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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A STUDY OF THE LEADERSHIP ROLE OF THE SUPERINTENDENT AND HIGH SCHOOL PRINCIPAL WITHIN SELECTED COMMUNITIES OF OKLAHOMA

A DISSERTATION

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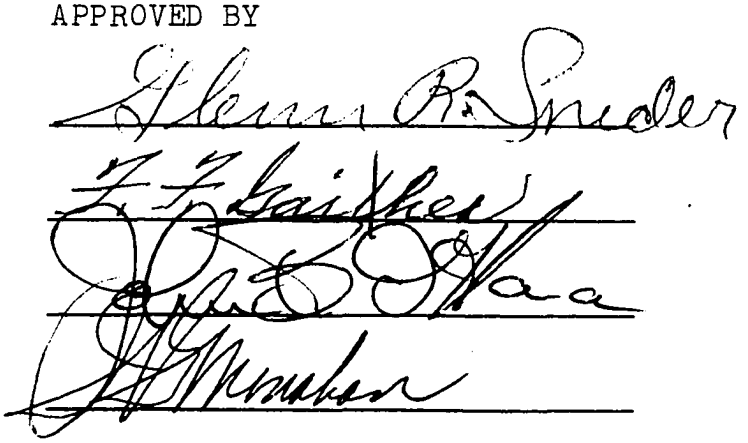
JACK LEE NANCE

Norman, Oklahoma

1965

A STUDY OF THE LEADERSHIP ROLE OF THE SUPERINTENDENT AND HIGH SCHOOL PRINCIPAL WITHIN SELECTED COMMUNITIES OF OKLAHOMA

APPROVED BY



DISSERTATION COMMITTEE

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A STUDY OF THE LEADERSHIP ROLE OF THE SUPERINTENDENT AND HIGH SCHOOL PRINCIPAL WITHIN SELECTED COMMUNITIES OF OKLAHOMA

CHAPTER I

INTRODUCTION

It is the responsibility of educational leadership to accent issues and to define problems which are pertinent to achieving the goals of education. Community betterment is believed by many to be a result of educational goal achievement. It seems far removed from a concept of educational improvement and community improvement when superintendents and high school principals busy themselves with only that which is within the confines of the school buildings. The educational and community leadership provided by many superintendents and high school principals is not perceptible in areas of community action. There is evidence that educational leadership, at the present time, is often not imaginative, creative, and influential in affecting facets of community life other than education.

If the educational program is to be that which the community deserves, the superintendent and high school

principal must be aware of the proper role which they are to play. When the leadership is timid, weak, unimaginative and relies unduly on expediency the community is being short-changed.

The school administrator as well as the other community leaders has the moral responsibility to provide constructive and challenging leadership in assisting the mass of individuals in the community to recognize and accept legitimate objectives regarding institutional and community betterment, and should actively seek and fight for those changes, practices, and postures which lead to purposeful accomplishment. This is leadership's major responsibility.[1]

Stogdill examined a large number of leadership studies when attempting to isolate traits of leaders. He summarized his investigation with the conclusion that the qualities, characteristics, and skills possessed by a leader are determined, to a large extent, by the demands of the situation in which the leader must function.[2] The conclusion assumed that a leader, playing the leadership role, would be cognizant of the demands of the situation in which he must function. This writer contends that many school superintendents and high school principals lack awareness of their

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[1]Glenn R. Snider, "The Ethics of Community Leadership" (Unpublished address delivered at the Leadership Training Conference, Norman, Oklahoma, July, 1963).

[2]Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology. XXV (January, 1948), 63.

power-potential and leadership responsibility; others actually refuse to accept the idea that this role exists. Without this realization of role and power-potential, the superintendent and principal perform their daily chores in a perfunctory manner which requires little and receives less in return from the community and their teaching staff.

Recent research by Stanford revealed the concept that personal needs of the followers must be satisfied in order that the leader can be effective and play his perceived role.[1] If the superintendent and senior high principal are not aware that their followers have needs which must be satisfied, they are not adequately playing the perceived role of their status positions.

The persons occupying leadership positions are actually given influence, authority, and status, which they would not have as a member of the group. Ross and Hendry committed themselves to this concept and further feel that the leader is given a place of centrality in the group which reinforces this leadership position.[2] If the school leaders are not aware of their potential leadership roles and responsibilities they will most certainly not become influential in their

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[1]Filmore A. Stanford, Authoritarianism and Leadership (Philadelphia: Institute for Research in Human Relations, 1950), pp. 35-48.

[2]Murray G. Ross and Charles E. Hendry, "Leadership Theory," Leadership In Voluntary Enterprise, Charles W. Merrifield (ed.). Council of National Organization for Adult Education, 1961, p. 100.

communities.

Statement of Problem

The problem of this investigation was to determine the community and educational leadership roles of school superintendents and senior high school principals as perceived by themselves and power-figures in selected communities of Oklahoma.

More specifically it was intended to discover the answers to the following questions: Is there agreement among community leaders in their understanding of the superintendent's and principal's role as leaders? Do superintendents and principals perceive their role as the community leaders do? Do superintendents and principals view themselves as power-figures in community life? Do community leaders view the school administrators as power-figures in community and school affairs? Should the superintendent and senior high school principal become involved in community problems? If so, will this involvement reflect on their leadership role in education?

In a study of leadership roles, other components of this concept were examined and placed in their proper place for the study. Factors which were considered in this connection were power, authority, influence, and interaction. These components are not all-inclusive, but in the investigator's opinion these factors determine whether effective leadership

is or is not provided from a position.

Assumptions

The leadership provided by a superintendent or high school principal is determined by his concept and the community's concept of the leadership role to be played by persons occupying these positions.

It was assumed that the school as a social institution has the responsibility for not only perpetuating the society which established it but also that of improving the society.

It was assumed that educational leadership in communities should play a role in the total program of community betterment.

It was also assumed that the degree to which the superintendent and principal play their leadership roles is determined by their perception of the responsibilities of the position they hold, the expectations of the community in which they function, and the expectations of other groups of which they are also members.

Definitions

In the establishment of definitions the pertinent literature and research in the broad area of leadership and power structure was investigated. The definitions below are those which were established for this study and were

established in terms of the available literature and research in the area.

Leadership

Leadership is, herein, viewed as a function responsible for the stimulation and coordination of abilities and potentialities of groups in order that agreed upon goals and purposes of the group may be achieved.

Role

Role is a socially prescribed way of behaving in particular situations for any person occupying a given social position or status. It includes the attitudes, values and behavior ascribed by the society to persons holding status positions.

Status

Status is a person's relative position in the social structure as determined by family, wealth, occupation, title, educational level, and the like.

Interaction

Interaction is influence by some other variable upon the effect of changing the independent variable. It is basically a compromise between the needs of the individual and the demands of the situation. The major elements in the interaction process are man's biological nature and personality, which influence his interaction from the "inside" and

his roles in the group, and environment, which influence his interaction from the "outside."

Norms

Norm is herein defined as social pressure or role obligation. It refers to the more subtle pressures, such as weight of others' opinions. When a set of norms refer to the expectations for an individual they constitute the individual's role.

Social Control

The process by which an individual controls the behavior of others or by which group members exercise influence on the individual.

Perception

Perception is the process of becoming aware of events and qualities that stimulate the sense organs, and of determining the relationships between them.

Expectation

A certain preparedness to pick out one pattern rather than others. These expectations are patterns of prescription which become known by a series of inferences or obvious cues of others disapproving or approving behaviors.

Community Leader

In every community a relatively small percentage of the total population seem to be more active and influential

in community affairs than the majority of the citizens. This active minority is generally perceived as the group of community leaders. The only requirement to become a community leader is to be perceived as a community leader by a significant number of knowledgeable citizens.

Power

Power denotes a structural description of social processes. The power concept refers to a capacity or ability to control others and to control the decision making process. Power may be viewed as a potential for control or through its exercise viewed as control itself under a certain set of conditions. Persons who exercise power must have had a power-potential; but not all persons who hold potential power exercise this power. This study accepted the view that all status positions which were studied had power-potential.

Authority

Authority refers to an invested right to control the decision making process in prescribed areas and under specified conditions. Authority rests in a position within an organized group; it is the position which is invested with authority and not the individual. A person can exercise authority only so long as he occupies the position. The right to exercise authority is grounded in group norms, and legitimized by the group for its action and decision. Authority may be defined as a group phenomenon--a product of

status relationships.

Influence

Influence is a phenomenon and a product of interpersonal relationships which may be exerted either by individuals or groups. Influence refers to control on the basis of personal qualities of an individual--popularity, reputation, skills in manipulating people, personal obligation, or persuasiveness.

Limitation of the Problem

This investigation was not concerned with all school administrators but only with superintendents and senior high school principals within selected communities. Eight communities were selected which had common characteristics.

Design and Procedure

The communities were selected on a basis of homogeneity and likeness. An important consideration in the choice of a community for this study was the factor of size. Only urban places in the State of Oklahoma with a population of approximately ten thousand or more but less than twenty-five thousand were included in the study. Those communities selected were also similar with regard to the educational level and economic status of the population.

It was felt that the community should be large enough to contain the basic social institutions, significant

agencies, and organizations relating thereto, yet small enough so that most of the inhabitants would recognize and know something about each other. In such a community there exists many similar patterns of community organization through which problems are handled, decisions are made, and action is taken relative to community affairs. In such a community many of the citizens have some acquaintance with or knowledge about those persons most active and influential in community affairs.

This study was concerned with the perceptions of Formal Status Leaders and Informal Influential Leaders in each community regarding the superintendency and secondary school principalship. The Formal Status Leaders were those persons who occupied the status positions of city manager, city mayor, chamber manager, chamber president, school board member, superintendent, and principal. The Informal Influentials were those persons who, in the opinion of the Formal Status Leaders and random sampled merchants, were highly influential in community affairs. The opinions of the Formal Status Leaders were used to establish the names of the Informal Influentials. The Formal Leaders were asked to name and list the key influentials and from this list of names and those received from random sampling a list of Informal Influential Leaders was compiled.

The perceptions held by the Informal and Formal Leaders were obtained through a utilization of the

questionnaire-interview technique. From an analysis of these data the study was conducted.

CHAPTER II

REVIEW OF THE LITERATURE

Much research and writing has been done on the concept of leadership. The results from much of this literature, however, were not definitive.

There have been two important approaches to leadership. The trait analysis approach was best seen in Stogdill, Jenkins, Smith, Henry Lester and Krueger, and McKinley. The situationist approach was best discovered in the writings of Gibb, Murphy, Whyte, Foote, and Jennings. R. M. Stogdill and Cecil Gibb appear best to characterize the research in these two areas.

Traitist Approach

The traitist usually focusses his attention upon general leadership traits which carry over from one situation to another. Allen described traits as abstractions drawn out of the larger continuum of a person's total observed behavior.[1] The traitist was disposed to view leadership as a special

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[1]Philip J. Allen, "The Leadership Pattern," American Sociological Review. XVII (1952), 94.

trait or set of traits vested within the person as an inherent part of his personality structure. The functionalist or situationist tended to view leadership as a function of the situation.

One of the earlier investigators posed the searching question as to whether traits characteristic of leadership can be isolated with certainty and precision. He questioned if these traits were general, as distinguished from situational leadership traits. The purpose of the investigation was to determine if leaders react differently from non-leaders, and to see if leaders react the same way in different situations. Although the results which were achieved lacked statistical verification, it was stated that: (1) Leaders react differently from non-leaders in the same situation, (2) leaders in different situations do not possess the same traits, (3) leadership traits cannot be considered in general but rather in terms of particular situations.[1]

Middleton studied the leadership traits of thirty college leaders who were rated on the North Carolina Scale for fundamental traits by one hundred fifty-six individuals. The highest mean rankings for men leaders were character, intelligence, sociability, persistance, expressiveness, and judgment. The significant factor noted here was that extroversion factors were not given much weight. In many of the

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[1]W. H. Cowley, "Three Distinctions in the Study of Leaders," Journal of Abnormal and Social Psychology, XXIII (1929), 144-157.

other studies on leadership the extroversion factors appeared to be among the major conclusions.[1]

Richardson and Hanawalt conducted a set of experiments and tests aimed at identification of leadership traits. They used the Bernreuter Personality Inventory on several groups of college persons, supervisors, and office holders. Eighty-one college women were selected--thirty-six were leaders and forty-five were non-leaders. The 125 responses of the Bernreuter Inventory were tabulated and evaluated for significance with the Chi-Square Test. The results showed that few of the 125 items appeared significant between leaders and non-leaders with the most dominate differences being dominance, extroversion, self-sufficiency, and sociability. It was further revealed that non-leaders used the "?" more often in their responses than did leaders.[2]

In another study Richardson and Hanawalt proposed to discover whether the same traits of dominancy, extroversion, and self-confidence existed in adult leaders in vocational and social situations as existed among college leaders. Two hundred fifty-eight relatives of the college students were selected and requested to complete the Bernreuter Inventory.

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[1]W. C. Middleton, "Personality Qualities Predominant in Campus Leaders," Journal of Social Psychology. XIII (1941), 199-201.

[2]N. G. Hanawalt, H. M. Richardson, and R. J. Hamilton, "Leadership as Related to the Bernreuter Personality Measure; An Item Analysis of Responses of College Leaders and Non-Leaders," Journal of Social Psychology. XVII (1943), 251-67.

