$
Between Mobility	d.f. = (1,87)	F = .39	NS
Interaction:			
Size x Mobility	d.f. = (2,87)	F = .19	NS

TABLE XXXIV

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO RACE,  
RELIGION, NATIONAL ORIGIN, IN FILLING  
TEACHING POSITIONS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	3.00	3.16	2.40
Stable	2.50	2.33	2.00
Between Size	d.f. = (2,27)	F = 1.11	NS
Between Mobility	d.f. = (1,27)	F = 2.70	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .15	NS

TABLE XXXV

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO TEACHER  
INVOLVEMENT IN CURRICULUM CHANGES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	4.00	3.50	4.60	3.60	4.17	4.00
	Medium	4.00	4.50	4.50	4.20	4.00	3.67
	Small	4.20	4.80	4.33	3.80	4.60	4.20
Stable	Large	4.33	4.17	4.17	3.75	3.17	4.25
	Medium	4.40	4.00	4.75	3.80	3.83	3.67
	Small	4.00	3.80	4.67	4.20	4.25	4.20
Between Positions		d.f. = (5,151)	F = 1.88	NS			
Between Mobility		d.f. = (1,151)	F = .33	NS			
Between Size		d.f. = (2,151)	F = 1.62	NS			
Interactions:							
Position x Mobility		d.f. = (5,151)	F = .74	NS			
Position x Size		d.f. = (10,151)	F = .61	NS			
Mobility x Size		d.f. = (2,151)	F = .06	NS			
All Variables		d.f. = (10,151)	F = .90	NS			

TABLE XXXVI  
MEAN RESPONSES OF IN-GROUP AND OUT-GROUP  
AS RELATED TO TEACHER INVOLVEMENT  
IN CURRICULUM CHANGES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	4.00	4.33	4.44
	Stable	4.22	4.38	4.19
Out-Group	Mobile	3.71	3.94	4.20
	Stable	3.64	3.76	4.21

Between Size d.f. = (2,175) F = 2.41 NS  
 Between Position d.f. = (1,175) F = 6.58 Sig at  $P \geq .025$   
 Between Mobility d.f. = (1,175) F = 14.41 Sig at  $P \geq .005$   
 Interactions:  
     Size x Position d.f. = (2,175) F = 0 NS  
     Size x Mobility d.f. = (2,175) F = .81 NS  
     Position x Mobility d.f. = (1,175) F = 14.41 Sig at  $P \geq .005$   
     All Variables d.f. = (2,175) F = .35 NS

#### In-Group

Between Size d.f. = (2,88) F = 1.01 NS  
 Between Mobility d.f. = (1,88) F = 0 NS  
 Interaction:  
     Size x Mobility d.f. = (2,88) F = .60 NS

#### Out-Group

Between Size d.f. = (2,87) F = 1.88 NS  
 Between Mobility d.f. = (1,87) F = .13 NS  
 Interaction:  
     Size x Mobility d.f. = (2,87) F = 2.59 NS

Hypothesis 5 which concerned superintendents' responses was analyzed by use of the data in Table XXXVII. The F ratio for mobility was 10.53. Since the critical ratio of  $F_{.995}(1,27) = 9.36$ , the sub-hypothesis was rejected at the 0.005 level of confidence. Size was not critical.

TABLE XXXVII  
MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
TO TEACHER INVOLVEMENT IN CURRICULUM  
CHANGES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	4.16	3.67	3.40
Stable	4.83	4.50	4.50
Between Size	d.f. = (2,27) F = 1.36 NS		
Between Mobility	d.f. = (1,27) F = 10.53 Sig at $P \geq .005$		
Interactions:			
Size x Mobility	d.f. = (2,27) F = .17 NS		

Item 13 of the questionnaire was: The superintendent should make no major curriculum changes without first seeking public support. The data in Table XXXVIII indicated that the null hypothesis was not rejected except for the second-order interaction which was significant at the 0.005 level of confidence. Twenty-nine of the groups were board of education oriented. Only seven groups were public oriented. Four of these seven were in the in-group.



TABLE XXXVIII

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
PUBLIC SUPPORT FOR CURRICULUM CHANGES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.40	3.50	4.00	3.60	3.33	3.00
	Medium	3.40	2.50	2.67	3.40	4.40	3.17
	Small	3.20	5.00	3.00	2.20	3.20	3.60
Stable	Large	3.50	3.17	2.67	2.75	3.00	3.00
	Medium	3.60	3.00	3.00	2.20	3.33	3.00
	Small	3.20	3.20	2.67	4.20	3.50	3.20
Between Positions		d.f. = (5,151) F = 1.22 NS					
Between Mobility		d.f. = (1,151) F = 2.52 NS					
Between Size		d.f. = (2,151) F = .57 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = .40 NS					
Position x Size		d.f. = (10,151) F = 1.56 NS					
Mobility x Size		d.f. = (2,151) F = 1.04 NS					
All Variables		d.f. = (5,151) F = 2.95 Sig at $P \geq .005$					

Table XXXIX contains data which when examined in light of the three null hypotheses  $Ho_2$ ,  $Ho_3$ , and  $Ho_4$  indicated that except in  $Ho_4$  none of the independent variables were significant. In  $Ho_4$  mobility was shown to be significant at the 0.025 level of confidence. Yet, in all of these hypotheses there were significant interactions. The second-order interaction of size, mobility, and position was significant at the 0.005 level of confidence in Hypothesis 2.

TABLE XXXIX

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO PUBLIC SUPPORT FOR CURRICULUM CHANGES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	3.67	2.87	3.69
	Stable	3.11	3.23	3.00
Out-Group	Mobile	3.29	3.67	3.00
	Stable	2.93	2.88	3.71
Between Size		d.f. = (2,175) F = .53 NS		
Between Position		d.f. = (1,175) F = 0 NS		
Between Mobility		d.f. = (1,175) F = 2.12 NS		
Interactions:				
Size x Position		d.f. = (2,175) F = .83 NS		
Size x Mobility		d.f. = (2,175) F = .99 NS		
Position x Mobility		d.f. = (1,175) F = .30 NS		
All Variables		d.f. = (2,175) F = 6.02 Sig at $P \geq .005$		
<u>In-Group</u>				
Between Size		d.f. = (2,88) F = 1.00 NS		
Between Mobility		d.f. = (1,88) F = 1.85 NS		
Interaction:				
Size x Mobility		d.f. = (2,88) F = 4.77 Sig at $P \geq .025$		
<u>Out-Group</u>				
Between Size		d.f. = (2,87) F = .56 NS		
Between Mobility		d.f. = (1,87) F = 6.54 Sig at $P \geq .025$		
Interaction:				
Size x Mobility		d.f. = (2,87) F = 8.14 Sig at $P \geq .005$		

The size and mobility interactions were significant in  $Ho_3$   
and  $Ho_4$ .

The superintendents responded to this question on both ends of the continuum of orientation. Mobility did not test out to be significant. The independent variable of size was significant at the 0.005 level of confidence. The small school superintendent seemed to agree that the public should be consulted. The medium schools indicated a negative response and the large schools were undecided. The interaction of the variables was significant at the 0.025 level of confidence (see Table XL).

Item 14 was: In drawing up the budget, the superintendent should give cost factors greater consideration than educational needs. The data in Table XLI indicated that all respondents disagreed with this premise except for two size categories of city managers. Also, the variable of positions was significant at the 0.01 level of confidence. Except for the interaction of position and mobility all interactions were significant: position x size at the 0.05 level; mobility x size at the 0.05 level; mobility x size at the 0.001 level; and position x mobility x size at the 0.005 level.

When the data were combined for Table XLII the significances noted in Table XLI were not apparent. The only significant variable was position. This was significant at the 0.005 level of confidence when it pertained to Hypothesis 2. No other variable or interaction was significant in their effect upon Hypotheses 2, 3, or 4.

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	4.00	3.50	4.40	4.20	3.33	4.00
	Medium	3.60	4.25	3.83	2.60	3.80	3.33
	Small	3.60	4.60	4.33	4.00	3.80	4.20
Stable	Large	4.00	3.83	3.83	4.00	3.17	3.75
	Medium	3.80	4.25	4.25	2.80	3.50	4.00
	Small	4.00	4.00	4.16	3.60	3.50	3.40
Between Positions		d.f. = (5,151) F = 3.21 Sig at $P \geq .01$					
Between Mobility		d.f. = (1,151) F = .56 NS					
Between Size		d.f. = (2,151) F = 1.71 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = .28 NS					
Position x Size		d.f. = (10,151) F = 2.09 Sig at $P \geq .05$					
Mobility x Size		d.f. = (2,151) F = 30.26 Sig at $P \leq .001$					
All Variables		d.f. = (10,151) F = 6.97 Sig at $P \leq .005$					

TABLE XLII

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP  
AS RELATED TO BUDGET PRIORITIES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	3.94	3.87	4.25
	Stable	3.89	4.08	4.06
Out-Group	Mobile	3.82	3.25	4.00
	Stable	3.57	3.47	3.50

Between Size	d.f. = (2,175)	F = 2.02	NS
Between Position	d.f. = (1,175)	F = 12.87	Sig at $P \geq .005$
Between Mobility	d.f. = (1,175)	F = .76	NS
Interactions:			
Size x Position	d.f. = (2,175)	F = 1.01	NS
Size x Mobility	d.f. = (2,175)	F = 2.02	NS
Position x Mobility	d.f. = (1,175)	F = 0	NS
All Variables	d.f. = (2,175)	F = 0	NS

In-Group

Between Size	d.f. = (2,88)	F = 1.38	NS
Between Mobility	d.f. = (1,88)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,88)	F = .98	NS

Out-Group

Between Size	d.f. = (2,87)	F = 1.69	NS
Between Mobility	d.f. = (1,87)	F = .93	NS
Interactions:			
Size x Mobility	d.f. = (2,87)	F = 1.13	NS

The data in Table XLIII indicated that the null hypothesis of no effect was not rejected as it pertains to Statement 14.

TABLE XLIII  
MEAN RESPONSES OF SUPERINTENDENTS AS  
RELATED TO BUDGET PRIORITIES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	4.00	4.17	4.20
Stable	4.33	4.17	4.25
Between Size	d.f. = (2,27)	F = 0	NS
Between Mobility	d.f. = (1,27)	F = .45	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .48	NS

Item 15 was: The superintendent should be able to openly support a gubernatorial candidate. Hypothesis 1 was rejected at the 0.025 level of confidence as it pertained to the variable of position and to the interaction of position and mobility. It was rejected at the 0.001 level of confidence for the interaction of mobility and size and at the 0.005 level of confidence for the second-order interaction of all variables. Other variables and the interaction of position and size were not significant (see Table XLIV).

TABLE XLIV

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
OPEN SUPPORT FOR GUBERNATORIAL CANDIDATES  
BY THE SUPERINTENDENT

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.00	3.50	1.20	3.60	1.67	3.17
	Medium	2.20	2.50	1.50	4.60	2.40	2.50
	Small	3.40	3.40	1.67	3.60	2.80	2.20
Stable	Large	2.33	2.50	1.67	5.00	2.83	4.00
	Medium	1.80	1.75	1.75	3.20	2.33	2.83
	Small	2.00	2.40	1.50	2.00	2.50	3.00
Between Positions		d.f. = (5,151) F =12.65 Sig at $P \geq .025$					
Between Mobility		d.f. = (1,151) F = 1.52 NS					
Between Size		d.f. = (2,151) F = 2.66 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 2.74 Sig at $P \geq .025$					
Position x Size		d.f. =(10,151) F = 1.81 NS					
Mobility x Size		d.f. = (2,151) F =17.58 Sig at $P \geq .001$					
All Variables		d.f. =(10,151) F = 5.21 Sig at $P \geq .001$					

The data in Table XLV when analyzed for Hypothesis 2 indicated that the null hypothesis could be rejected with confidence. All variables were significant: size at the 0.025 level; position at the 0.025 level; and mobility at the 0.001 level. The interaction of variables proved to be significant with mobility and size at the 0.005 level of confidence. Hypothesis 3 was rejected at the 0.05 level

TABLE XLV

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO OPEN SUPPORT FOR GUBERNATORIAL CANDIDATES  
BY THE SUPERINTENDENT

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.63	2.93	2.75
	Stable	3.17	1.77	1.94
Out-Group	Mobile	2.76	3.13	2.87
	Stable	3.79	2.76	2.50

Between Size d.f. = (2,175) F = 3.78 Sig at  $P \geq .025$   
 Between Position d.f. = (1,175) F = 5.99 Sig at  $P \geq .025$   
 Between Mobility d.f. = (1,175) F = 38.75 Sig at  $P \geq .001$   
 Interactions:  
     Size x Position d.f. = (2,175) F = 11.29 Sig at  $P \geq .005$   
     Size x Mobility d.f. = (2,175) F = .29 NS  
     Position x Mobility d.f. = (1,175) F = 34.97 Sig at  $P \geq .001$   
     All Variables d.f. = (2,175) F = 18.90 Sig at  $P \geq .005$

#### In-Group

Between Size d.f. = (2,88) F = 2.55 NS  
 Between Mobility d.f. = (1,88) F = 4.12 Sig at  $P \geq .05$   
 Interactions:  
     Size x Mobility d.f. = (2,88) F = 4.80 Sig at  $P \geq .025$

#### Out-Group

Between Size d.f. = (2,87) F = 1.62 NS  
 Between Mobility d.f. = (1,87) F = 0 NS  
 Interactions:  
     Size x Mobility d.f. = (2,87) F = 3.05 NS



of confidence when mobility and the interaction of size and mobility were considered. Hypothesis 3 was not rejected in regards to size nor was Hypothesis 4 rejected for any variable.

When the data were combined for Table XLV, only three cells contained means in excess of three. Two of those were in the large-stable category. The stable community seems to prefer the superintendent not enter politics. Perhaps this is because they support the status quo.

The mean responses of all superintendents indicated agreement with the statement. The null hypothesis was not rejected for any variable.

TABLE XLVI

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO OPEN  
SUPPORT OF GUBERNATORIAL CANDIDATES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	1.33	1.50	2.00
Stable	2.67	1.83	1.75
Between Size	d.f. = (2,27)	F = .59	NS
Between Mobility	d.f. = (1,27)	F = 3.47	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 1.79	NS

Item 16 was: The superintendent should take a definite stand against any unreasonable demands which may come from local taxpayers. There was no significance between any of the groups because of the independent variables. The only significant aspect was that of the first-order interaction of mobility and size. This was significant at the 0.05 level of confidence.

$H_{02}$  was not rejected for any of the independent variables. The respondents were in agreement as to the basic orientation toward Item 16. The hypothesis was rejected at the 0.05 level of confidence when the interaction of size and mobility was considered.

Hypothesis 3 which considered just the effect of the variables upon the in-group was not rejected for size but was at the 0.01 level of confidence for mobility and for the interaction of size and mobility.

Hypothesis 4 was not rejected (see Table XLVIII).

The superintendents were in agreement in their responses. The mean responses were in the direction of strong agreement. The variables of size and mobility and the interaction were not significant.