Included in this number were 90 supervisors, 80 non-supervisors, 57 office-holders, and 116 non-office holders. The supervisors were those persons with fifteen or more people under their supervision in an executive capacity. The study indicated that office-holders were more dominant, more self-confident, less neurotic, and less introverted than non-office holders. It was further revealed that office-holders were more sociable than non-office holders. The supervisors were less neurotic and more self-confident than non-supervisors.[1]

In another study Hanawalt and Richardson investigated the correlation of responses between supervisors and non-supervisors with that of office-holders and non-office holders. They concluded that leaders tended to use the "?" in responses less than non-leaders, leaders are less neurotic, more extroverted, more self-confident, and more dominant. The researchers felt that these differences between leadership and non-leadership groups were principally due to adjustment to environment. Leaders seemed better adjusted than non-leaders to their environment. The fact that the leaders tended to be more dominant may be dependent upon the degree of their adjustment to conditions. The factor of sociability between the groups did not reveal any significant difference.[2]

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[1]N. G. Hanawalt and H. M. Richardson, "Leadership Among Adult Men in Vocational and Social Activities," Journal of Applied Psychology, XXVIII (1944), 308-317.

[2]N. G. Hanawalt and H. M. Richardson, "Leadership as

From these studies it was concluded that: (1) Group participation, knowledge, likeableness were highly related to leadership and that weight, height, general appearance were not highly related; (2) there was a very definite relationship between leadership ability and intelligence, skill--in a particular activity undertaken at a given time and the length of time spent as a member of the group; (3) leadership was related in part to environment and responses to the environment rather than merely a reflection of inherited characteristics; (4) and that there was definite relationship between leadership traits and the nature of the situation. None of these studies pointed to one generally accepted conclusion concerning traits associated with leadership. It seemed that each situation reflected or demanded a particular set of characteristics which were desirable for a situation and generally applicable. These studies seemed to indicate that goals, value systems, and norms of the group were highly determining factors.

A common statement of leadership traits was described by Tead who listed ten desirable traits in leaders; physical and nervous energy, a sense of purpose and direction, enthusiasm, friendliness and affection, integrity, technical mastery, decisiveness, intelligence, teaching skill, and

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Related to the Bernreuter Personality Measures: IV. An Item Analysis of Responses of Adult Leaders and Non-Leaders," Journal of Applied Psychology, XXVIII (1944), 397-411.

faith.[1] One author listed the leadership traits as likes and dislikes, social feeling, tactfulness, insight, and social judgment. Another listed confidence, self-reliance, direct action, dynamic behavior, neat conventional dress, and loyalty without any sustaining evidence.[2] Another author adopted a physiological basis for leadership by developing three basic groups; cerebrotonic, somatotonic, and viscerotonic types, correlating them to planning, organizing, and persuading leadership functions respectively.[3] Allport listed nineteen leadership traits,[4] Bernard listed some thirty-one traits,[5] Brown listed two traits,[6] and Bird listed seventy-nine traits.[7]

Stogdill concluded that the total weight of evidence presented by a group of reviewed studies showed that the patterns of traits and sets of characteristics were likely to

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[1]G. U. Cleeton and C. W. Mason, Executive Ability (Antioch, Ohio: Antioch Press, 1946).

[2]T. E. Coffin, "A Three Component Theory of Leadership," Journal of Abnormal and Social Psychology, XXXIX (1944), 63-83.

[3]Ibid.

[4]Allport, Social Psychology (Boston: Houghton-Mifflin Co., 1924).

[5]L. L. Bernard, Introduction to Social Psychology (New York: Holt and Co., 1926).

[6]J. F. Brown, Psychology and the Social Order (New York: McGraw-Hill Book Co., 1936).

[7]Charles Bird, Social Psychology (New York: Appleton-Century-Crofts, 1940), 217.

vary with the leadership requirements of different situations. He deduced that the findings which were supported by consistent positive evidence from at least fifteen or more studies surveyed were: (1) The average person who occupies a position of leadership exceeds the average member of his group in the following respects--intelligence, scholarship, dependability in exercising responsibility, activity and social participation, and socio-economic status; (2) the qualities, characteristics, and skills required in a leader are determined to a large extent by the demands of the situation in which a person functions as a leader.

The findings which were supported by similar positive evidence from at least ten or more of the studies surveyed were that the average person who occupied a position of leadership exceeded the average member of his group to some degree in the following respects: (a) sociability, (b) initiative, (c) persistence, (d) knowing how to get things done, (e) self-confidence, (f) alertness to, and insight into situations, (g) cooperativeness, (h) popularity, (i) adaptability, and (j) verbal facility. The survey further showed that the items with the highest overall correlation to leadership and in approximate order of average correlation co-efficient were originality, popularity, sociability, judgment, aggressiveness, desire to excel, humor, cooperativeness, liveliness, and athletic ability. In spite of considerable negative evidence, the general trend of results suggested a low

positive correlation between leadership and such variables as chronological age, height, weight, physique, energy, appearance, dominance, and mood control. The evidence was somewhat evenly divided concerning the relationship of leadership traits such as introversion-extroversion, self-sufficiency, and emotional control.

The evidence available suggested that leadership exhibited in various school situations may persist into college and into later vocational and community life, but knowledge of the facts relative to the transferability of leadership was very meager and obscure. The most fruitful studies framed to the understanding of leadership were those in which leadership behavior was described and analyzed on the basis of direct observation or analysis of biographical and case history data.[1]

The traits which were associated with leadership could probably be classified under the general headings of capacity (intelligence, alertness, verbal facility, originality, judgment), achievement (scholarship, knowledge, athletic accomplishments), responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel), participation (activity, sociability, cooperation, adaptability, humor), and status (socio-economic position,

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[1]Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," The Journal of Psychology, XXV (1948), p. 35-71.

popularity).[1]

Stogdill further stated that a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader bears some relevant relationship to the characteristics, activities, values, and goals of the followers. Leadership must be conceived in terms of the interaction of variables which are in constant flux and change. The factor of change was especially characteristic of the situation which may be radically altered by the addition or loss of members, changes in interpersonal relationships, changes in goals, and competition of extra-group influences. The personal characteristics of a leader and of the followers were highly stable. The persistence of individual patterns of human behavior in the face of constant situational change appeared to be primary obstacle encountered in the practice of leadership. From the survey of Stogdill it became clear that an adequate analysis of leadership involved not only a study of leaders, but also of situations.[2]

Jennings observed that an individual's choice of behavior appeared as an expression of needs which were so "central" to his personality that he must strive to fulfill them whether or not the possibility of fulfilling them was at

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[1]Stogdill, op. cit., pp. 63-64.

[2]Stogdill, op. cit., p. 65.

hand.[1] Agreeing with this observation was Newstetter, Feldstein, and Newcomb who reported:

> Being accepted or rejected is not determined by the cordiality or antagonism of the individual's treatment of his fellows, nor evidently, is the individual's treatment of his fellow much affected by the degree to which he is already being accepted or rejected by them. Their treatment of him is related to their acceptance or rejection of him. Their treatment of him is, of course, a reaction to some or all of his behaviors, but we have been completely unsuccessful in attempting to measure what these behaviors are.[2]

Ackerson reported that the correlation for leaders and followers were not of opposite sign and similar magnitude as would be expected of traits supposed to be antithetical. He further stated that it may be that the true antithesis of leader is not follower, but indifference--the incapacity or unwillingness either to lead or to follow.[3]

Situationist Approach

A study by Berkowitz concerning the relationship between personality traits and the structure of a group indicated that in highly structured groups a central communication position was a better predictor of leadership exertion

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[1]H. H. Jennings, Leadership and Isolation (New York: Longnams Green, 1943).

[2]W. I. Newstetter, M. J. Feldstein, & T. M. Newcomb, Group Adjustment: A Study in Experimental Sociology (Cleveland: Western Reserve University, 1938).

[3]L. Ackerson, Children's Behavior Problem: Relative Importance and Intercorrelation among Traits (Chicago: University of Chicago Press, 1942).

than personality test scores or previous leadership behavior. He divided the experimental subjects according to leadership aspirations into high, medium, and low ascendents based upon a combination of personality test scores, amount of interactions initiated in a previous group session, and leadership rating received from the other group members in previous sessions. He then established four-man groups consisting of one high, two medium and one low ascendents. These groups were given a task to perform using the "wheel" communication network--all communications go through one central figure. In half of the groups the high ascendents were placed in a central communication position and in the other groups the low ascendents were so placed. This arrangement made possible the correlation of the relative effect of personal characteristics (measured in terms of personality tests and previous performance) and communication position.

During the first trial personality types played an important role--low ascendents in the central position were more passive than the high ascendents in their groups who held a peripheral position in the communication network, and low ascendents in the central positions were much more passive than high ascendents in central positions. During the third group trial the low ascendents in central positions were performing leadership acts on about the same level as the high ascendents in central positions, and they were more active than the high ascendents on the periphery of their own groups.

Thus over an extended time the communication net of the group had a greater effect on leadership performance than personal characteristics.[1]

In a study of organizational leadership by Olmsted, thirty community leaders constituted the universe of recognized leaders who were chosen by a committee of "knowledgeable citizens" under the chairmanship of the executive manager of the Chamber of Commerce. This group of thirty leaders was designated as the 1943 Selected Leaders. A representative sample of the adult population of Red Wing--from 233 households or about 10 per cent of the households--were referred to as the citizen sample. Two additional groups were established from the citizen sample--sixteen persons from high occupational categories who had high SP scores were named the 1943 Emergent Leaders and seven officials of labor unions were called the 1943 Labor Leaders.

Similar data were gathered six years later concerning thirty-nine contemporary community leaders who were chosen in the same manner as the recognized leaders of 1943. The selected leaders, emergent leaders, and labor leaders of 1943 were again located and interviewed. Twenty-five of these leaders located had in common the characteristic of not having been selected as community leaders in 1949, but were members of one of the 1943 leader groups. Olmsted searched for

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[1]Leonard Berkowitz, "Personality and Group Position," Sociometry. XIX (1956), pp. 210-222.

objective, reliable, behavioral indicators from which sociological abstractions could be inferred with some confidence. This study of organizational leadership investigated the usefulness of the Chapin Social Participation (SP) schedule as an indicator of leadership.

Olmsted set up two related hypotheses to be examined:

1. The SP schedule supplemented by certain "standard" sociological information, yields data providing an objective basis for inferences regarding patterns of leadership in voluntary organizations in a small American City.

2. These voluntary-organization leadership patterns constitute an integral part of the power structure or influence system of the social organization of the community studied.

The study concluded that the magnitude of a person's SP score was associated with the likelihood of being a community leader. On the basis of twice gathered SP data, six years apart, a relationship was revealed between changes in SP scores and the maintainence or attainment of Selected Leader. Patterns of participation and social characteristics were similar in the groups of 1943 and 1949 even though different individuals were involved. The SP scores of leader groups differed from the general populace. A recurrence in 1943 and 1949 of certain organizational participation was present with a fairly high correlation among selected leaders belonging to particular organizations suggests the concept of social structure and influence structure in the explanation of organizational leadership. A turnover of recognized community leaders was more present than changes in the

participation patterns of individuals although the two were not fully comparable.

On the basis of participation patterns it was possible to pick out certain key leaders and key organizations for more detailed analysis which showed that relationships found among selected leaders were intensified among the key leaders, and that a close approach to closure of specified relationships existed which suggested the applicability of the term "system." The research pointed up that an analysis of formal participation of leaders in certain organizations may indicate how the network of informal contact and influence in a community operates. The two hypotheses were not fully tested, but it seemed reasonable to conclude that the SP information could be of distinct value in the objective determination of the leadership structure.[1]

A study by Jones compared leaders with non-leaders in respect to selected individual and social characteristics in a particular community. These characteristics were community oriented and considered various theories of leadership. The hypothesis of the study was: There are certain individual and social characteristics which distinguish community leaders from non-leaders in Blue Grass Town. The various characteristics for leaders and non-leaders were compared

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[1]Donald W. Olmsted, "Organizational Leadership and Social Structure in a Small City," American Sociological Review, XIX (1954), pp. 273-82.

and presented as sub-hypotheses.

The data for the study were obtained in 1953 by using a prepared interview schedule with 180 informants. The 150 non-leaders in the study represented a random sample of the community households. The thirty community leaders were those persons named most times as community leaders by the sample of non-leaders. It was determined that the most prominent characteristic of community leaders as compared to non-leaders in Blue Grass Town was a greater knowledge regarding the community. The leaders scored much higher than non-leaders on a test concerning aspects of the town. The leaders far outscored the non-leaders on knowledge about important current issues in the community.

Another notable characteristic of community leaders was their distinctly higher social status in the community. Not only was this reflected from a composite social status score of all informants based on four common symbols of community social status--occupational position, house type, residential neighborhood, and prestige rating--but it was also emphasized by analysis of such individual measures of social status as income and amount of education. Community leaders had engaged in more activities involving social participation than non-leaders. This was manifested in significant differences between leaders and non-leaders relative to such activities as social visiting, church attendance, and participation in recreation. Community leaders were more

active in community affairs as determined by the greater number of local organizations to which they belonged and the greater number of important offices which they held in such organizations. The community leaders were found to be more established in the community than non-leaders based on the findings that a much higher percentage of the leaders than non-leaders were locally employed, owned their home, had lived in the community longer, and had been employed longer in their present employment.