Item 17 of the questionnaire was: The superintendent should encourage the formation of local committees to cooperate with the board of education in studying school problems. The data in Table L indicated general agreement with this statement. When Hypothesis 1 was applied to the data the

TABLE XLVII  
MEAN RESPONSES OF TOTAL GROUP AS  
RELATED TO UNREASONABLE DEMANDS  
FROM TAXPAYERS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	1.80	2.17	2.00	2.00	2.00	1.83
	Medium	1.40	1.50	1.50	1.80	1.60	1.50
	Small	2.40	2.00	1.83	2.40	2.60	1.60
Stable	Large	1.83	2.17	1.33	1.75	2.00	2.00
	Medium	1.60	2.00	1.50	1.60	2.17	2.33
	Small	1.60	1.80	2.00	2.00	1.50	1.80
Between Positions		d.f. = (5,151) F = .75 NS					
Between Mobility		d.f. = (1,151) F = .31 NS					
Between Size		d.f. = (2,151) F = 2.18 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 1.16 NS					
Position x Size		d.f. = (10,151) F = .58 NS					
Mobility x Size		d.f. = (2,151) F = 3.63 Sig at $P \geq .05$					
All Variables		d.f. = (10,151) F = .74 NS					

TABLE XLVIII  
 MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS  
 RELATED TO UNREASONABLE DEMANDS  
 FROM LOCAL TAXPAYERS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.00	1.47	2.06
	Stable	1.78	1.69	1.81
Out-Group	Mobile	1.94	1.63	2.20
	Stable	1.93	2.06	1.79
<hr/>				
Between Size	d.f. = (2,175)	F = 2.46	NS	
Between Position	d.f. = (1,175)	F = 1.63	NS	
Between Mobility	d.f. = (1,175)	F = .64	NS	
Interactions:				
Size x Position	d.f. = (2,175)	F = .50	NS	
Size x Mobility	d.f. = (2,175)	F = 3.27	Sig at $P \geq .05$	
Position x Mobility	d.f. = (1,175)	F = .37	NS	
All Variables	d.f. = (2,175)	F = .66	NS	
<hr/>				
<u>In-Group</u>				
Between Size	d.f. = (2,88)	F = .24	NS	
Between Mobility	d.f. = (1,88)	F = 7.61	Sig at $P \geq .01$	
Interactions:				
Size x Mobility	d.f. = (2,88)	F = 5.00	Sig at $P \geq .01$	
<hr/>				
<u>Out-Group</u>				
Between Size	d.f. = (2,87)	F = .36	NS	
Between Mobility	d.f. = (1,87)	F = 0	NS	
Interactions:				
Size x Mobility	d.f. = (2,87)	F = 1.95	NS	

TABLE XLIX

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO  
UNREASONABLE DEMANDS FROM LOCAL TAXPAYERS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	1.68	1.33	1.80
Stable	1.50	1.50	1.75
Between Size	d.f. = (2,27)	F = 1.30	NS
Between Mobility	d.f. = (1,27)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .30	NS

TABLE L

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO THE  
FORMATION OF LOCAL STUDY COMMITTEES

MOBILITY	SIZE	POSITION ON LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.00	2.83	1.40	1.80	2.17	1.67
	Medium	1.20	1.50	1.83	1.40	1.40	1.67
	Small	1.60	1.80	2.33	1.80	2.00	2.20
Stable	Large	2.00	3.00	2.17	3.25	2.17	1.75
	Medium	4.20	2.75	2.25	1.60	1.67	1.67
	Small	1.60	1.80	2.00	1.40	1.75	2.20
Between Positions		d.f. = (5,151)	F = 1.47	NS			
Between Mobility		d.f. = (1,151)	F = 10.35	Sig at $P \geq .005$			
Between Size		d.f. = (2,151)	F = 1.97	NS			
Interactions:							
Position x Mobility		d.f. = (5,151)	F = 1.70	NS			
Position x Size		d.f. = (10,151)	F = 3.46	Sig at $P \geq .005$			
Mobility x Size		d.f. = (2,151)	F = 6.65	Sig at $P \geq .005$			
All Variables		d.f. = (10,151)	F = 2.68	Sig at $P \geq .005$			

variables of position and size did not prove to be significant. However, the variable of mobility was significant at the 0.005 level of confidence. The sub-hypotheses concerning the interactions were tested with the following results: position x mobility was not significant; position x size was significant at the 0.005 level; mobility x size was significant at the 0.005 level; and position x mobility x size was significant at the 0.005 level of confidence.

When the data were combined for Table LI and testing of  $H_{o2}$  size became significant at the 0.025 level of confidence even though it was not significant in Table L. Mobility was also significant but at the lower level of 0.05. The interaction of size and mobility was significant at the 0.05 level of confidence.

Tables LI and LII indicated significant differences in the level of agreement but not in the direction. The superintendents agreed on the need for committees.

When the data of Hypotheses 3 and 4 were tested there was significance in mobility in  $H_{o3}$  and size in  $H_{o4}$  both at the 0.05 level of confidence (see Table LI).

Hypothesis 5 was not rejected. The mean responses were in a range of 1.83 to 2.60 which indicated general agreement.

Item 18 was: The superintendent should take a neutral stand on any issue on which the community is evenly split. The mean responses as indicated in Table LII describe

TABLE LI  
MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS  
RELATED TO THE FORMATION OF LOCAL  
STUDY COMMITTEES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	2.13	1.53	1.94
	Stable	2.39	2.46	1.81
Out-Group	Mobile	1.88	1.50	2.00
	Stable	2.36	1.65	1.79

Between Size	d.f. = (2,175)	F = 4.28	Sig at $P \geq .025$
Between Position	d.f. = (1,175)	F = 2.20	NS
Between Mobility	d.f. = (1,175)	F = 4.40	Sig at $P \geq .05$
Interactions:			
Size x Position	d.f. = (2,175)	F = 1.34	NS
Size x Mobility	d.f. = (2,175)	F = 3.42	Sig at $P \geq .05$
Position x Mobility	d.f. = (1,175)	F = .98	NS
All Variables	d.f. = (2,175)	F = 1.34	NS

#### In-Group

Between Size	d.f. = (2,88)	F = 1.77	NS
Between Mobility	d.f. = (1,88)	F = 4.20	Sig at $P \geq .05$
Interactions:			
Size x Mobility	d.f. = (2,88)	F = 3.08	NS

#### Out-Group

Between Size	d.f. = (2,87)	F = 4.12	Sig at $P \geq .05$
Between Mobility	d.f. = (1,87)	F = .82	NS
Interactions:			
Size x Mobility	d.f. = (2,87)	F = 1.51	NS

TABLE LII

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO  
THE FORMATION OF LOCAL STUDY COMMITTEES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	2.33	1.83	2.60
Stable	2.50	2.33	2.50
Between Size	d.f. = (2,27)	F = .38	NS
Between Mobility	d.f. = (1,27)	F = .87	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .38	NS

the complexity of response. Twenty-one cells show means which indicate disagreement with the statement; five cells show undecided; and ten cells indicate agreement. When the hypothesis was tested, position and mobility were each significant at the 0.01 level of confidence. The testing of size gave an F ratio approaching zero. The only interaction significant was the second-order interaction of all variables. This was very significant at the 0.005 level of confidence.

When the data were combined for the testing of hypotheses pertaining to the in-group and the out-group the disagreement of direction disappeared within the in-group. The out-group still contained a divided distribution of responses. The sub-hypothesis concerning position was



TABLE LIII

MEAN RESPONSES OF TOTAL GROUP AS RELATED  
TO SUPERINTENDENT'S POSITION ON  
CONTROVERSIAL ISSUES

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	2.20	3.00	3.80	3.40	3.33	3.17
	Medium	3.60	3.00	3.67	2.40	3.40	2.33
	Small	2.80	2.20	4.00	2.20	2.60	2.60
Stable	Large	3.50	3.17	4.17	3.00	2.50	3.00
	Medium	4.20	3.00	4.00	2.60	3.17	3.33
	Small	3.80	3.20	3.17	3.60	3.75	4.00
Between Positions		d.f. = (5,151) F = 3.50 Sig at $P \geq .01$					
Between Mobility		d.f. = (1,151) F = 7.61 Sig at $P \geq .01$					
Between Size		d.f. = (2,151) F = 0 NS					
Interactions:							
Position x Mobility		d.f. = (5,151) F = 1.16 NS					
Position x Size		d.f. = (10,151) F = 1.87 NS					
Mobility x Size		d.f. = (2,151) F = 2.40 NS					
All Variables		d.f. = (10,151) F = 4.33 Sig at $P \geq .005$					

tested. It was significant at the 0.025 level of confidence.