These findings reported that a leader must have high prestige or social status in his group. They supported the thesis, also, that community leadership and social participation are positively associated. The findings further suggested that there was a positive relationship between community leadership and citizenship stability as expressed in such variables as home ownership and local employment. The concept that knowledge is the basis for action is supported to the extent that community leaders--with a greater amount of knowledge of the community--are the initiators of action.[1]

The type of behavior which leaders portray reveals a significant relationship between leadership and the functioning of a group. Halpin and Winer found that leader behavior fell within four dimensions based on a factor analysis of

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[1]Joseph H. Jones, Jr., "A Comparative Analysis of Community Leaders and Non-Leaders in a North Central Kentucky Community." Unpublished Ed.D. dissertation, University of Kentucky, 1957.

questionnaire returns:

> 1. Consideration (49.6 per cent): This dimension is probably best defined as the extent to which the leader, while carrying out his leader functions, is considerate of the ones who are his followers. There is no implication, however, of laxity in the performance of duty, in this consideration. Individual items indicate that the positive pole of this factor is characterized by warmth of personal relations, readiness to explain actions, and by willingness to listen to subordinates.
>
> 2. Initiating Structure (33.6 per cent): This dimension represents the extent to which the leader organized and defines the relation between himself and his subordinates or fellow group members . . .
>
> 3. Production Emphasis (9.8 per cent): This represents a cluster of behavior by which the leader stresses getting the job done. It is probably best described as a way of motivating the group or organization of members by emphasising the job to be done, or the group goal . . .
>
> 4. Sensitivity (Social Awareness) (7.0 per cent): The leader characterized by this factor stresses being a socially acceptable individual in his interactions with other group members . . .
>
> Though leadership is basically conceptualized as directing the group toward some external goal, a large part of leader behavior is directed toward the internal situation of the group, toward maintaining a proper effective tone and social relationship within the group (Consideration and Sensitivity); and toward maintaining an effective group structure (Initiating Structure).[1]

In 1945 the Personnel Research Board of the Ohio

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[1]Halpin and Winer, The quote is from Gibb, "Leadership," in Lindzey, Gardner, editor, Handbook of Social Psychology. II. (Cambridge, Mass: Addison-Wesley Publishing Co., 1954), pp. 891-892.

State University began a ten-year program of research on leadership. Among the major tasks of the program was the identification of basic dimensions for describing the behavior of leaders in business, educational, and military organization. Several sets of dimensions were identified at one time or another in this series of studies. The most relavant dimensions were those identified by Halpin and Winer in a study of aircraft commanders, as rated by the members of their crews. Four dimensions were found, but only two of these, "Consideration" and "Initiating Structure" were empirically important. Consideration was associated with behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the aircraft commander and his crew. It was negatively associated with authoritarian and impersonal behavior of commanders. Initiating Structure measured the extent to which the aircraft commander organized and defined the relationship between himself and the members of his crew. Most succinctly expressed, scores on these composite variables represented the "human relations" and the "get the work out" dimensions.

The important difference in this study and the one by Halpin and Winer was that the Ohio State researcher did not set forth these dimensions <u>a priori</u>. They began with nine tentative dimensions of leadership and ten specific indicators for each dimension. The nine dimensions were not concluded statistically independent, but they could all be represented

by the two major dimensions of Consideration and Initiating Structure.

Another significant contribution of the Ohio State studies was the recognition that these two dimensions did not refer to types of leaders, but to types of behavior. Any one leader may have a high score on consideration and a high score on initiating structure, a low score on both dimensions, or any other combination of scores. This typology of leader behavior was significantly associated with the behavior of the followers.[1]

In general these studies indicated that leadership should be studied chiefly as situational and functional and that the "traitist" approach is not profitable. The fact that a person occupies a leadership position does not insure an exercise of leadership from that position. The factors of group norms, values, and goals must be considered in any study of leadership.

The matter of educational leadership as it affects the improvement of a community in other areas of concern is less clearly documented. Can school superintendents and principals effectively provide leadership in areas other than education? Do they perceive a responsibility in this regard? Does the community expect them to be contributive in areas

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[1]Robert L. Kahn and Daniel Katz, "Leadership Practices in Relation to Productivity and Morale," in Cartwright and Zander, Group Dynamics, Research and Theory (Evanston, Ill.: Row Peterson, 1953).

other than education? The problem of this study is to provide further insight into this area of concern.

CHAPTER III

DESIGN OF THE STUDY

The problem of this investigation was to determine the community and educational leadership role of school superintendents and senior high school principals as perceived by themselves and power-figures in selected communities of Oklahoma.

The criteria used in the selection of participating communities in the investigation included the population, the number of high schools, the presence of a city manager form of municipal government, the level of family income, the educational level of the community, and the willingness of the Formal Status Leaders to cooperate in such a study. Eight communities in Oklahoma were selected to form the basis for the research, and all of the Formal Status Leaders in these communities expressed willingness to give complete cooperation.

The Selected Communities

The size of the communities ranged from ten to twenty thousand in population. It was felt that communities of this

size possessed most of the necessary elements which comprise a self-sustaining community, yet were small enough so that the key influentials would be easily recognized and known by the majority of the Formal Status Leaders. The communities which met this criteria were: Ada, Ardmore, Edmond, Elk City, Chickasha, Guthrie, Moore, and Shawnee. Each of the Formal Status Leaders in these communities expressed a high interest in the study and desired to participate fully in the investigation.

The Formal Status Leaders

The participants in the study were divided into two categories, the Formal Status Leaders and the Informal Influential Leaders. Under the category of Formal Status Leader were grouped the Formal Leaders with a high interest in school affairs, and Formal Leaders with a high degree of interest in municipal affairs. The Formal Status Leaders in each community were: city mayor, city manager, chamber president, chamber manager, school superintendent, school principal, and school board members. These leaders were divided into Formal Municipal Leaders and Formal School Leaders. For obvious purposes, the opinions of the school board members, superintendents, principals, and municipal leaders were analyzed separately in order to determine the relationship of views held by these status leaders to the type of positions which they held. The persons grouped in the category of

Informal Influential Leader were those persons selected by the Formal Status Leaders as being influential. Therefore, the Influentials were chiefly bankers, attorneys, ministers, retail merchants, managers, and other professionals. The status position an influential held in a community was not considered as a criterion for the influential list.

The names of the individual municipal leaders were obtained from the Municipal League and the names of the school status leaders, superintendents, and principals were acquired from the State Department of Education.

It was necessary to receive the complete cooperation of a school superintendent and high school principal before the investigation was initiated in a community since the research was dealing specifically with their leadership roles in community and educational affairs. All eight of the superintendents and principals who were asked to participate were most willing to cooperate and returned the questionnaires immediately.

Letters were sent to all of the Formal Status Leaders within each of the selected communities. The purposes of these letters were to inform the status leaders that their community had been selected as one of the communities to be used in the research effort, to arrange an interview with each Formal Status Leader in order to discuss the research project, and solicit their cooperation in building a list of influential persons in these communities. Each letter was

individually typed and sent to all of the ninety-three Formal Status Leaders chosen to be participants in the eight communities. The initial interview with each Formal Status Leader was designed to establish rapport and confidence; receive the interviewee's cooperation; and to gain his opinion and judgment as to who the influentials were within that particular community. These Formal Status Leaders were given the choice of naming the influentials during the interview, if they so desired, or of mailing the names of the influentials at a later date. If the interviewee desired to mail the list of influentials, he was provided an addressed envelope and stationery especially designed for this purpose.

The initial investigation which sought to determine who the influentials were in each community required different amounts of time. The newer communities or those undergoing the most rapid amount of growth and change required the greatest amount of time to investigate, and presented the most difficulty since the establishment and stabilization of new emerging influentials had not completely taken place.

Following each interview with a Formal Status Leader a letter acknowledging his assistance was written. This was a personally typed letter and specifically written in relation to the interview the researcher conducted with the participant. One of the techniques used in the study was to reply to all of the communications received with a personal letter on the same day the correspondence was received. The

letters and the questionnaires to each participant were scheduled for mailing so that the best possible results would be received.

Interviews were successfully completed with thirty-two municipal officials, eight superintendents, eight principals, and forty-five school board members which made a combined total of ninety-three Formal Status Leaders. These participants served as the jury which was given the responsibility of determining who the most influential persons were in the selected communities. These jury participants were asked not to select any of the status officials as informal leaders--the assumption being that power and influence as found in the Informal Influential Leader not holding a formal status position would be of significant interest to the study. The Formal Status Leader is usually influential because of the status position he holds. Each position or status in the social structure has its appropriate role--patterns of behavior and expectations attached to the position by the culture. Much of the influence possessed by a Formal Status Leader is inherited from the position in the society although he may obviously possess personal influence aside from the position.

The Interview

The precise interview conducted with each Formal Status Leader was structured around the following statement:

> I am presently engaged in conducting an investigation and research of an exploratory nature in the area of educational and community leadership roles of school superintendents and high school principals within selected communities of Oklahoma. This community is one of eight such communities chosen for inclusion in the study. As you well realize, each community seems to have a few persons who are much more influential than most of the other citizens. These key people are usually interested citizens who strive to influence other people. Some of the principal influentials may not have any designated position in the community but they may have great influence. We are seeking your advice and counsel in assisting us in determining who some of these reputational leaders are in this community.
>
> In your judgment who are the most influential people who are capable of affecting the thinking of many people on matters which are of high importance to the community such as, bond and sewer issues, street problems, health services, youth problems, and other worthwhile community projects. You will not be identified as having named these persons, nor will the other people in the community be identified as having named those whom they felt to be influential. The communities and individuals in this investigation will become anonymous within the study. The names will be used only as a means of identifying individuals for the purposes of studying their ideas of leadership roles and provide the researcher with an understanding of the process of community leadership. You may rest assured that the intent of the study is exploratory in nature and in no way will threaten or weaken any individual or community. The study will not judge or criticize the leadership role of school superintendents and high school principals but will only explore the present community and educational leadership role and what it should be within selected communities.

While the interview was adjusted to the individual participant the basic approach was based on the information included above.

The Informal Influentials

In order to determine more accurately who the influentials were in these selected communities a random sample of the business establishments was taken. This process consisted simply of identifying various business men in each community and gaining their opinons as to who the most influential persons were in order to further validate the names already suggested by the Formal Status Leaders.

The Formal Status Leaders and the random sample of business persons were asked to name only those people who seemed to be viewed by the community as influential in most areas of community life. They were also asked to name only those people who seem to be influential in many areas of community life as opposed to those persons who generally were only influential in specialized or particular areas.

All of the names offered by the Formal Status Leaders and suggested by the random sampling of business leaders were combined into one master list. From this master list of influentials the informal leader list of names for each community was constructed. The names on the master list were ranked according to the judged amount of influence exerted in the community as viewed by the Formal Status Leaders, and the information gained from the random sampling process of various business establishments.

After a determination was made as to who the

influentials were, each one of the Informal Influential Leaders was mailed an individually and personally typed letter explaining that the investigation recently conducted in their community disclosed the fact that they were one of the key influentials in their community. The letters to the Informal Influential Leaders further stated the purposes of the study, and mentioned that they would be able to assist in the research endeavor by completing a questionnaire which would be delivered personally or mailed in the very near future.

The completed list of influentials consisted of two hundred and thirty-three persons. The positions held by these persons were in the areas of finance, real estate, insurance, management, retail merchandising, the professions, journalism, religion, and investments. Finance included banks and savings and loan companies; real estate included builders, contractors and real estate agents; retail merchandising included any person owning or operating a business; the professions included persons in a position requiring specific educational preparation and background such as lawyers, medical doctors but not ministers; religion included ministers and workers in all religious faiths, and investments included persons receiving income from investments and not receiving any other remuneration from services rendered or employment.

The number of influentials in each community varied

with each community studied. Ada had a total of twenty-six influentials; Ardmore had twenty-six; Edmond had thirty-seven; Elk City had twenty-two; Chickasha had thirty-eight; Guthrie had thirty-one; Moore had nineteen; and Shawnee had thirty-four. All of these informal leaders received a personal letter explaining the purposes of the study and soliciting their cooperation.

The Technique of Contact

The timing of the interview and letters was of high importance in the research. The letter to the Formal Status Leader requesting an interview was mailed one week in advance which allowed the interviewee ample time to acknowledge the researcher's letter yet not enough time for the interviewee to forget the request. The letters of acknowledgment for the interview were mailed the day following the interview. The letters informing the non-status position influentials of the fact that they were selected as influentials were mailed to reach them within one week of the visit to that particular community. The questionnaire was mailed or delivered to reach the Influential and Formal Status Leaders within one week following the letter informing them that a questionnaire would be sent.

Each Informal Leader received at least two letters plus a note of explanation included in the questionnaire. The Formal Status Leader received a letter requesting an

interview, a letter of thanks for the interview, and also a letter accompanying the questionnaire which reminded him of the recent communication and interview. The content of all letters assured the participants that the study was being conducted in a most professional manner and that the participants, communities, and schools would become anonymous in the writing of the dissertation.

Special stationery and envelopes were used for the study. The purpose of the stationery letterhead was to indicate the cooperating agencies as being the Leadership Training Center and the Human Relations Center of the University of Oklahoma and to make the participants aware that the study was a professionally conducted doctoral research investigation. The questionnaire booklet cover was designed specifically for this study and was entitled, Leadership Roles of Superintendents and Principals Within Oklahoma.

The questionnaire booklet was so designed that the participant would need only to fold the back flap of the questionnaire over the front of the booklet and mail the entire booklet. The stamps were placed on the return side of the questionnaire so that the participant did not need to supply stamps, envelopes, or the researcher's address. The entire questionnaire booklet was printed by a professional printer in order to elicit the best possible cooperation from the participants.

Enclosed with each questionnaire was a letter which

reminded the participant of the recent communication concerning the research and informing him that a summary of the results would be sent after the completion of the study. Each questionnaire was coded so that it would be possible to note the position each respondent held in a particular community, but the names of the respondents were neither required nor necessary. However, each participant was given the opportunity to either sign the questionnaire or to return it anonymously. Many participants did sign the questionnaire.

The questionnaire contained a note of explanation on the preface page which was designed to explain the study as being concerned with leadership roles of school superintendents and high school principals in educational and community affairs. The items in the questionnaire were directed mostly towards the superintendency and principalship as a position rather than towards the persons now occupying those positions. The participant was asked to give his opinion about role expectancy of a position as it now is and what the role expecttancy should be according to his judgment. The explanation further mentioned that the responses would be kept in the most strict confidence and the analysis of data would not identify any particular person or community.

The Instrument

The instrument was specifically devised for the purposes of this research study and contained forty-four

statements with a choice of responses provided so that the respondent needed only to encircle the response which best matched his perceptions and expectations. Also included in the instrument were four questions which asked the participants to rank the prestige and rate the influence of superintendent's and principal's status positions as compared to ten other status positions in each community. These positions were city manager, city mayor, chamber manager, chamber president, physician, retail merchant, banker, attorney, minister, and superintendent and principal. Therefore, the respondent was asked to encircle the appropriate response for each of the first forty-four questions and to write in the symbol which indicated his opinions about the last forty responses which were contained in the last four questions.

The questionnaire was extensive but it was arranged so that the responses could be selected with ease. The time required to complete the instrument by a respondent possibly varied from fifteen minutes to one hour. Space was also provided for the participant to insert additional comments and remarks. Many of the participants did choose to write statements which either explained their responses or expressed their opinions concerning particular questions of interest to them.

The items in the instrument logically fell into four categories for analysis and interpretation. The first section consisted of statements which sought perceptions and

expectations concerning the superintendent's leadership role in community and educational affairs. The second section contained statements which requested views related to a school's responsibility and its role in community life and community affairs. The third section contained statements which asked for participant's perceptions and expectations concerning the principal's leadership roles and responsibilities in community and educational affairs. The fourth section ranked the superintendent's and principal's prestige and rated the amount of influence exerted by superintendents and principals. The first part comprised eighteen statements, the second contained eight, the third had eighteen, and the fourth consisted of four questions requesting ten responses each making a combined total of forty responses for the fourth section.

The instrument was designed for the purposes of receiving perceptions from participants about the present leadership role of superintendents and principals and to receive the participant's expectations of what these roles should be. This was made possible by the arrangement of the statements within the instrument into pairs of statements. The language used in each pair of statements was the same except one of the statements asked for a judgment as to what the superintendent and principal now do and the other statement of the pair asked for the respondent's view as to what he felt the leadership role should be. Therefore, the

participant responded to what the superintendent's and principal's leadership roles now are in the community and educational affairs, and to what the leadership role ought to be in educational and community affairs. The reason for this arrangement of statements within the questionnaire was to uncover any disagreement or resemblance between present leadership role practices and expected or preferred leadership roles of superintendents and principals. This arrangement of statements also made it possible for the respondent to evaluate his responses as he completed each set of statements.

Explanation of Responses

Five possible responses were provided after each of the statements in the first three sections from which the respondent could choose. These responses are shown on page 126 of Questionnaire Form A. These responses were provided after the statements in the questionnaire which were concerned with perceived leadership practices and the statements which referred to the role expectancies of superintendents and principals. This made it possible for the participant to provide his opinion as to whether superintendents and principals did or did not carry out certain functions, and further provided the participant with the opportunity to reveal his judgment as to the extent these practices should be present.

Since the playing of a role refers to behavior of a

person, the extent to which one acts or behaves in a certain way is best described in terms of how many times one practices particular actions. The participant was not asked to make a judgment as to the acceptability of the number of times an action or behavior was present but the participant was asked to give his opinion as to whether a certain behavior should be present to any extent. Therefore, the respondent provided his opinions as to whether an act was present and its degree of being present, and then the participant gave his views as to whether certain practices should be present to any degree.

These two forms of responses, present perceptions and ought to expectations, made it possible to evaluate the relationship of whether superintendents or principals had adequately fulfilled the function of their leadership position as viewed by the community leaders and influentials.

The fourth part of the instrument compared the educational positions with other status positions in the community. The designated patterns of behavior associated with the status of superintendent and principal are roles given these positions. The instrument attempted to obtain the participant's perceptions of attitudes, values, and behavior ascribed by them to the position of school superintendent and high school principal.

Three Forms of the Instrument

Three forms of the questionnaire were constructed for the purposes of this research study. Form A was designed for all Formal Status Leaders and Informal Influentials; Form B was designed for all Superintendents; and Form C was designed for all Principals. The questionnaires were basically the same except the language of the items adapted the questionnaire to the person completing it. Form A, which was designed for the community leaders other than superintendents and principals, contained forty-eight statements and questions, and was the basic questionnaire from which the other two forms were developed. The instrument designed for superintendents and principals contained forty-six statements and omitted statements numbered eighteen and forty-four which were in the questionnaires for the other community leaders. These two statements, which were omitted from the questionnaires designed for superintendents and principals, were those which requested the community leaders, Formal and Informal, to rate the superintendent's and principal's influence in the community affairs with their personal influence.

In the first section of the superintendent's questionnaire the statements directed towards the superintendency were put into first person language usage in order to receive self-perceptions from these participating superintendents. The other parts of the questionnaire were unchanged in

language usage and contained the identical statements that the instrument for community leaders had except for the omission of statements eighteen and forty-four.

The questionnaires which were developed for principals had a difference in the section of the instrument which was directed towards the principalship. First person language was used here in order to receive principal's self-perceptions of their leadership role. The other sections were unchanged in language usage and contained the identical statements that the instrument for community leaders had except for the omission of statements eighteen and forty-four.

The third difference in the three forms of questionnaires was in the language of the thank you letter which appeared on the last page of all questionnaires. The instrument for the community leaders used the saluation of "Dear Community Leader;" the one to superintendents was addressed "Dear Superintendent;" and the letter to principals was addressed "Dear Principal."

By designing the instrument in the manner described, the researcher was able to more effectively receive self-perceptions of superintendents and principals so that a comparison could be made of these responses with those opinions, perceptions, and role expectations held by community leaders.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The combined community responses are analyzed and reported in this chapter, and the responses from the individual communities are also discussed and interpreted when considerable differences or similarities existed. For purposes of analysis, the Formal Status Leaders were categorized according to their specified areas of interest. They consisted of 32 Municipal Leaders, 8 Superintendents, 8 Principals, and 45 School Board Members in the eight communities. The Formal Municipal Leaders were the city manager, city mayor, chamber manager, and chamber president in all eight communities studied. The Superintendents and Principals were those persons occupying these positions in the communities studied. The Informal Influentials were those persons found to be highly influential in community affairs as reported by the jury of Formal Status Leaders.

The percentage of Influential returns ranged from 58 per cent in community A to 91 per cent in community H. The instrument was sent to 233 Informal Influentials of whom seventy-eight per cent or 181 completed the instrument.

Ninety-three Formal Status Leaders were asked to complete the questionnaire of which 87 per cent or 81 questionnaires were returned. Two hundred and sixty-two returns were received of the original 326 questionnaires for both Informal Influentials and Formal Status Leaders.

To what degree did respondents feel that the school superintendent and principal should provide community leadership in areas other than education. The participants provided their perceptions and role expectancies of superintendents and principals in relation to this community oriented statement. The combined community responses of all participants are shown in Tables 1 and 2. The individual community responses of the Informal Influentials are given in Tables 25 and 26 of the Appendix.

Two-thirds of the community Informal Influentials thought that the superintendent was in a position to provide community leadership in areas other than education, but only about one-half of these same Influentials felt that a principal was in a position to provide such leadership. These returns indicated that a superintendent was in a favorable position to provide leadership in areas outside of education in most communities. Two-thirds of the Superintendents agreed completely that they were in a position to exert leadership in the community affairs, but only one-half of the Superintendents agreed completely that the principal was in a position to provide such leadership. Among School Board

TABLE 1

ITEMS 1 AND 2 OF QUESTIONNAIRE FORM A

A school superintendent is in a position which enables him to provide community leadership in areas other than education.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	63	32	3	1	1
Formal Municipal Leaders	80	20			
School Board Members	66	31	3		
Superintendents	63	37			
Principals	100				

A school superintendent should provide community leadership in areas other than education.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	58	37	4	1	
Formal Municipal Leaders	69	27	4		
School Board Members	26	66	3	6	
Superintendents	63	37			
Principals	88	12			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 2

ITEMS 27 AND 28 OF QUESTIONNAIRE FORM A

A high school principal is in a position which enables him to provide community leadership in areas other than education.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	56	37	5	2	
Formal Municipal Leaders	68	28	4		
School Board Members	46	43	8		
Superintendents	50	38	12		
Principals	100				

A high school principal should provide community leadership in areas other than education.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	59	34	6	1	
Formal Municipal Leaders	69	27	4		
School Board Members	29	60	11		
Superintendents	63	37			
Principals	100				

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

Members, however, less than one-half agreed completely that the principal was in a position to provide leadership in non-educational areas, but in contrast, almost all of the Principals felt that they should provide such leadership.

Although two-thirds of the Influentials thought the superintendent was in an excellent position to exert community leadership outside of education, less than two-thirds of these Influentials felt that the superintendent should exert this leadership in affairs other than education. Two-thirds of the School Board Members agreed completely that the superintendent was in a position to provide community leadership, but only 26 per cent fully agreed that the superintendent should provide such leadership in community affairs.

All of the Principals felt that superintendents should provide such leadership and approximately two-thirds of the Formal Municipal Leaders and Superintendents held the same opinion. Also, fifty-nine per cent of the Informal Influentials completely agreed, but less than one-third of the School Board Members completely agreed with this statement. The implication of this attitude by Board Members was viewed as important since school superintendents are likely to behave in their leadership role in relationship to the expectations of the School Board Members to whom they are legally responsible for the discharge of their responsibilities. In other words, if the School Board feels that the superintendent should not exert much leadership in community affairs which

are non-educational it may then be anticipated that he will not do so.

Most of the respondents, except the School Board Members, felt that the principal should provide as much leadership as the position enabled him to provide. If the Superintendents and Principals met only the expectations of the School Board, the communities would be receiving much less leadership than they expected and not receive the level of leadership they deserved.

Does the community expect the superintendent and principal to provide leadership in areas outside of education. The participants gave their perceptions of the community's expectations in relation to superintendents and principals. The combined community responses to this community oriented statement are presented in Table 3, and the Influential's perceptions from individual communities are in Table 27 of the Appendix.

Most respondents felt that communities expected more leadership from the superintendent than from the principal, except the Formal Municipal Leaders who felt that the community expected about the same amount of leadership from both positions. One-half of the superintendents fully agreed that the community expected them to provide leadership in areas outside of education, but only one-fourth of the superintendents completely agreed that the community expected the principal to exert leadership in areas other than education. The

TABLE 3

ITEMS 3 AND 29, QUESTIONNAIRE FORM A

This community expects the superintendent to provide leadership in areas other than in education.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	31	50	13	3	3
Formal Municipal Leaders	40	44	12	4	
School Board Members	17	57	23	3	
Superintendents	50	38			12
Principals	88	12			

This community expects the principal to provide leadership in areas other than in education.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	28	43	20	6	3
Formal Municipal Leaders	40	40	8		12
School Board Members	14	57	17	6	6
Superintendents	25	63	12		
Principals	75	25			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given in Percentages)

Superintendents held some of the lowest perceptions of community expectations concerning the principal's leadership role in community affairs. The Principals viewed the expectations of the community quite differently than the Superintendents in that 88 per cent of the Principals definitely felt that the community expected the superintendent to exert community leadership, and three-fourths of the Principals believed that the community expected them to provide community leadership in non-educational affairs.

The highest perceptions of community expectations were held by the Principals and the lowest were held by members of the School Boards. Only 17 per cent of the School Board Members completely agreed that communities expected superintendents to provide such leadership, and only 14 per cent of the Board Members agreed entirely that the communities expected principals to exert such leadership in community affairs. More than one-fourth of the School Board Members actually disagreed that the community expected the school administrators to provide leadership in community affairs. These responses indicated that most communities did not expect very much leadership from superintendents and principals in areas outside of education. This was further shown by 31 per cent of the Informal Influentials who agreed completely concerning the superintendent, and only 28 per cent who held this same opinion concerning the principal. The views of these Influentials were more than likely those

which indicated the community's feelings toward this statement, but the views of the School Board Members were much lower than what the other community leaders seemed to actually expect of school superintendents and principals. Although the Superintendents and Principals held the highest perceptions of the community's expectations, the possibility of adequately providing such leadership may not be feasible until the perceptions of School Board Members are raised or changed regarding the role of these educational leaders.

All communities expected more leadership from a superintendent than a principal in areas outside of education, but the degree of expectation varied greatly among the communities. The views held by the Informal Influentials ranged from 21 per cent to 46 per cent for those who completely agreed regarding superintendents, and 14 per cent to 47 per cent concerning the principal. Thirty-seven per cent of the Influentials in community H fully agreed to the statement in relation to the principal, but only 21 per cent of the Influentials in community C completely agreed regarding the superintendent. These results showed that some communities expected more leadership from the principal than other communities expected from the superintendent. It was revealed, also, that some communities expected very little leadership and others expected much more which possibly reflected on the past leadership which had been provided by superintendents or principals. Community H which expected

more leadership from school administrators than any of the other communities also rated the status position and influence of superintendent and principal higher than other communities. This indicated a close relationship between past behavior of superintendents and principals, and the community expectations of the superintendent and principal.

To what degree did respondents feel that school superintendents and principals initiated changes in the educational system, and to what degree did they believe the superintendents and principals should initiate changes. The participants gave their perceptions and role expectancies of superintendents and principals regarding this statement. The combined community opinions are shown in Tables 4 and 5. The responses of the Influentials from each community are given in Tables 28 and 29 of the Appendix.