Mobility was also significant at the 0.005 level of confidence.

The in-group hypotheses were tested from data in Table LIV. Mobility was significant at the 0.05 level of confidence. The hypothesis was not rejected for other variables.

TABLE LIV  
MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS  
RELATED TO SUPERINTENDENT'S POSITION  
ON CONTROVERSIAL ISSUES

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	3.00	3.47	3.06
	Stable	3.61	3.77	3.38
Out-Group	Mobile	3.29	2.69	2.47
	Stable	2.79	3.06	3.79

Between Size d.f. = (2,175) F = .14 NS  
 Between Position d.f. = (1,175) F = 6.00 Sig at  $P \geq .025$   
 Between Mobility d.f. = (1,175) F = 7.17 Sig at  $P \geq .005$   
 Interactions:  
     Size x Position d.f. = (2,175) F = 1.61 NS  
     Size x Mobility d.f. = (2,175) F = 2.20 NS  
     Position x Mobility d.f. = (1,175) F = .28 NS  
     All Variables d.f. = (2,175) F = 4.03 Sig at  $P \geq .025$

#### In-Group

Between Size d.f. = (2,88) F = 1.66 NS  
 Between Mobility d.f. = (1,88) F = 4.42 Sig at  $P \geq .05$   
 Interactions:  
     Size x Mobility d.f. = (2,88) F = .28 NS

#### Out-Group

Between Size d.f. = (2,87) F = .42 NS  
 Between Mobility d.f. = (1,87) F = 2.80 NS  
 Interactions:  
     Size x Mobility d.f. = (2,87) F = 1.33 NS

The out-group hypotheses were not rejected. Even though the responses were divided in direction the variables were not significant (see Table LIV).

The superintendents were in concurrence on the direction of response. They disagreed with the statement about taking a neutral stand. The F ratios for the differences were all unity or less. Therefore, no significance was found (see Table LV).

TABLE LV  
MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO  
POSITION CONCERNING CONTROVERSIAL ISSUES

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	3.83	3.67	3.60
Stable	4.00	3.83	3.25
Between Size	d.f. = (2,27)	F = 1.00	NS
Between Mobility	d.f. = (1,27)	F = 0	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = .38	NS

Item 19 was: The superintendent should carry out the decisions of the board of education which he believes to be unsound. The data indicate that no differences appear in Table LVI which could not reasonably have occurred by chance. Regression around the mean of 3.00 clouds the indication of direction of response.

TABLE LVI

MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
IMPLEMENTATION OF BOARD OF EDUCATION  
POLICIES BY THE SUPERINTENDENT

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	3.60	2.50	3.00	2.00	2.33	2.67
	Medium	2.60	3.00	3.67	2.40	3.20	3.33
	Small	2.80	2.60	2.67	3.00	2.80	3.20
Stable	Large	3.33	2.33	3.17	2.00	1.83	3.00
	Medium	2.60	2.00	2.75	3.60	2.67	2.83
	Small	4.00	2.60	2.33	2.40	3.50	2.60
Between Positions		d.f. = (5,151) F = 1.52 NS					
Between Mobility		d.f. = (1,151) F = .37 NS					
Between Size		d.f. = (2,151) F = .90 NS					

The data in Tables LVII and LVIII indicate that all hypotheses pertaining to Item 19 were not rejected. None of the variables pertaining to in-group, out-group, or superintendent seemed to influence their response about this matter.

TABLE LVII

MEAN RESPONSES OF SUPERINTENDENTS AS RELATED TO  
IMPLEMENTATION OF BOARD OF EDUCATION POLICY

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	2.83	2.17	3.20
Stable	2.83	2.83	3.50
Between Size	d.f. = (2,27)	F = 2.25	NS
Between Mobility	d.f. = (1,27)	F = .92	NS

Item 20 was: The superintendent should take directions from individual board of education members. This item was very similar to Item 19 in that very little difference could be determined. All hypotheses were tested. The only significance in any of the tables was in Table LIX which showed position as being significant at the 0.01 level of confidence. All other variables and interactions were not significant.

TABLE LVIII

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS  
RELATED TO THE IMPLEMENTATION OF BOARD OF  
EDUCATION POLICIES BY THE SUPERINTENDENT

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	3.00	3.30	2.69
	Stable	2.94	2.46	2.94
Out-Group	Mobile	2.35	3.00	3.00
	Stable	2.21	3.00	2.79

Between Size d.f. = (2,175) F = 1.31 NS

Between Position d.f. = (1,175) F = .99 NS

Between Mobility d.f. = (1,175) F = .99 NS

Interactions:

Size x Position d.f. = (2,175) F = 2.61 NS

Size x Mobility d.f. = (2,175) F = .68 NS

Position x Mobility d.f. = (1,175) F = 0 NS

All Variables d.f. = (2,175) F = 1.24 NS

#### In-Group

Between Size d.f. = (2,88) F = .21 NS

Between Mobility d.f. = (1,88) F = 1.08 NS

Interactions:

Size x Mobility d.f. = (2,88) F = 2.03 NS

#### Out-Group

Between Size d.f. = (2,87) F = 2.53 NS

Between Mobility d.f. = (1,87) F = .23 NS

Interactions:

Size x Mobility d.f. = (2,87) F = 0 NS

TABLE LIX  
MEAN RESPONSES OF TOTAL GROUP AS RELATED TO  
TAKING DIRECTIONS FROM INDIVIDUAL BOARD  
OF EDUCATION MEMBERS

MOBILITY	SIZE	POSITION OF LEADERSHIP					
		PTA	Board	High School	City	News Media	C.C.
Mobile	Large	4.00	4.67	5.00	4.40	4.17	4.67
	Medium	4.40	5.00	4.83	5.00	4.20	4.33
	Small	4.20	4.80	4.82	4.40	4.00	5.00
Stable	Large	4.82	4.17	4.67	5.00	4.67	4.25
	Medium	4.60	5.00	4.75	4.40	4.33	4.67
	Small	4.20	4.80	4.83	4.60	4.50	4.80
Between Positions		d.f. = (5,151)			F = 2.15	NS	
Between Mobility		d.f. = (1,151)			F = .38	NS	
Between Size		d.f. = (2,151)			F = .25	NS	
Interactions:							
Position x Mobility		d.f. = (5,151)			F = 1.17	NS	
Position x Size		d.f. =(10,151)			F = .99	NS	
Mobility x Size		d.f. = (2,151)			F = .20	NS	
All Variables		d.f. =(10,151)			F = 1.10	NS	

TABLE LX

MEAN RESPONSES OF IN-GROUP AND OUT-GROUP AS RELATED  
TO TAKING DIRECTIONS FROM INDIVIDUAL  
BOARD OF EDUCATION MEMBERS

POSITION	MOBILITY	SIZE		
		Large	Medium	Small
In-Group	Mobile	4.56	4.73	4.63
	Stable	4.56	4.77	4.63
Out-Group	Mobile	4.41	4.50	4.47
	Stable	4.64	4.47	4.64
<hr/>				
Between Size	d.f. = (2,175)	F = 0	NS	
Between Position	d.f. = (1,175)	F = .38	NS	
Between Mobility	d.f. = (1,175)	F = 1.52	NS	
Interactions:				
Size x Position	d.f. = (2,175)	F = .76	NS	
Size x Mobility	d.f. = (2,175)	F = .19	NS	
Position x Mobility	d.f. = (1,175)	F = .38	NS	
All Variables	d.f. = (2,175)	F = .19	NS	
<hr/>				
<u>In-Group</u>				
Between Size	d.f. = (2,88)	F = .78	NS	
Between Mobility	d.f. = (1,88)	F = 0	NS	
Interactions:				
Size x Mobility	d.f. = (2,88)	F = 0	NS	
<hr/>				
<u>Out-Group</u>				
Between Size	d.f. = (2,87)	F = 0	NS	
Between Mobility	d.f. = (1,87)	F = .78	NS	
Interactions:				
Size x Mobility	d.f. = (2,87)	F = .48	NS	



TABLE LXI  
 MEAN RESPONSES OF SUPERINTENDENTS AS RELATED  
 TO TAKING DIRECTIONS FROM INDIVIDUAL  
 BOARD OF EDUCATION MEMBERS

MOBILITY	SIZE		
	Large	Medium	Small
Mobile	5.00	4.67	4.60
Stable	4.00	4.83	4.75
Between Size	d.f. = (2,27)	F = .43	NS
Between Mobility	d.f. = (1,27)	F = 1.16	NS
Interactions:			
Size x Mobility	d.f. = (2,27)	F = 3.27	NS

## CHAPTER V

### FINDINGS AND INTERPRETATIONS

The purpose of this study was to determine the effect of leadership position, size of school district, and/or mobility of student body upon expectations of the superintendent's performance. Factorial analysis of variance was applied to data gathered in thirty-six communities on twenty separate items. No attempt was made at combining responses from item to item. The data were computed separately for each item and the interpretations were handled in the same manner.

Table LXII is a summary table which is designed to show the significance of the variables for each item. It should be noted that the variable of position was the most significant single variable. However, the interaction of variables was significant for fourteen of twenty items.

The summary of agreement within positions of leadership is presented in Table LXIII. The data should be interpreted as indicating whether there are differences among respondents within a certain position and, hence, whether there is conflict.

TABLE LXII

## SUMMARY OF SIGNIFICANCE FOR ALL VARIABLES

ITEM	VARIABLES			
	Size	Mobility	Position	Interaction
1	0	0	X	X
2	X	X	X	X
3	X	0	X	X
4	X	0	0	X
5	0	0	0	0
6	X	X	X	X
7	0	X	X	0
8	0	0	0	X
9	0	0	0	X
10	0	0	0	X
11	X	0	X	0
12	0	0	0	0
13	0	0	0	X
14	0	0	X	X
15	0	0	X	X
16	0	0	0	X
17	0	X	0	X
18	0	X	X	X
19	0	0	0	0
20	0	0	0	0

X indicates significance of variable

0 indicates non-significance of variable

TABLE LXIII

## SUMMARY OF AGREEMENT WITHIN POSITIONS OF LEADERSHIP

ITEM	PTA	BOARD PRESIDENT	HIGH SCHOOL PRINCIPAL	MAYOR	NEWS EDITOR	CHAMBER OF COMMERCE	SUPER- INTEN- DENT
1	D	A	D	D	A	D	D
2	D	A	A	D	A	D	A
3	A	D	A	D	D	D	A
4	A	D	D	D	D	A	D
5	A	A	A	A	A	A	A
6	D	A	A	D	D	D	A
7	D	D	D	A	D	D	A
8	D	D	D	D	A	A	D
9	A	D	D	A	A	A	A
10	D	D	D	D	D	D	D
11	D	D	A	D	A	A	A
12	A	A	A	A	A	A	A
13	A	D	D	D	A	A	D
14	A	A	A	D	A	A	A
15	D	D	A	D	A	D	A
16	A	A	A	A	A	A	A
17	D	A	A	D	A	A	A
18	D	D	A	D	D	D	A
19	D	A	D	D	D	D	D
20	A	A	A	A	A	A	A

A indicates agreement within position

D indicates disagreement within position

Tables II through IV pertained to the use of strikes and/or professional holidays. The data indicated that a difference existed between respondents in expectations. The majority of the respondents were opposed to the use of such techniques.

The data in Table II indicated that positions and the interactions of all variables were significant and influenced the responses. Reference to Table I (Chapter 3) would indicate that the respondents were basically board of education oriented. This seems to indicate that the public more frequently supports school remaining in operation.

The data in Table III indicated that when data are combined the differences of position are absorbed. Only the interaction is significant. This difference because of the interaction of size and position is not one of direction but of magnitude.

The data in Table IV indicated that a difference existed between superintendents in their self-expectations concerning holidays and sanctions. These findings seem to indicate that superintendents in stable communities leaned toward the teacher's position more than those in mobile districts.

An examination of Tables V through VII indicated that when the total group excluding superintendents is considered position, size, and mobility are significant in expectations concerning the use of sanctions. The parent

group and the principals are in favor of abiding by sanctions. The school board president is not. Larger communities seem to more nearly favor sanctions. Mobile communities also favor the superintendent observing sanctions. The out-group oppose the use of sanctions except for the medium or small community city manager and chamber of commerce manager. Table VI indicated a significant difference in the expectations of the in-group and the out-group.

The data in Table VII indicated that the self-expectations were constantly in favor of sanctions without regard to the variables. Conflict was further indicated when Table VII was compared to Table V which contained twenty-one groups of respondents not in favor of sanctions.

An examination of the data in Tables VIII through X indicated that most respondents supported the demands of teachers for higher salaries. The stable community out-groups were significantly in disagreement with other groups in regard to salaries. The small-mobile board president was the only in-group member who agreed with the statement. The data in Table IX indicated further the board orientation of the out-group.

Tables XI through XIII pertained to the question of the superintendent's position in professional negotiations. Table XI indicated that a difference existed between respondents primarily because of size. There were twenty-three groups which supported the representation of teachers by the

superintendent. The school board presidents of medium and small communities are teacher oriented. Those presidents in large communities were board of education oriented. These findings indicated that large communities are more effected by teacher militancy.

Tables XIV through XVI contained data which indicated uniformity of agreement on the subject of fair dismissal. All respondents agreed with the statement. The superintendent should be confronted with minimum conflict on this problem.

The data in Tables XVII through XIX indicated that a difference existed among respondents concerning the support of teachers who present controversial issues. The chief difference seemed to be only in quantity of agreement since thirty groups of respondents were in favor of the superintendent's defense of teachers. Only six were opposed to this support and five of these were in the out-group. The high school principal maintained the highest level of agreement with this statement. Size seemed to be most significant in Table XVIII. This indicated that the small community out-group was most likely to not expect the superintendent to support the teacher. The superintendents strongly agreed that they should support the teachers.

Tables XX through XXII pertained to the superintendent keeping a watchful eye on the personal life of his subordinates. Twenty-four of the respondent groups agreed with the statement. The prime area of disagreement was with the high school

principal. The city manager strongly agreed with the statement. Mobility of student body seemed to be an important factor. The more mobile the community the less likely it was that the superintendent was held responsible for his subordinates "personal life."

The data in Tables XXIII through XXV indicated basic agreement of all respondents on the responsibility of the superintendent. Twenty-seven of the respondent groups agreed with the acceptance of responsibility by the superintendent of all decisions by subordinates. The variation of response seemed to be only in the level of agreement and not in disagreement. When the data were grouped for Table XXIV the few opposing responses averaged out which indicated the small magnitude of difference. The superintendents seemed to be willing to accept this responsibility.

Tables XXVI through XXVIII pertained to the promotion, appointment, and dismissal of subordinates. The overwhelming majority felt that these operations should be conducted on the basis of merit only. An amazing observation was that the small-stable board president and the large-mobile high school principal disagreed with the statement. The superintendent, as shown in Table XVIII, agreed with the statement. These findings seemed to indicate that the superintendent should have little conflict on this matter.

The data concerning whether the superintendent should urge selected persons to run for the board of



education was shown in Tables XXIX through XXXI. The findings indicated a great deal of possible conflict. Table XXIX contained data which indicated twelve of the respondent groups agreed with the statement and eighteen disagreed. These differences which ranged from a mean of 1.75 to a mean of 4.75 were significant because of the interaction of position and mobility.

An examination of the data in Tables XXXII through XXXIV indicated that there are differences in expectations concerning race, religion, and national origin in filling positions. Most of the responses were in agreement that consideration of local values should be given. Size seemed to be the significant factor. Not one small community respondent disagreed with the premise. Only two of the cell means for medium communities indicated disagreement. The superintendents were not in conflict with their community power structure on this matter even though their position did conflict with the civil rights law. The basic differences which tested to be significant were ones of intensity and not direction.