The combined responses from all communities revealed that superintendents initiated more change in educational systems than principals, and they further showed that the respondents agreed that superintendents should initiate more changes than principals. The participants also felt that the superintendent and principal did not initiate very many changes in the educational system but that they should. Twenty per cent of the Board Members thought that the principal did not initiate any changes, and one-fourth of the Principals felt that they should not initiate changes in the school. The Superintendent's role expectations of principals

TABLE 4

ITEMS 4 AND 5 OF QUESTIONNAIRE FORM A

The superintendent initiates changes in the educational system.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	12	62	17		9
Formal Municipal Leaders	4	65	23		8
School Board Members	12	73	15		
Superintendents	14	86			
Principals		37	63		

A superintendent <u>should</u> initiate changes in the educational system.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	39	44	15	1	1
Formal Municipal Leaders	35	54	11		
School Board Members	31	51	14	3	
Superintendents	14	72		14	
Principals	12	50	38		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 5

ITEMS 30 AND 31 OF QUESTIONNAIRE FORM A

The principal initiates changes in the educational system.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	1	12	64	4	18
Formal Municipal Leaders	4	12	70	4	12
School Board Members		6	71	20	3
Superintendents		43	57		
Principals	13	37	50		

A principal should initiate changes in the educational system.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	22	61	11	2	4
Formal Municipal Leaders	27	69	4		
School Board Members	17	55	17	11	
Superintendents	75	25			
Principals	25	50	25		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

were higher than the Principal's in that three-fourth of the Superintendents agreed fully that principals should initiate changes in the educational system, but only 57 per cent of the Superintendents thought that principals initiated any change.

The lowest perception and role expectancies were held by the School Boards; only 17 per cent of them fully agreed that principals should initiate changes and about one-third felt that principals should not initiate any changes at all in the educational system. The Informal Influentials and Formal Municipal Leaders both held higher expectations in relation to this statement than the Principals. The range of responses showed that principals in some communities initiated more educational changes than superintendents in other communities. These responses ranged from 17 per cent to 46 per cent regarding the principal, and the responses ranged from 21 per cent to 59 per cent for those who completely agreed that the superintendent should initiate changes. An interesting fact to be viewed from Table 4 is that some of the participants seemed to desire no changes at all in the educational system.

Should superintendents and principals initiate or help initiate needed change in community affairs and community planning. The respondents provided their perceptions and expectations of the superintendent's and principal's role in relation to this community oriented statement, and the

combined community responses are presented in Tables 6 and 7. The individual community responses of Informal Influentials are presented in Tables 30 and 31 of the Appendix.

The responses to this statement indicated that superintendents and principals did not initiate many or only seldom initiated changes in community affairs and community planning. The views held for superintendents were quite similar to those held for principals, although a few respondents felt that superintendents initiated changes to a greater degree than principals. The participants also felt that superintendents should initiate more changes than principals in community affairs which revealed that communities believed the superintendents had more responsibility to provide such leadership.

In the opinion of the School Board Members, the superintendents were properly playing their community leadership role. They responded that superintendents seldom initiated any needed change and the Board Members also felt that superintendents <u>should</u> seldom initiate any needed change in community matters. This opinion was expressed by one-fourth of the School Board Members who agreed completely and more than one-fourth who felt that superintendents should not enter into community planning. Six per cent of the Board Members fully agreed that a principal <u>should</u>, but 29 per cent believed that a principal <u>should not</u> enter into community planning.

TABLE 6

ITEMS 6 AND 7 OF QUESTIONNAIRE FORM A

The superintendent initiates or helps initiate change in community affairs and community planning.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	1	10	74	12	3
Formal Municipal Leaders	4	11	77	4	4
School Board Members		11	75	11	3
Superintendents			88	12	
Principals			88	12	

A superintendent <u>should</u> initiate or help initiate change in community affairs and community planning.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	25	60	11	4	
Formal Municipal Leaders	46	42	8	4	
School Board Members	17	56	15	12	
Superintendents	25	63		12	
Principals	63	37			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 7

ITEMS 32 AND 33 OF QUESTIONNAIRE FORM A

The principal initiates or helps initiate change in community affairs and community planning.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	2	10	65	14	9
Formal Municipal Leaders		4	84	12	
School Board Members			71	26	3
Superintendents		37	63		
Principals	13	37	50		

The principal <u>should</u> initiate or help initiate change in community affairs and community planning.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	26	59	12	2	1
Formal Municipal Leaders	27	61	12		
School Board Members	6	65	23	6	
Superintendents	63	25		12	
Principals	50	50			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

Communities' expectations varied considerably as shown by the 14 per cent of Influentials who fully agreed in community A, as contrasted to one-half of the Informal Influentials in community C. Most of the responses regarding the perceived behavior of superintendents were in columns number 3 and 4, but most of the responses regarding role expectancies of superintendents were in columns number 1 and 2 which indicated that superintendents should enter into and initiate many more changes in community affairs and community planning. This same pattern of responses was also true regarding the principal. The majority of the Informal Influentials encircled response number 3 relating to the perceived behavior of principals, but they encircled response number 2 concerning the expected behavior which indicated that principals should carry out to a much greater degree their leadership role in community affairs and community planning.

Should superintendents and principals be concerned only with educational matters. The respondents provided their perceptions and expectations of the superintendent's and principal's roles in relation to this community-school oriented statement. The combined community responses concerning these statements are presented in Tables 8 and 9. The individual community responses of Informal Influentials are given in Tables 32 and 33 of the Appendix.

Most of the participants replied that the principals

TABLE 8

ITEMS 8 AND 9 OF QUESTIONNAIRE FORM A

The superintendent is concerned only with educational matters.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	11	26	30	29	4
Formal Municipal Leaders	4	20	44	28	4
School Board Members	6	26	26	43	
Superintendents		37	25	37	
Principals			12	88	

A superintendent <u>should</u> be concerned only with educational matters.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	8	17	22	53	
Formal Municipal Leaders		4	23	73	
School Board Members	9	25	9	57	
Superintendents		28	28	43	
Principals			37	63	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 9

ITEMS 34 AND 35 OF QUESTIONNAIRE FORM A

The principal is concerned only with educational matters.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	13	32	27	20	8
Formal Municipal Leaders	4	27	46	19	4
School Board Members	11	32	26	31	
Superintendents		12	50	38	
Principals			37	63	

A principal <u>should</u> be concerned only with educational matters.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	12	21	25	41	1
Formal Municipal Leaders	8	11	31	50	
School Board Members	12	26	21	41	
Superintendents	12	12	37	37	
Principals		12	25	63	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

were concerned more with only educational matters than superintendents, and viewed the superintendent as having more concern outside of education than principals. Fifty-nine per cent of the Informal Influentials felt that superintendents were concerned with other matters as well as education, but only 47 per cent felt that principals were concerned with matters other than educational. These responses corresponded with and were similar to the answers shown in Tables 1 and 2 related to the statements concerning community leadership of superintendents and principals. One-third of the School Board Members believed the superintendent was concerned only with educational matters compared to 43 per cent who thought that the principal was concerned only with these matters. None of the Principals responded that they were concerned just with educational matters, but 37 per cent of the Superintendents perceived the principal as being concerned only with educational matters.

More than one-third of the School Board Members responded that a superintendent and principal should be concerned only with educational matters, but none of the Principals felt that superintendents should be confined to only educational matters. The majority of responses from Informal Influentials in individual communities indicated that the principal in each community tended to be confined to educational matters as compared to the superintendents who tended to be interested in other areas outside of education.

The perceptions of superintendents and principals varied greatly among the communities. More than one-half of the Influentials in community F stated that their superintendent was only interested in educational matters, but only 18 per cent of the Influentials in community E felt that their superintendent was only interested in educational matters. A large majority of Informal Influentials, 89 per cent, indicated that superintendents and principals should not limit their concern and interest just to educational matters. Therefore, one-third of the superintendents who felt that they should have a narrow interest and be confined solely to educational matters were definitely in disagreement with the role expectancies held by most of the Informal Influentials in each community.

If the responses are compared in Table 1 relating to community leadership with Table 8 relating to educational leadership, the percentages reveal that the participants were consistent in their expectancies. Fifty-eight per cent of the Influentials agreed completely that superintendents should provide community leadership, and 53 per cent of these Influentials disagreed completely that superintendents should be interested only in educational matters.

Should a superintendent and principal maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school. The participants gave

their perceptions and expectations for the superintendent and principal roles concerning this community oriented statement. The combined community responses are presented in Tables 10 and 11. The individual community responses of the Influentials are given in Tables 34 and 35 of the Appendix.

According to the returns, neither the superintendents nor the principals maintained the close contact with the news media which was expected of them. Approximately one-third of the Informal Influentials encircled response number 1 concerning the perceptions of superintendents, but 78 per cent of the Informal Influentials encircled response number 1 regarding the role expectancies of superintendents. The Influentials did not feel that principals maintained close contact with news officials, but 61 per cent of them definitely felt that principals should. Most of the participants believed that superintendents should maintain a closer contact with the news officials than principals. This was revealed by more than three-fourths of the Influentials who agreed completely concerning role expectancies of superintendents and approximately two-thirds who fully agreed concerning the role expectancies of principals. Although 78 per cent of the Influentials fully agreed that the superintendent should maintain closer contact, only 63 per cent of the Superintendents felt that they should.

One-third of the Principals perceived the superintendent's contact to be fairly good, but all of the Principals

TABLE 10

ITEMS 10 AND 11 OF QUESTIONNAIRE FORM A

The superintendent maintains close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	36	41	19		4
Formal Municipal Leaders	73	27			
School Board Members	54	40	6		
Superintendents	37	37	25		
Principals	50	50			

A superintendent <u>should</u> maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	78	18	3		1
Formal Municipal Leaders	73	27			
School Board Members	77	20	3		
Superintendents	63	25	12		
Principals	100				

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 11

ITEMS 36 AND 37 OF QUESTIONNAIRE FORM A

The principal maintains close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding school.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	15	26	44	5	10
Formal Municipal Leaders	15	31	35	4	15
School Board Members	20	26	43	9	3
Superintendents		29	71		
Principals	63	37			

A principal <u>should</u> maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	61	29	6	3	1
Formal Municipal Leaders	58	42			
School Board Members	43	46	8	3	
Superintendents	37	63			
Principals	88	12			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

indicated that the contact with the news media should be very close. All participants, except Superintendents, believed the news officials and superintendents should improve their relationship. The Superintendent's perceptions were even lower than the School Board Member's who felt that the superintendent maintained a closer contact with the news media than the superintendents themselves indicated. This was shown by 54 per cent of the Board Members who viewed the contact as excellent, but only 37 per cent of the Superintendents who viewed their contact as close.

Very few of the participants felt that principals maintained a close contact, but their role expectancies were also lower for principals than for superintendents. Two-thirds of the Principals responded that they maintained a very good contact, but only 15 per cent of the Informal Influentials agreed with them. The lowest perception of principals were held by the School Board Members. Almost three-fourths of them replied that the principal was in contact with the news officials only some of the time. However, the role expectancies held by Board Members were higher than those held by the Superintendents which could be the basis for the principal's lack of this role accomplishment. Since principals are directly responsible to the superintendents, more than likely their behavior will be in keeping with the role expectations held by superintendents. Almost two-thirds of the Influentials agreed completely that principals <u>should</u>

maintain close contact with the news officials, but only one-third of the Superintendents held this same opinion.

Seventy-nine per cent of the Influentials in community A felt that the superintendent very seldom maintained a close contact with the news officials, but the majority of these Influentials believed that the superintendent should. The responses from individual communities given in column number 1 concerning the perceptions of superintendents ranged from 7 per cent to 61 per cent. The expected behavior of superintendents in column number 1 ranged from 57 per cent to 86 per cent which indicated that in some communities the superintendent had almost no contact with the news media, but all of the communities expected a close relationship with the news officials although the degree of expectation varied in each community.

The responses of Informal Influentials from individual communities showed a great need for improved relationships between the news officials and school officials. A considerable difference existed in the percentage of responses in column number 1 under perceived behavior and the responses in column number 1 regarding role expectancies. These percentages ranged from 0 to 31 per cent in relation to the perceived behavior of principals, and from 44 per cent to 92 per cent in relation to the expected behavior of principals. These individual community responses showed that principals had a closer contact with the news media in some

communities than superintendents did in other communities. Although the school administrators were not adequately meeting the expected roles of their position in most communities, the role expectancies held by these communities were not very high.

The superintendent and principal should inform the community of the needs of the school for the development of the best program. The participants provided their perceptions and role expectancies in relation to this school oriented statement. The responses from all of the communities are in Tables 12 and 13. The individual community responses from the Influentials are given in Tables 36 and 37 of the Appendix.

The responses revealed that superintendents informed the community of school needs more than the principal, and the replies further showed the role expectancies to be greater for superintendents than for principals. The lowest perceptions of superintendents in relation to this statement were held by the Superintendents, but the Principals also held low perceptions of superintendent behavior which indicated that both school administrators held lower perceptions than any of the other respondents, including Board Members. The same was also true in relation to the role expectancies of superintendents. The Principals and Superintendents held similar role expectations which were the lowest role expectancies held by any of the participants.

TABLE 12

ITEMS 12 AND 13 OF QUESTIONNAIRE FORM A

The superintendent informs the community of the needs of the school for the development of the best program.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	39	35	23	1	2
Formal Municipal Leaders	46	31	19		4
School Board Members	49	37	14		
Superintendents		71	29		
Principals	37	63			

A superintendent <u>should</u> inform the community of the needs of the school for the development of the best program.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	95	4	1		
Formal Municipal Leaders	92	8			
School Board Members	80	20			
Superintendents	75	25			
Principals	75	25			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Figures)

TABLE 13

ITEMS 38 AND 39 OF QUESTIONNAIRE FORM A

The principal informs the community of the needs of the school for the development of the best program.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	11	25	44	11	9
Formal Municipal Leaders	11	35	46	4	4
School Board Members	11	20	52	17	
Superintendents		38	50	12	
Principals	37	37	25		

The principal <u>should</u> inform the community of the needs of the school for the development of the best program.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	56	29	11	4	
Formal Municipal Leaders	58	23	11	4	4
School Board Members	35	44	9	12	
Superintendents	38	25	25	12	
Principals	75	25			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

The fact that superintendents and principals did not adequately inform communities of the school's needs, and that their role expectations were 20 per cent lower than those held by Influentials may reveal the basis for not having a better educational system in many communities and in the State than we now have. The responses from Superintendents and Principals showed a high degree of difference in column number 1 which indicated that superintendents did not realize that the communities held such high expectations in relation to this statement. The fact that many superintendents and principals did not exert the level of leadership which they knew should have been provided indicated at least a realization of short comings which were present.

Approximately two-thirds of the Informal Influentials felt that the principal very seldom informed the community of the school's needs. More than one-third of the Superintendents believed that a principal should inform the community of school needs, but three-fourths of the Principals felt that a principal should. Actually, 37 per cent of the Superintendents stated that principals should <u>not</u> inform the public of the school's needs which were the lowest expectancies of a principal held by any of the participants in relation to this statement. Although the Principals held much higher expectations, it would be doubtful that principals would be able to play their role as they viewed it. The role expectancies held by the School Board Members and Superintendents were

much lower than those held by the Informal Influentials and Formal Municipal Leaders. More than one-half of the Formal Municipal Leaders and Informal Influentials fully agreed that principals should inform the community of school needs. The role expectancies held by the communities were much higher than their perceptions of principal's behavior, but the reason for this may be related to the low role expectations held by Board Members and Superintendents.

The greatest neglect of role fulfillment was revealed in relation to this statement. The percentage of Influentials who encircled response number 1 in regards to the perceived superintendent's behavior ranged from 7 per cent to 92 per cent, but the percentage of Influentials who selected response number 1 in regards to the expected behavior of superintendents ranged from 90 per cent to 100 per cent. Although there was great difference in the perceived behavior of superintendents among the communities, most of the communities definitely felt that the superintendent should inform the community of the school's needs.

The principals were also guilty of failing to adequately inform the community of the school needs according to their own role expectancies. The percentage of Influential replies to response number 1 in relation to the perceived behavior of principals ranged from zero to 21 per cent, which indicated that principals very seldom informed the community of school needs. The percentage of participants who chose

response number 1 in relation to the expected behavior of principals ranged from 41 per cent to 70 per cent which revealed that the community with the lowest expectations, 41 per cent, held a higher role expectancy than the role expectations held by superintendents.

To what degree should a superintendent or principal encourage people in the community to participate in school affairs. The combined community responses to this community oriented statement are presented in Tables 14 and 15, and the individual community responses are presented in Tables 38 and 39 of the Appendix.

Most of the respondents agreed that superintendents encouraged people to participate in school affairs more than principals, and they further felt that this was more a role for superintendents than for principals. The principal is usually responsible for the educational program in his school and very close to its operation which places him in an advantageous position to encourage community participation in school affairs. The Superintendents and Principals both agreed that a principal should encourage participation in school affairs to a greater extent than superintendents, and only disagreed to what degree such participation should be encouraged. Consequently, the responses of Principals and Superintendents tended to indicate the most realistic role, although the other respondents did not agree.

The role expectancies for superintendents were higher

TABLE 14

ITEMS 14 AND 15 OF QUESTIONNAIRE FORM A

The superintendent encourages people in the community to participate in school affairs.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	41	30	25	2	2
Formal Municipal Leaders	50	19	27		
School Board Members	43	29	28		
Superintendents	50	25	25		
Principals	63	25	12		

A superintendent should encourage people in a community to participate in school affairs.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	84	15	1		
Formal Municipal Leaders	88	12			
School Board Members	77	20	3		
Superintendents	37	63			
Principals	63	37			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 15

ITEMS 40 AND 41 OF QUESTIONNAIRE FORM A

The principal encourages people in the community to participate in school affairs.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	23	36	35	1	5
Formal Municipal Leaders	35	35	26		4
School Board Members	20	37	43		
Superintendents	25	50	25		
Principals	88	12			

A principal should encourage people in a community to participate in school affairs.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	70	25	4	2	
Formal Municipal Leaders	85	15			
School Board Members	71	23	6		
Superintendents	50	28	12		
Principals	100				

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

than the perceptions of superintendents. The Informal Influentials felt that superintendents encouraged community participation in school affairs very little, but 84 per cent of them completely agreed that superintendents should encourage such participation. Approximately three-fourths of the School Board Members fully agreed and two-thirds of the Principals held this same opinion, but only one-third of the Superintendents completely agreed that superintendents should encourage citizens to participate in school matters. Therefore, the role expectations held by the Superintendents were considerably lower than those held by other participants and twice as low as the role expectancies held by the School Board Members.

The perceptions and role expectancies held by superintendents were much lower than those held by the other respondents which possibly revealed why such little participation was encouraged, and was indicative of the type of leadership in some schools. The role expectations from individual communities ranged from 75 per cent to 100 per cent for those who fully agreed regarding superintendents, and from 15 per cent to 86 per cent concerning the role expectations for principals. A considerable difference in role expectancies existed among the communities, but all of the communities held high expectations of the superintendent's role in encouraging community participation in school matters. Seventy-five per cent of the Informal Influentials in community D held the

lowest expectations of any community in the study, but these were twice as high as those expectations held by Superintendents. This was considered to be a highly important finding in that the lowest expectations held by any community regarding the superintendent's role, in relation to this statement, were much higher than the expectations held by Superintendents regarding the superintendent's role.

To what degree should the superintendent and principal interact and exchange ideas with community leaders and influentials. The perceptions and role expectancies of superintendents and principals were received in relation to this community oriented statement. The combined community responses are presented in Tables 16 and 17, and the individual community responses from Influentials are given in Tables 40 and 41 of the Appendix.

The superintendent and principal were perceived as interacting with community leaders very little, even though superintendents were perceived as interacting more than principals. The School Board Members held the lowest perceptions of the superintendent's behavior, although the perceptions held by the Superintendents were similar. The Informal Influentials, Formal Municipal Leaders and School Board Members all held similar perceptions and felt that superintendents communicated with community leaders to only a small degree. However, three-fourths of all the participants, except School Board Members, fully agreed that superintendents should

TABLE 16

ITEMS 16 AND 17 OF QUESTIONNAIRE FORM A

The superintendent interacts and exchanges ideas with community leaders and influentials.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	19	39	35	2	5
Formal Community Leaders	19	50	31		
School Board Members	20	37	40		3
Superintendents	12	75	12		
Principals	37	50	13		

A superintendent should interact and exchange ideas with community leaders and influentials.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	78	21	1		
Formal Community Leaders	88	12			
School Board Members	54	46			
Superintendents	75	25			
Principals	75	25			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

TABLE 17

ITEMS 42 AND 43 OF QUESTIONNAIRE FORM A

The principal interacts and exchanges ideas with community leaders and influentials.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	11	23	49	9	8
Formal Municipal Leaders	7	31	50	8	4
School Board Members	9	20	65	3	3
Superintendents	12	50	38		
Principals	75	12	12		

A principal should interact and exchange ideas with community leaders and influentials.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	55	40	4	1	
Formal Municipal Leaders	62	38			
School Board Members	40	48	6	3	3
Superintendents	63	25	12		
Principals	100				

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

interact with the community influentials. Approximately one-half of the School Board Members agreed completely with this statement which revealed a considerable difference of role expectancies among the participants. Therefore, if the superintendents only met the role expectancies of Board Members, the superintendents would fail to provide the degree of leadership in this area which most communities expected.

A highly important finding was revealed by comparing the responses to Item Number 17 in Table 16 and Item 17 in Table 45 of the Appendix. The lowest percentage of complete agreement to this statement was 59 per cent which was held by community E. This low level of role expectancies were higher than the role expectations held by most of the Board Members. Eighty-six per cent of the Informal Influentials in community C agreed fully with this statement. This finding was highly revealing in that such considerable difference in expectations existed between School Board Members and the Informal Influentials.

All of the Principals felt that they should communicate and interact with community influentials, but the Informal Influentials did not share this opinion. Only one-half of the Influentials completely agreed that a principal should interact with them which revealed that a large amount of difference in role expectancies existed between the Principals and the Informal Influentials.

A large majority of participants indicated that

principals very seldom interacted with the community leaders, but approximately one-half of the participants completely agreed that they should. This same finding was revealed in relation to the expected role of superintendents. Less than one-half of the School Board Members fully agreed, but 63 per cent of the Superintendents fully agreed that they should interact with community leaders. A wide difference in role expectations existed between the Principals and the Superintendents. Although the Superintendent's role expectancies of a principal were higher than the School Boards, it is doubtful that the behavior of principals could be other than the revealed pattern of behavior.

How much influence does the superintendent and principal have in the community in relation to the other participants in the study. The participants were asked to compare the influence of superintendents and principals with their own influence in the community. The combined community responses to this community oriented statement are presented in Table 18. The responses of Informal Influentials from individual communities are given in Table 42 of the Appendix.

The combined community responses revealed that superintendents had much more influence in the community than the principals, but some of the communities rated the principal's influence to be greater than the mean percentages of these combined responses. Approximately one-half of the Informal Influentials rated the superintendent's influence in

TABLE 18

ITEMS 18 AND 44 OF QUESTIONNAIRE FORM A

How would you rate the superintendent's influence in the community in relation to your own influence in the community.

COMBINED COMMUNITY RESPONSES

	1	2	3	4
Informal Influentials	46	24	13	17
Formal Municipal Leaders	48	16	32	4
School Board Members	71	14	6	9

How would you rate the principal's influence in the community in relation to your own influence in the community.

COMBINED COMMUNITY RESPONSES

	1	2	3	4
Informal Influentials	19	25	39	17
Formal Municipal Leaders	19	19	58	4
School Board Members	37	20	23	20

KEY:

1 = More than
2 = Same as
3 = Less than
4 = Do not know

(All Figures Are Mean Percentages)

the community to be more than their own, and one-fourth of these Influentials rated the superintendent's influence to be the same as theirs. These responses indicated that the superintendent is thought to be a very influential person in most of the communities studied.

The principal's influence was much less than the superintendent's. Sixty-two per cent or approximately two-thirds of the Formal Municipal Leaders rated the principal's influence to be less than theirs, whereas only 36 per cent of the Formal Municipal Leaders rated the superintendent's influence to be less than theirs. The Formal Municipal Leaders held the lowest perception of superintendent and principal influence and the School Board Members held the highest perception of superintendent and principal influence. Only 19 per cent of the Informal Influentials rated the principal's Influence to be greater than theirs which indicated that the principal's influence is not as high as superintendents, but they do have much influence and if exerted in the community might be of great significance in community affairs. It seems highly probable that the influence of superintendents and principals would be greater if they adequately met their role expectancies. This was vividly revealed by the individual community responses from the Informal Influentials. Those communities which perceived the superintendent and principal as meeting their role expectancies, also tended to rate the influence of superintendents and principals higher than the

other communities.

A considerable difference in the rating of superintendent and principal influence existed among the communities studied as shown in Table 47 of the Appendix. The principal's influence in community G was considerably more than the principal's influence in community A. In fact, the principal in community G seemed to have more influence in his community than the superintendents had in communities A, D, E, and F. This seemed to show that a superintendent's and principal's influence is to a great degree related to the person and not always closely related to the role expectancy of a position.

Should educational leadership play a large role in the overall progress of community betterment and improvement. This community oriented question sought the perceptions and role expectations held by the participants regarding the school's role in the overall progress of community betterment. The combined community responses of all participants are presented in Table 19. The individual community responses from the Informal Influentials are presented in Table 43 of the Appendix.

The responses indicated that a wide difference existed between the perceptions and role expectations of educational leadership. Only 58 per cent of the Informal Influentials completely agreed that the school played a large role, but 83 per cent of these Influentials felt that it should play a larger role. The Formal Municipal Leaders and Informal

TABLE 19

ITEMS 19 AND 20 OF QUESTIONNAIRE FORM A

Educational leadership in this community plays a large role in the overall progress of community betterment and improvement.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	58	31	9	1	1
Formal Municipal Leaders	50	38	12		
School Board Members	65	35			
Superintendents	75	12	12		
Principals	75	25			

Educational leadership in this community should play a large role in the overall progress of community betterment and improvement.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	83	16	1		
Formal Municipal Leaders	85	15			
School Board Members	76	21	3		
Superintendents	75	25			
Principals	88	12			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

Influentials held the lowest perceptions of educational leadership, but they held the highest role expectancies for educational leadership to promote progress in community betterment.

The School Board Members, Superintendents, and Principals were not highly critical of the school's perceived leadership role, and for that reason their role expectancies were similar to their perceptions of educational leadership. A considerable difference in views existed between the community Influentials and those who were responsible for the school's role in community betterment. The responses from individual communities indicated that some schools were not meeting their expected roles in community improvement, and the returns further indicated that unless the role expectancies held by school connected persons are changed, the schools will continue to neglect their responsibility.

The responses to this statement bore a close relationship to the other community oriented questions and revealed that some school systems were failing to carry out their expected responsibilities in community affairs and community improvement. This is a severe indictment of educational leadership if the perceptions of the Informal Influentials and Formal Municipal Leaders were indicative of what really existed in some communities. The fact that the Influentials held this opinion was not proof that this condition did exist, but the fact that they held low perceptions of

educational leadership as provided was indicative that a break down of communication was present even if the Influential's perceptions were not well founded. To believe that educational leadership does not exist has the same results whether the opinion be based on truth or fiction.

The perceptions of educational leadership among the communities revealed considerable difference, but the role expectancies held by these Influentials were similar among the communities. These responses also disclosed that there was a considerable difference existing in some communities between the perceptions and the role expectations of educational leadership. In community G all of the Informal Influentials agreed that educational leadership should play a large role in community improvement, but only two-thirds of these Influentials believed that this role expectancy was being met. One-third of the Influentials in community A felt that the educational leadership in that community had no role in community improvement.