Tables XXXV through XL pertained to the problem of legitimizing curriculum changes. Tables XXXV through XXXVII which were concerned with staff support indicated complete agreement throughout the respondents on the need to secure staff support. Tables XXXVIII through XL did show some disagreement concerning the need for public support.

However, only seven of the groups indicated agreement with the statement. When the data were combined for Table XXXIX only two of the cells had means less than three. Two of those were in the out-group.

Data in Table XL indicated a difference in the responses of superintendents. The small district superintendents indicated the need for securing public support. Large district superintendents were undecided. These findings indicated that the superintendents were misreading what the public expected of them.

Data in Tables XLI through XLIII indicated disagreement with the statement concerning the priority of cost factors and educational needs in budget making. All respondent groups agreed in direction of response except for the medium city managers. The level of agreement varied significantly. These findings indicated that all community leaders expect the superintendent to give educational needs the greatest priority in budget-making. There were no directional differences in the groups whether they were part of the school system or the community structure.

An examination of the data in Tables XLIV through XLVI indicated that the respondents did not agree on the question of whether a superintendent should openly support a gubernatorial candidate. Table XLIV indicated that all size categories were divided in response. In the large category, five cells had means which were agreement oriented

and six cells were in the opposite direction. This size category was the only one evenly split. The other two categories were heavily in agreement with the statement. The in-group respondents were much more strongly in favor of open support than were the out-group respondents. The respondents most in favor of the political aspect were the high school principals. Size and mobility separately did not seem to alter their position.

All superintendents expressed the feeling that they should be permitted to support a candidate. The conflict generated here would seem to be basically with the out-group leaders. The city managers were strongly opposed to this political activity (see Table XLVI).

Tables XLVII through XLIX pertained to the superintendent taking a definite stand against unreasonable demands. This was not a controversial item. All means indicated general agreement as to the direction of response. The only areas of significant difference were in the interactions except for the in-group table where mobility was significant. These differences, however, were quantitative and not directional. All responses were in the same direction.

The data in Tables L through LII did not indicate an area of conflict. They pertained to the establishment of local study committees. The community leaders agreed on this with the exception of three groups: medium-stable

PTA; large-stable board of education; and large-stable city executive. All of these deviant responses were from the stable category. The variable of mobility did test to be significant.

Tables LIII through LV contained data which indicated that respondents did not take the same view of the superintendent taking a neutral position on controversial issues. The in-group respondents were overwhelmingly in favor of the superintendent taking a stand. The out-group respondents were almost evenly divided in their responses. This means, of course, that the superintendent can not take a stand which does not conflict with the position of some of the community leaders.

The data in Table LV indicated agreement on the part of the superintendents. They agreed that the superintendent should not take a neutral position. The variables seemed to have no effect on their responses. The findings indicated that position and mobility were the prime factors in the response. In the stable group very few of the respondents favored neutrality; yet, in the mobile groups there were nearly one-half of the respondents who favored neutrality.

Tables LVI through LXI did not identify any significant differences. Although on the matter of carrying out unsound decisions, the responses were not all in the same direction. The responses were all clustered around the mean

indicating undecidedness. Indecision was so apparent that the superintendent could set the tone.

Tablex LIX through LXI indicated strong feelings about taking directions from individual board members. The findings indicated that the respondents think the superintendent should never take directives from individual board of education members.

### Summary

The major findings may be summarized as follows:

1. A difference does exist in the expectations of a superintendent's performance because of position of leadership, size of school district, and/or mobility of student body. The variable of position was significant on ten items; the variable of size on five items; and the variable of mobility on five items.
2. A difference does exist between in-group and out-group leaders in their expectations for a superintendent's performance with the in-group leaders more frequently supporting the self-expectation of the superintendent.
3. A difference does exist within the ranks of the in-group leaders with the highest level of difference associated with conflict areas which are concerned with board of education orientation vs. public orientation.
4. Differences do exist among out-group leaders in their expectations for a superintendent's performance with size of district as the most critical variable.

5. The independent variables were significant more frequently when tested for statements discerning orientation toward teacher or public.

6. The independent variables were significant so seldom when tested for the superintendent's self-expectations that it leads to the rejection of the null hypothesis.

7. The independent variables were not significant when tested for items concerning teacher-board of education orientation.

8. The independent variables were more frequently significant when the items tested were concerned with teacher-public orientation.

9. The superintendent is faced with conflict. The respondents reacted differently to the effects of the variables depending upon the orientation of the item. There were only three items of twenty on which respondents unanimously agreed as to the direction of response.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine whether the differences in size and/or mobility of a school district or the position of incumbency influence the expectations for the performance of the superintendent of schools. In addition, the interactions of the independent variables with each other were examined to determine the extent to which they influenced expectations. Four sub-problems of this study were:

- (1) To determine whether the size and/or mobility of a school district influence the in-group leader's expectations of the superintendent's performance.
- (2) To determine whether the size and/or mobility of a school district influence the out-group leader's expectations of the superintendent's performance.
- (3) To determine whether the size and/or mobility of a school district influence the self-expectations of a superintendent.
- (4) To determine whether the expectations for a superintendent's performance as held by in-group differ from those held by the out-group leaders.

Thirty-six communities were randomly selected from the population of all communities in Oklahoma whose school district enrolled between 500 and 10,000 pupils. The communities were classified as large, medium, or small. A further classification was imposed within each size category, this was that each district was either mobile or stable. This classification was computed by the division of total enrollment by average daily membership. Within each of these communities seven respondents were selected. These were the superintendent of schools, high school principal, board of education president, parent-teacher association president, newspaper editor, city manager or mayor, and chamber of commerce manager.

A questionnaire-type instrument was used to collect data for this study. (See Appendix C.) This instrument was developed by Dr. Neal Gross and was used with his permission. (See Appendix A.)

Factorial analysis of variance was used to test the hypotheses of this study. This technique utilized the computation of F ratios by the use of the sum of squares and the mean squares. These were three types of contingency tables used: the  $2 \times 3 \times 6$ , the  $2 \times 3 \times 3$ , and the  $2 \times 3$ .

To correct for unequal cell frequencies within the contingency tables, the harmonic mean technique was used. This permitted the comparison of cell means with each other regardless of the number of respondents.



Data were gathered and the following null hypotheses were tested:

1. There is no statistically significant difference in expectations for the superintendent's performance because of position of leadership, size of school district, or mobility.

2. There is no statistically significant difference in expectations for a superintendent's performance between in-group leaders and out-group leaders.

3. There is no statistically significant difference in expectations held by in-group leaders for the superintendent's performance because of the size and/or mobility of a school district.

4. There is no statistically significant difference in expectations held by out-group leaders for the superintendent's performance because of the size and/or mobility of a school district.

5. There is no statistically significant difference in the self-expectations held by the superintendent because of the size and/or mobility of a school district.

### Conclusion

The underlying purpose of this study was to determine whether a difference in what people expect of the superintendent of schools does exist and if so what variables seem to have the greatest effect on differences in expectation.

Other purposes of the study were to determine whether self-expectations of the superintendent were affected by the same variables; and whether respondents when identified as school connected or non-school connected held different expectations because of the variables of size and mobility.

1. Expectations for the superintendent's performance are influenced by the independent variables tested. Position seemed to be the most critical variable. The principal of the school was very similar in belief to the superintendent; except, he was more positive in his support of the teachers during professional negotiations and sanctions. The city manager and the editor seemed to be in basic opposition to the school superintendent in his support of sanctions and professional holidays. The board of education president was consistent in his basic support of teacher ideals.

Size of district and community mobility were significant mostly in areas which could be perceived of as being controversial, i.e., professional negotiations, strikes, sanctions, race relations. The respondents of larger communities were less teacher oriented than those of the smaller communities.

2. There were definite differences between in-group and out-group leaders. The in-groups were consistently in favor of the teacher point-of-view. They supported the teacher position on strikes, professional holidays, sanctions, and higher salaries. This was not true of the out-groups.

They were much more public oriented. The out-group expects school to operate and they expect the superintendent to keep it in operation.

Size and mobility were significant in the same areas as discussed for Hypothesis 1. This was expected since the main difference in the first two hypotheses was the grouping of data from six positions to two positions.

3. Differences of expectations within the in-group were not influenced as significantly by the variables of size and mobility as were the differences in other groups. The in-group was strongly teacher oriented except in the area of teacher militancy. In this area the parent-teacher association president and the board of education president preferred that the superintendent support a position opposed to strikes and holidays.

The literature indicated that those respondents who are associated with educationally oriented organizations such as parent-teacher associations and school board associations are more aware of educational problems by virtue of reading association publications.

4. Differences of expectations within the out-group were significant. This group held varying expectations within the group as well as being predominantly in disagreement with the superintendent on any controversial issue. The out-group indicates that the superintendent should be concerned with maintaining school. The city managers

disagreed with the superintendents on open support for gubernatorial candidates. This disagreement provides an area of conflict since the news editor supports the view of the superintendent on the same issue.

5. Differences in size and mobility have little effect upon the self-expectations of superintendents. Apparently the affects of communication and higher educational backgrounds negate the affects of the independent variables. The variables were so seldom significant that the writer was inclined toward the rejection of the null hypothesis.

#### Recommendations

Findings and conclusions of this study support the following recommendations:

1. Since this study was limited to communities whose school district enrollments were between 500 and 10,000 pupils and was further limited by restriction to the State of Oklahoma, it is recommended that future research be representative of larger populations.

2. Future research should pay particular attention to differences within groups by selecting several respondents within each local group.

3. Future research should determine whether the teaching staff's expectations concur with the self-expectations of the superintendent.

4. Future research should pay particular attention to differences in tenure as a criterion which affects expectations.

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APPENDIX A

CORRESPONDENCE RELATED TO THIS STUDY

ADA CITY SCHOOLS

Office of the Superintendent  
ADA, OKLAHOMA 74820

September 25, 1968

Dr. Neal Gross, Dean  
Graduate School of Education  
University of Pennsylvania  
Philadelphia, Pennsylvania 19104

Dear Dr. Gross:

I am writing in regards to the use of some of the materials for my doctoral dissertation. I received a letter from you October 31, 1967, stating that you would be happy to give me permission to use one of the instruments from Explorations in Role Analysis. I was particularly interested in the questionnaire pertaining to the expectations of a superintendent's performance. I have taken the liberty of modifying slightly the questionnaire and have reduced the length from thirty-seven (37) items to twenty (20) items. I am enclosing a copy of the questionnaire as I would like to use it. Could you please give me written permission to use this questionnaire in this form?

I certainly plan to give due credit to you in my dissertation and in any publication which might subsequently develop from this study.

Sincerely yours,

Max D. Skelton  
Superintendent

MDS/mak

Enclosure

UNIVERSITY OF PENNSYLVANIA  
PHILADELPHIA 19104

Graduate School of Education

---

Neal Gross, Dean

October 22, 1968

Mr. Max D. Skelton  
Superintendent, Ada City Schools  
Office of the Superintendent  
Ada, Oklahoma, 74820

Dear Mr. Skelton:

This is in reply to your letter dated September 25 which was sent to Harvard University and was forwarded to me on October 16.

I hereby grant you permission to use the revised form of the questionnaire published in Explorations in Role Analysis enclosed with your letter.

Best wishes for success in your doctoral study.

Sincerely,

Neal Gross  
Dean

NG:cmt

ADA CITY SCHOOLS  
Office of the Superintendent  
ADA, OKLAHOMA 74820

November 8, 1968

Whose man is the Superintendent? This is a question paramount in education today. Your help in answering this question will be appreciated.

Because of your position in the community, I am soliciting your help in making a study of the expectations of a superintendent's performance. Would you please take fifteen minutes and complete the enclosed questionnaire? There is a self-addressed, stamped envelope for your convenience in returning the questionnaire to me.

You will not need to sign this questionnaire as I am interested in your response only as it pertains to your position in the community.

Thank you very much for your cooperation in this research study.

Sincerely yours,

Max D. Skelton  
Superintendent

MDS/mak

Enclosures

ADA CITY SCHOOLS  
Office of the Superintendent  
ADA, OKLAHOMA 74820

November 22, 1968

Recently you received a questionnaire from me pertaining to a study of the superintendency. In these busy times it is quite possible that you have misplaced the questionnaire or simply have not had the time to complete and return it. If you have returned the questionnaire, thank you; if you have not, I am enclosing another questionnaire and return envelope for your convenience.

Again, I would remind you that you do not need to sign this questionnaire as my interest pertains to your position of importance in the community.

Thank you very much for your cooperation.

Sincerely yours,

Max D. Skelton  
Superintendent

MDS/mak

Enclosures



APPENDIX B

QUESTIONNAIRE RETURN PERCENTAGE BY  
POSITION, SIZE, AND MOBILITY

## QUESTIONNAIRE RETURN PERCENTAGE

### By Position of Leadership

Parent Teacher Association	86.1%
Board of Education	83.3%
High School Principal	91.7%
City Executive	80.6%
News Media	88.9%
Chamber of Commerce	88.9%
Superintendent of Schools	91.7%

### By Size and Mobility

Large - Mobile	92.9%
Medium - Mobile	88.1%
Small - Mobile	85.7%
Large - Stable	90.5%
Medium - Stable	85.7%
Small - Stable	81.0%

Total Return	87.7%
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APPENDIX C

COPY OF INSTRUMENT USED IN THIS STUDY

## EXPECTATIONS OF A SUPERINTENDENT'S PERFORMANCE

### INSTRUCTIONS

You are being asked to respond to a list of situations to which a superintendent must react. Please indicate the degree to which you agree or disagree with the statements by circling one of the following alternative answers, ranging from SA, A, U, D, and SD.

Strongly Agree (SA) indicates that you agree with the statement with almost no exceptions.

Agree (A) indicates that you agree with the statement with some exceptions.

Undecided (U) indicates that you could either "agree" or "disagree" with the statement with about an equal number of exceptions in either case.

Disagree (D) indicates that you disagree with the statement with some exceptions.

Strongly Disagree (SD) indicates that you disagree with the statement with almost no exceptions.

#### An Example (Respond Once)

The superintendent should always maintain an "open-door" policy.

SA/A/U/D/SD

1. The superintendent should support the teacher's position in regard to strikes and/or professional holidays. SA/A/U/D/SD
2. The superintendent should abide by sanctions when imposed by educational organizations. SA/A/U/D/SD
3. The superintendent should help the board of education resist demands by teachers for higher salaries. SA/A/U/D/SD
4. The superintendent should represent the teachers in professional negotiations with the board of education. SA/A/U/D/SD
5. The superintendent should refuse to recommend the dismissal of a teacher the public wants dismissed if he feels that the public complaint is invalid. SA/A/U/D/SD
6. The superintendent should defend his teachers from attack when the present pros and cons of various controversial social and political issues. SA/A/U/D/SD
7. The superintendent should keep a watchful eye on the personal life of his subordinates. SA/A/U/D/SD
8. The superintendent should accept full responsibility for the decisions of his subordinates. SA/A/U/D/SD
9. The superintendent should make recommendations for the appointment, promotion, or dismissal of subordinates on the basis of merit alone. SA/A/U/D/SD
10. The superintendent should urge people whom he respects to run for positions on the school board. SA/A/U/D/SD
11. The superintendent should give consideration to local values or feelings regarding race, religion, and national origin, in filling vacant teaching positions. SA/A/U/D/SD