To what extent are local citizens and community leaders involved in school planning. This school oriented question requested the participant's opinions and expectations as to local citizens aiding in school planning. The combined community responses are presented in Table 20. The individual community responses from Informal Influentials are presented in Table 44 of the Appendix.

The perceptions held by most respondents indicated

TABLE 20

ITEMS 21 AND 22 OF QUESTIONNAIRE FORM A

The local citizens and community leaders are involved in school planning.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	10	34	49	5	2
Formal Municipal Leaders	8	27	61		4
School Board Members	11	12	71	6	
Superintendents		37	63		
Principals	25	37	37		

The local citizens and community leaders should be involved in school planning.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	69	25	3	2	1
Formal Municipal Leaders	73	23	4		
School Board Members	41	47	6	6	
Superintendents	25	63	12		
Principals	63	28	12		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

that the local citizens were very seldom involved in school planning, but the majority of these respondents felt that the local people should be involved. Although most of the participants agreed that very little encouragement was given to citizens to assist in school planning, they did not agree on how much they should be involved. Approximately three-fourths of the Influentials and Formal Municipal Leaders fully agreed that citizens should be involved, but only one-fourth of the Superintendents completely agreed to this statement. The Superintendents held much lower perceptions in relation to this statement than the Board Members, which disclosed why very little community participation in school planning was perceived.

The responses of the Informal Influentials from individual communities varied greatly among the communities as shown in column number 1 of Table 49 in the Appendix. The highest role expectations held by any community was 87 per cent, and the lowest was 54 per cent. This finding further indicated that the expectations in relation to this statement were rather similar which means that most communities felt that they <u>should</u> be involved and participate in school affairs. As shown in Table 49 of the Appendix, the perceptions of community participation ranged from 4 per cent to 24 per cent in column number 1. Some of the greatest differences between perceived behavior and expected roles were revealed in relation to this statement.

Should the public be kept informed as to the school's goals and achievements other than sport and athletic events. This community oriented statement was related to a school's responsibility for informing the community, and the participants were asked to give their expectations and perceptions of this responsibility. The combined community responses of all participants are presented in Table 21. The individual community responses of the Informal Influentials, which usually represented community feelings, are given in Table 45 of the Appendix.

Even though some of the schools seemed to be doing a fair job of informing the community, they were not meeting the role expectations which were held by the communities. Eighty-nine per cent of the Informal Influentials completely agreed that schools should inform the public of their needs, and 92 per cent of the Formal Municipal Leaders held the same opinion, but only three-fourths of the School Board Members and Superintendents fully agreed. It is unlikely that role expectancies held by the Influentials could adequately be met if the Superintendents and School Board Members held lower role expectations than the other respondents.

The responses of the Informal Influentials from individual communities revealed that some communities received almost no knowledge of the school's needs and achievements, but some communities were fairly well informed of the school's needs and achievements. Although the perceptions held by the

TABLE 21

ITEMS 23 AND 24 OF QUESTIONNAIRE FORM A

The school keeps the public informed as to its goals and achievements other than sport and athletic events.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	18	50	29	2	2
Formal Municipal Leaders	19	34	42		
School Board Members	27	38	35		
Superintendents	25	63	11		
Principals	37	63			

The school system should keep the public informed as to its goals and achievements other than sport and athletic events.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	89	10	1		
Formal Municipal Leaders	92	8			
School Board Members	74	23	3		
Superintendents	75	12	12		
Principals	88	12			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

Influentials varied greatly among the communities, the expectations held by these Influentials were quite similar. The percentages ranged from 84 per cent in community H to 100 per cent in community G for those who agreed completely that the community should be informed of all phases of the school's program. These responses indicated that some communities were receiving practically no information concerning their schools. Table 50 of the Appendix further showed that some communities tended to always hold low perceptions, whereas others tended to hold rather high role expectations of superintendents and principals.

Should the community be encouraged to make use of the school plant and facilities. The participants gave their perceptions and expectations concerning this school-community oriented statement. The combined community responses from all participants are presented in Table 22. The responses of the Influentials from individual communities are given in Table 46 of the Appendix.

Most of the participants felt that the school plant and facilities were not used much by the community nor did they feel that the community was encouraged in such use. More than one-half of the Informal Influentials and School Board Members believed that the community was seldom encouraged to use the school facilities. The Superintendents and Principals held the highest perceptions in relation to this statement, but the Informal Influentials did not agree with

TABLE 22

ITEMS 25 AND 26 OF QUESTIONNAIRE FORM A

The community uses the school plant and facilities and feels encouraged to do so.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	18	26	47	7	2
Formal Municipal Leaders	23	35	42		
School Board Members	11	34	49	6	
Superintendents	50	25	25		
Principals	50	37	12		

The community should make use of the school plant and facilities and should be encouraged to do so.

COMBINED COMMUNITY RESPONSES

	1	2	3	4	5
Informal Influentials	50	36	12	2	
Formal Municipal Leaders	65	27	4		4
School Board Members	26	40	29	5	
Superintendents	50	38	12		
Principals	37	50	12		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Are Mean Percentages)

their perceptions. However, the Informal Influentials, Superintendents, and Principals did hold similar role expectancies concerning the community use of school facilities. In fact, none of the expectancies were very high, but two-thirds of the Formal Municipal Leaders fully agreed that the school facilities should be used and also that encouragement of their use should be forthcoming.

Only one-fourth of the School Board Members completely agreed with this statement which was considerably lower than the role expectancies held by the other respondents. The fact that the School Board Members held such low expectancies probably accounts for the acutality that many communities only used the facilities to a small degree even though the Superintendents and Principals held higher perceptions than the Board Members. The respondents seemed to not really know what the school's policy ought to be although most of them expressed an opinion.

An analysis of Table 22 on page 100 and Table 51 of the Appendix indicated that very little use was made of school facilities by communities for non-educational purposes, but most communities felt that more use should be encouraged by the school officials. Table 51 of the Appendix showed that the perceptions held by the Influentials varied greatly among these communities. These responses definitely revealed that some communities were not being encouraged to make use of these facilities even though they believed that

they should be allowed the privilege of using them.

How do the status positions of superintendents and principal rank with other status positions in prestige, and what degree of community influence do these school administrators possess. The responses pertaining to the superintendent are given in Table 23, and the responses concerning the principal are shown in Table 24. The perceptions held by the Superintendents, Principals, and School Board Members tended to be higher than the perceptions held by the other respondents.

Since the banker's status position was viewed by most of the participants as the highest prestige position in a community, the level of a superintendent's and principal's status was disclosed by comparing these positions with the banker's. Fifteen per cent of the Influentials ranked the position of superintendent above the status of banker, and one-half of these influentials ranked the superintendent and banker as having the same degree of prestige. Therefore, two-thirds of the community Influentials ranked the superintendent as above or the same as the banker's status which is highly indicative of the potential leadership a superintendent possesses in most communities. One-fourth of the Influentials ranked the status of a principal to be the same as a banker and three-fourths of the Influentials ranked the principal's prestige as below the banker.

Most of the respondents ranked the superintendent's

TABLE 23

ITEMS 45 AND 46 OF QUESTIONNAIRE FORM A

Rank the status position and prestige of a school superintendent with that of other status positions in your community.

	COMBINED COMMUNITY RESPONSES FROM:														
	Informal Influentials			Formal Municipal Leaders			School Board Members			Supts.			Principals		
POSITIONS	A	S	B	A	S	B	A	S	B	A	S	B	A	S	B
City Manager	37	46	17	28	44	28	46	46	8	63	25	12	25	75	
City Mayor	33	42	25	17	54	29	37	52	11	63	25	12	50	50	
Chamber Manager	60	29	11	44	36	20	83	17		88	12		50	50	
Chamber President	43	35	22	28	52	20	62	32	6	50	50		75	25	
Physician	34	43	23	50	42	8	43	54	3		88	12	37	63	
Retail Merchant	60	32	8	68	20	12	80	20		88	12		100		
Banker	15	51	34	16	48	36	26	51	23		88	12	12	75	12
Attorney	40	44	16	44	44	12	57	43		12	88		38	50	12
Minister	19	65	16	32	48	20	28	60	12	25	63	12	25	75	

KEY: A = Above, S = Same, B = Below

TABLE 23--Continued

How would you rate a superintendent's influence in community affairs to others in the community.

	COMBINED COMMUNITY RESPONSES FROM:														
	Informal Influentials			Formal Municipal Leaders			School Board Members			Supts.			Principals		
POSITIONS	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L
City Manager	29	31	40	24	20	56	38	31	31	75	12	12	12	75	12
City Mayor	29	30	42	16	16	68	26	40	34	63	37		37	50	12
Chamber Manager	50	29	21	32	36	32	57	23	20	88	12		75	25	
Chamber President	36	30	34	16	40	44	51	30	19	63	37		75	25	
Physician	53	37	10	68	24	8	54	43	3	25	63	12	37	63	
Retail Merchant	55	34	11	56	24	20	63	37		88	12		100		
Banker	15	40	45	8	28	68	28	49	23	12	75	12	38	50	12
Attorney	41	46	13	52	28	20	54	46		25	75		63	37	
Minister	28	51	21	36	44	20	46	37	17	25	63	12	50	50	

KEY: M = More, S = Same, L = Less

TABLE 24

ITEMS 47 AND 48 OF QUESTIONNAIRE FORM A

Rank the status position and prestige of a school principal with that of other status positions in your community.

	COMBINED COMMUNITY RESPONSES FROM:														
	Informal Influentials			Formal Municipal Leaders			School Board Members			Supts.			Principals		
POSITIONS	A	S	B	A	S	B	A	S	B	A	S	B	A	S	B
City Manager	9	32	59	4	30	65	12	34	54	12	75	12		100	
City Mayor	10	30	60	8	8	84	11	26	63	25	75		12	75	12
Chamber Manager	15	40	45	12	40	48	23	46	31	63	37			88	12
Chamber President	12	33	55	16	24	60	17	43	40	63	37		25	63	12
Physician	9	45	46	28	44	28	8	40	52		75	25	12	75	12
Retail Merchant	19	60	21	32	48	20	28	49	23	75	25		63	25	12
Banker	2	25	73	12	16	72		37	63		75	25		63	37
Attorney	17	38	45	32	36	32	11	66	23	25	63	12	25	63	12
Minister	6	39	55	16	48	36	3	57	40	12	75	12		100	

KEY: A = Above, S = Same, B = Below

TABLE 24--Continued

How would you rate a principal's influence in community affairs to others in the community.

	COMBINED COMMUNITY RESPONSES FROM:														
	Informal Influentials			Formal Municipal Leaders			School Board Members			Supts.			Principals		
POSITIONS	M	S	L	M	S	L	M	S	L	M	S	L	M	S	L
City Manager	11	21	68	16	12	72	11	20	69	12	63	25		75	25
City Mayor	11	22	67	16	4	80	23	17	60	37	63		12	75	12
Chamber Manager	14	30	56	16	12	72	26	23	51	50	37	12	12	75	12
Chamber President	11	31	58	16	20	64	14	32	54	50	25	25	12	63	25
Physician	14	53	33	36	36	28	23	51	26	12	75	12	25	75	
Retail Merchant	23	54	23	40	32	28	37	49	14	63	37		50	37	12
Banker	2	28	70	12	16	72	6	37	57		63	37		63	37
Attorney	16	45	39	36	28	36	20	57	23	12	88		37	50	12
Minister	8	37	55	8	60	32	14	46	40	12	75	12		100	

KEY: M = More, S = Same, L = Less

and principal's prestige to be greater than their influence which indicates that they had more status than personal influence. This tended to verify the finding that status is related closely to a position and influence is determined by the personal behavior of a person possessing the position.

Conclusion

The Influentials held low perceptions of superintendents and principals on 42 per cent of the first 44 items of the questionnaire. The School Board Members held low perceptions on 32 per cent of these items. Consequently, the Influentials and School Board Members held low perceptions of school administrators on 74 per cent of these items. In contrast to these low perceptions, the Superintendents held high perceptions of superintendents and principals on 30 per cent of these items, and the Principals held high perceptions on 40 per cent. Therefore, the two school administrators held high perceptions on 70 per cent of the questions which sought the perceptions of present behavior of superintendents and principals.

The School Board Members held low role expectations for superintendents and principals on 42 per cent of the questions which asked what the role ought to be. The Superintendents held low role expectations on 32 per cent of these items. Therefore, the School Board Members and Superintendents possessed the lowest role expectancies for

superintendents and principals on 74 per cent of the items. In contrast to these low expectations, the Principals held high expectancies on 30 per cent of the statements, the Formal Municipal Leaders 36 per cent, and the Informal Influentials 22 per cent. The School Board Members did not hold high role expectations in relation to any statement of the questionnaire, and the Superintendents held high expectations on only 12 per cent of the items seeking what the school administrator's role ought to be.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was designed to investigate the community and educational leadership roles of school superintendents and senior high school principals as perceived by themselves and other influential persons in selected communities of Oklahoma.

The investigation was conducted in eight selected communities with similar characteristics in size of population, level of income, education, and type of municipal government. The perceptions and role expectancies held by Formal Status Leaders, and the Informal Influentials were received regarding the school superintendency and the principalship in their respective communities.

The Formal Status Leaders in each community were those persons who occupied the status positions of city mayor, city manager, chamber president, chamber manager, superintendent, principal, and school board member. The Informal Influentials were those persons who, in the opinions of the Formal Status Leaders and random sampled merchants, were influential in community affairs. The names of the key

influential people given by the Formal Status Leaders, and the names received from the random sampling process comprised the list of Informal Influential Leaders in each of the eight communities.