12. The superintendent should make curriculum changes without consulting the teaching staff. SA/A/U/D/SD
13. The superintendent should make no major curriculum changes without first seeking public support. SA/A/U/D/SD
14. In drawing up the budget, the superintendent should give cost factors greater consideration than educational needs. SA/A/U/D/SD
15. The superintendent should be able to openly support a gubernatorial candidate. SA/A/U/D/SD
16. The superintendent should take a definite stand against any unreasonable demands which may come from local taxpayers. SA/A/U/D/SD
17. The superintendent should encourage the formation of local committees to cooperate with the board of education in studying school problems. SA/A/U/D/SD
18. The superintendent should take a neutral stand on any issue on which the community is evenly split. SA/A/U/D/SD
19. The superintendent should carry out the decisions of the board of education which he believes to be unsound. SA/A/U/D/SD
20. The superintendent should take directions from individual board of education members. SA/A/U/D/SD

APPENDIX D

COMPUTED MOBILITY INDICES

# MOBILITY INDICES

## LARGE-MOBILE

District A - .9191  
 District B - .9065  
 District C - .9156  
 District D - .9291  
 District E - .9184  
 District F - .9461

## LARGE-STABLE

District G - .9559  
 District H - .9559  
 District I - .9749  
 District J - .9548  
 District K - .9479  
 District L - .9558

## MEDIUM-MOBILE

District M - .9442  
 District N - .9287  
 District O - .8795  
 District P - .9169  
 District Q - .9109  
 District R - .9334

## MEDIUM-STABLE

District S - .9619  
 District T - .9507  
 District U - .9673  
 District V - .9688  
 District W - .9544  
 District X - .9717

## SMALL-MOBILE

District Y - .8909  
 District Z - .9386  
 District A' - .9310  
 District B' - .9411  
 District C' - .9449  
 District D' - .9190

## SMALL-STABLE

District E' - .9549  
 District F' - .9645  
 District G' - .9583  
 District H' - .9702  
 District I' - .9601  
 District J' - .9555

$$\text{Mobility Index} = \frac{\frac{\text{Days Attendance} - \text{Total Absent}}{\text{Days Taught}}}{\text{Total Enrollment}}$$



APPENDIX E

RAW DATA OF TOTAL GROUP AS RELATED  
TO PROFESSIONAL NEGOTIATIONS

RAW DATA OF TOTAL GROUP AS RELATED  
TO PROFESSIONAL NEGOTIATIONS

	PTA	BOARD
Large-Mobile	3, 3, 3, 5, 4	4, 3, 3, 4, 3, 3
Medium-Mobile	4, 4, 3, 3, 1	5, 4, 4, 3
Small-Mobile	2, 2, 2, 2, 2	4, 4, 5, 4, 4
Large-Stable	2, 2, 2, 2, 5, 2	5, 4, 3, 3, 2, 4
Medium-Stable	4, 5, 4, 4, 2	4, 4, 4, 4
Small-Stable	4, 4, 4, 4, 4	4, 4, 3, 2, 4
	High School	City
Large-Mobile	4, 3, 2, 4, 3	4, 3, 2, 5, 4
Medium-Mobile	4, 4, 4, 3, 3, 5	4, 3, 4, 5, 4
Small-Mobile	4, 3, 4, 4, 3, 3	2, 3, 5, 3, 4
Large-Stable	4, 1, 4, 2, 5, 3	4, 5, 4, 4
Medium-Stable	1, 2, 2, 3	4, 4, 4, 2, 4
Small-Stable	5, 2, 3, 1, 3, 2	4, 2, 2, 3, 2
	News Media	Chamber of Commerce
Large-Mobile	4, 5, 3, 4, 4, 4	5, 2, 5, 4, 4, 4
Medium-Mobile	4, 5, 4, 2, 4	3, 4, 2, 1, 3, 5
Small-Mobile	4, 4, 3, 5, 3	4, 3, 4, 4, 1
Large-Stable	4, 5, 4, 4, 2, 1	4, 5, 4, 4
Medium-Stable	2, 5, 5, 4, 4, 3	4, 3, 2, 1, 4, 2
Small-Stable	2, 4, 3, 5	3, 4, 3, 3, 3
	Superintendents	
Large-Mobile	4, 4, 3, 3, 3, 4	
Medium-Mobile	4, 3, 2, 4, 2, 2	
Small-Mobile	4, 4, 4, 5, 4	
Large-Stable	2, 3, 4, 4, 3, 3	
Medium-Stable	4, 4, 3, 3, 2, 2	
Small-Stable	2, 2, 3, 3	

## COMPUTATION TABLE FOR ITEM 1

P.T.A. Board Principal City Editor C. of C.

LM	n	5	6	5	5	6	6
	$\sum X$	18	20	16	18	24	24
	$\sum X^2$	68	68	54	70	98	102
	$(\sum X)^2/n$	64.8	66.67	51.2	64.8	96	96
	SS	3.2	1.33	2.8	5.2	2	6
MM	n	5	4	6	5	5	6
	$\sum X$	15	16	23	20	19	18
	$\sum X^2$	51	66	91	82	77	64
	$(\sum X)^2/n$	45	64	88.16	80	72.2	54
	SS	6	2	2.84	2	4.8	10
SM	n	5	5	6	5	5	5
	$\sum X$	10	21	21	17	19	16
	$\sum X^2$	20	89	75	63	75	58
	$(\sum X)^2/n$	20	88.2	73.5	57.8	72.2	51.2
	SS	0	.8	1.5	5.2	2.8	6.8
LS	n	6	6	6	4	5	4
	$\sum X$	15	21	19	17	19	17
	$\sum X^2$	45	79	71	73	77	73
	$(\sum X)^2/n$	37.5	73.5	60.16	72.25	72.2	72.25
	SS	7.5	5.5	10.84	.75	4.8	.75
MS	n	5	4	4	5	6	6
	$\sum X$	19	16	9	18	23	16
	$\sum X^2$	77	64	18	68	95	50
	$(\sum X)^2/n$	72.2	64	16	64.8	88.16	42.67
	SS	4.8	0	2	3.2	6.84	7.33
SS	n	5	5	6	5	4	5
	$\sum X$	20	17	16	13	14	16
	$\sum X^2$	80	61	52	37	54	52
	$(\sum X)^2/n$	80	57.8	42.67	33.8	49	51.2
	SS	0	3.2	9.33	3.2	5	.8

$$SS_w = \sum SS = 141.11$$

$$\sum x^2 = 2399$$

$$n_h = 36/1/n = 5.07$$

Computational Formulas:

$$SS_a = \frac{\sum (\sum \bar{A})^2}{6} - \frac{(\sum A)^2}{36}$$

$$SS_b = \frac{\sum (\sum \bar{B})^2}{18} - \frac{(\sum A)^2}{36}$$

$$SS_c = \frac{\sum (\sum \bar{C})^2}{12} - \left( \frac{\sum A}{36} \right)^2$$

Where:

A = sum of Position Column

B = sum of Mobility Row

C = sum of Size Row

Values for Computation

$$1. (\sum A)^2/36 = 428.08 \quad 6. \frac{\sum B^2}{3} = 432.64$$

$$2. \sum x^2 = 2399 \quad 7. \frac{\sum C^2}{2} = 434.26$$

$$3. \frac{(\sum A)^2}{6} = 430.80 \quad 8. \frac{\sum B_{bc}^2}{6} = 428.94$$

$$4. \frac{(\sum B)^2}{18} = 428.28$$

$$5. \frac{(\sum C)^2}{12} = 429.13 \quad 9. \sum A^2 = 440.68$$

## Summary of Analysis

	d.f.	SS	MS	F
(A) Between Positions	5	13.79	2.76	2.93
(B) Between Mobility	1	1.01	1.01	1.07
(C) Between Size	2	5.32	2.66	2.83
Interaction:				
A x B	5	8.31	1.66	1.77
A x C	10	12.22	1.22	1.30
B x C	2	1.98	.99	1.05
A x B x C	10	25.20	2.52	2.69
Within	150	141.11	.94	
Total	185			
N = 186				
df = N - 1				