Summary

It was generally held by most of the participants that a superintendent was in a better position than a principal to provide leadership in areas other than education, however, only one-fourth of the School Board Members completely agreed that the superintendent should provide community leadership in areas other than education. This attitude of Board Members seemed to be present on the majority of the questions. It was viewed as highly indicative since many persons feel that school superintendents and principals are likely to behave in their leadership roles in relation to the role expectancies of the Board Members to whom they are legally responsible for the discharge of their responsibilities. Therefore, if the superintendents and principals met only the expectations held by their Board Members, the communities would receive much less leadership from school administrators than the other community leaders expected.

The superintendents and principals were perceived as seldom initiating any needed change in community affairs and community planning, but the Informal Influentials felt that superintendents and principals should initiate change and

enter into community matters considerably more than they did. In the opinion of the Board Members, the superintendents were playing their community leadership role fairly well and did not feel change in superintendent behavior was needed. They indicated that superintendents seldom initiated any needed change in community matters, and that they should seldom be instrumental in initiating change in community matters.

Although most of the participants felt that a superintendent was in a good position to provide community leadership, the responses indicated that most communities did not expect very much community leadership from a superintendent or principal in areas other than education. These communities expected more community leadership from a superintendent than a principal, but the amount of leadership expected from them varied greatly among the communities. The responses revealed that some communities expected more leadership in non-educational areas from a principal than other communities expected from a superintendent. The fact that some communities expected very little leadership while other communities expected much more leadership possibly reflected upon the type of leadership provided by previous superintendents or principals. This tended to indicate a close relationship between the past behavior of school administrators and a community's role expectations for school superintendents and principals.

The superintendents thought their behavior was

meeting with the community's expectations, but they felt that principals should take a more active part in community affairs and community planning. However, the responses from the community leaders tended to indicate that superintendents and principals were not meeting their expected roles in most of the communities studied. It was revealed that a wide difference in behavior of superintendents and principals existed among the communities, although the role expectancies for superintendents and principals were highly consistent and did not reveal any wide differences. Therefore, it was strongly indicated that school administrators were not adequately meeting their expected roles in more communities, and that the role expectations held by most communities tended to be similar.

A great need for improved relationships between the news officials and school administrators were revealed by the returns from the community influentials. According to their returns, neither superintendents nor principals maintained the close contact with the news media which was expected of them, although some principals had a closer relationship with news officials in some communities than superintendents did in others. Although the school administrators were not adequately meeting the expected roles of their position in most communities, the role expectancies held by these communities were not very high. Three-fourths of the Influentials agreed completely that a superintendent should maintain

close contact with the news officials, and 61 per cent of these Influentials strongly felt that principals should maintain a close contact. Seventy-eight per cent of the Influentials felt that a superintendent should maintain close contact, and only 63 per cent of the Superintendents felt that they should.

The Board Members, Superintendents, and Principals tended to hold lower perceptions than the other respondents regarding a school administrator's responsibility for informing the community of the school's needs in order to develop a better educational program. The responses indicated that principals informed the community of school needs to a lesser degree than superintendents which correlated with the lower role expectations held for principals by the Informal Influentials. But the Principals disagreed with these expectations and felt that the responsibility for informing a community was as much a role for a principal as for a superintendent. The greatest neglect and failure of meeting role expectancies were held in relation to this item. The role expectations held by the Superintendents and Principals were much lower than those expectations held by the community leaders which may reveal the reason for their neglect in informing the community of school needs. Thirty-seven per cent of the Superintendents stated that principals should not inform the public of the school's needs which were the lowest expectancies of a principal held by any of the participants

in relation to this statement. Although the Principals held much higher expectations, it would be doubtful that principals would be able to play their role as they viewed it.

The superintendents and principals were perceived as interacting very little with community leaders, although superintendents were viewed as interacting to a greater extent than principals. Most of the Informal Influentials held similar perceptions and felt that superintendents communicated very little with community leaders; however, most of the Influentials felt that superintendents should interact as much as possible with the community leaders. All of the Principals felt that they should interact with the community leaders, but the Informal Influentials did not share this opinion. Only one-half of the Influentials agreed fully that a principal should interact with them which revealed that there was a large difference in role expectations existing between the Principals and the Informal Influentials. Most Influentials tended to hold similar role expectancies for superintendents and principals, but these Influentials tended to differ in their perceptions of the persons occupying the positions at the time of this study.

The communities which tended to perceive superintendents and principals as meeting the behavior expected of them were those communities which tended to rate the status positions of superintendent and principal highest in prestige and influence. This conclusion was revealed by the responses

from communities which perceived the superintendent and principal as meeting their role expectancies, and also tended to rate their influence higher than that of administrators in other communities.

The local citizens were very seldom involved in school planning and school affairs, but the majority of the respondents felt that the community leaders should have a role in school matters. They also felt that very little encouragement was given by the school officials in this regard. The Superintendents and Principals felt that principals should basically be responsible for the encouragement of community participation in school affairs, and only disagreed with each other as to how much participation should be encouraged in the school affairs. However, the community leaders felt that the superintendent was more responsible than the principal for the encouragement of their participation in school matters.

The responses of the Superintendents and Principals tended to indicate the most realistic role, although the other respondents did not agree with them. The perceptions and role expectancies held by Superintendents were much lower than those held by the other respondents which possibly revealed why such little participation was encouraged and was indicative of the type of leadership provided in some communities by school administrators. A considerable difference in role expectancies existed among the communities, but

all of the communities held rather high expectations of a community's role in school affairs. In fact, the lowest expectations held by the Informal Influentials in any community regarding the superintendent's and principal's role in encouraging citizen's participation were much higher than the expectancies held by the Superintendents.

The individual community responses revealed that some school systems were not meeting their expected leadership roles in the area of community improvement, and the returns further showed that unless the role expectancies as held by Superintendents, Principals, and School Board Members undergo change, the schools will continue to neglect their responsibility in the area of community improvement. The Superintendents and Principals consistently held the lowest expectations relating to educational leadership's responsibility for overall community improvement. These low expectancies revealed the reason why many schools were not highly involved in the promotion of community betterment since the school officials did not perceive this as a basic responsibility of educational leadership.

The combined responses from all communities revealed that superintendents initiated more change in educational systems than principals, and they further showed that the respondents agreed that superintendents should initiate more changes than principals. The participants also felt that the superintendent and principal did not initiate very many

changes in the educational system but that they should. Twenty per cent of the School Board Members thought that the principal did not initiate any changes, and one-fourth of the Principals felt that they should not initiate change in the school. The Superintendent's role expectations of principals were higher than the Principal's in that three-fourths of the Superintendents agreed completely that principals should initiate changes in the educational system, but only 57 per cent of the Superintendents thought that principals initiated any change. The lowest perceptions and role expectancies of principals were held by the School Board Members; only 17 per cent of them agreed completely that principals should initiate changes and about one-third felt that principals should not initiate any changes at all in the educational system. The Informal Influentials and Formal Municipal Leaders both held higher expectations in relation to this statement than the Principals.

The Superintendents and Principals held higher perceptions of their prestige positions than the community leaders held, and most of the participants ranked the superintendent's and principal's prestige higher than they rated their influence. This tended to indicate that superintendents and principals were not exerting the amount of influence which their positions allowed.

Conclusions

From the results of the investigation the following conclusions were made:

1. A close relationship apparently existed between the past behavior of school administrators and a community's role expectations for school superintendents and principals.

2. The ineffective role of the principal in describing school needs to the people of the various communities was probably due to the insistence of superintendents and school board members that the portrayal of these needs was almost the sole responsibility of the chief administrator.

3. It seems unlikely that the level of educational leadership in community affairs in many communities will improve until the school board members develop a different set of role expectancies for the superintendent and principal.

4. The communities received much less leadership in community affairs from school administrators than the community leaders expected.

5. The failure of principals to assume a leadership role in community affairs apparently reflected the attitude of the superintendent.

6. A significant effort on the part of superintendents and principals to exert educational leadership in

community affairs was not evident.

7. Administrator failure to correctly estimate community attitudes is probably contributed to administrator reluctance to provide the purposeful leadership needed so often.

8. Superintendents and principals who had the highest status appeared to be those whose behavior was closest to that expected by community leaders.

9. Many school administrators can probably exert far greater influence in the life of the community in areas other than education if they choose to do so since community expectation in this regard was present.

10. One of educational leadership's major responsibilities is to raise the level of expectation and perceptions held by school board members in some communities with regard to the role of superintendents and principals.

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QUESTIONNAIRE FORM A

A N E X P L A N A T I O N

This study is concerned with the leadership roles of school superintendents and high school principals in educational and community affairs within selected communities of Oklahoma. The questions are directed towards the superintendency and principalship as a position rather than towards the person now possessing the position. You are asked to give your opinion concerning superintendent roles and principal roles in your community.

Your responses will be kept in the most strict confidence. The report of data will not identify any particular person or any particular community in order to insure the anonymity of each respondent.

Jack L. Nance
Researcher

PLEASE ENCIRCLE THE NUMBER AFTER EACH STATEMENT WHICH BEST INDICATES YOUR RESPONSE

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

1. A school superintendent is in a position which enables him to provide community leadership in areas other than education.

   1 2 3 4 5

2. A school superintendent should provide community leadership in areas other than education.

   1 2 3 4 5

3. This community expects the superintendent to provide leadership in areas other than in education.

   1 2 3 4 5

4. The superintendent initiates changes in the educational system.

   1 2 3 4 5

5. A superintendent should initiate changes in the educational system.

   1 2 3 4 5

6. The superintendent initiates or helps initiate change in community affairs and community planning.

   1 2 3 4 5

7. A superintendent should initiate or help initiate change in community affairs and community planning.

   1 2 3 4 5

8. The superintendent is concerned only with educational matters.

   1 2 3 4 5

9. A superintendent should be concerned only with educational matters.

1 2 3 4 5

10. The superintendent maintains close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

11. A superintendent should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

12. The superintendent informs the community of the needs of the school for the development of the best program.

1 2 3 4 5

13. A superintendent should inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

14. The superintendent encourages people in the community to participate in school affairs.

1 2 3 4 5

15. A superintendent should encourage people in a community to participate in school affairs.

1 2 3 4 5

16. The superintendent interacts and exchanges ideas with community leaders and influentials.

1 2 3 4 5

17. A superintendent should interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

18. How would you rate the superintendent's influence in the community in relation to your own influence in the community.

1 2 3 4 5

19. Educational leadership in this community plays a large role in the overall progress of community betterment and improvement.

1 2 3 4 5

20. Educational leadership should play a large role in the overall progress of community betterment and improvement.

1 2 3 4 5

21. The local citizens and community leaders are involved in school planning.

1 2 3 4 5

22. The local citizens and community leaders should be involved in school planning.

1 2 3 4 5

23. The school keeps the public informed as to its goals and achievements other than sport and athletic events.

1 2 3 4 5

24. The school system should keep the public informed as to its goals and achievements other than sport and athletic events.

1 2 3 4 5

25. The community uses the school plant and facilities and feels encouraged to do so.

1 2 3 4 5

26. The community should make use of the school plant and facilities and should be encouraged to do so.

1 2 3 4 5

27. A high school principal is in a position which enables him to provide community leadership in areas other than education.

1 2 3 4 5

28. A high school principal should provide leadership in affairs other than education.

1 2 3 4 5

29. This community expects the principal to provide leadership in areas other than in education.

1 2 3 4 5

30. The principal initiates changes in the educational system.

1 2 3 4 5

31. A principal should initiate changes in the educational system.

1 2 3 4 5

32. The principal initiates or helps initiate change in community affairs and community planning.

1 2 3 4 5

33. A principal should initiate or help initiate change in community affairs and community planning.

1 2 3 4 5

34. The principal is concerned only with educational matters.

1 2 3 4 5

35. A principal should be concerned only with educational matters.

1 2 3 4 5

36. The principal maintains close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding school.

1 2 3 4 5

37. A principal should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

38. The principal informs the community of the needs of the school for the development of the best program.

1 2 3 4 5

39. The principal should inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

40. The principal encourages people in the community to participate in school affairs.

1 2 3 4 5

41. A principal should encourage people in a community to participate in school affairs.

1 2 3 4 5

42. The principal interacts and exchanges ideas with community leaders and influentials.

1 2 3 4 5

43. A principal should interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

44. How would you rate the principal's influence in the community in relation to your own influence in the community.

1 2 3 4 5

45. Rank the status position and prestige of a school superintendent with that of other status positions in your community. Place the symbol which best indicates the status in your judgment.
A = Above S = Same B = Below

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Principal__
Chamber Manager__	Banker__	
Chamber President__	Attorney__	

46. How would you rate a superintendent's influence in community affairs to others in the community. Place the symbol which best expresses your judgment in the space provided.
M = More than S = Same as L = Less than

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Principal__
Chamber Manager__	Banker__	
Chamber President__	Attorney__	

47. Rank the status position and prestige of a principal with that of other status positions in your community. Place the appropriate symbol in the space provided.
A = Above S = Same B = Below

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Superin-
Chamber Manager__	Banker__	tendent__
Chamber President__	Attorney__	

48. How would you rate a principal's influence in community affairs to others in your community. Place the appropriate symbol in the space provided.
M = More than S = Same as L = Less than

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Superin-
Chamber Manager__	Banker__	tendent__
Chamber President__	Attorney__	

Dear Community Leader:

Thank you for your willingness to share your knowledge and opinions. The fact that you were willing to take time from a busy schedule to complete this questionnaire is indicative of your sincere interest.

Your participation in the research as an "influential" is deeply appreciated and should insure our success in acquiring the information needed for the completion of the study.

The analysis of the data will in no way identify any individual, participant, school, or community.

I shall look forward to providing you with the summary of the research after its completion.

Respectfully yours,

Jack L. Nance, Researcher

Dr. Glenn R. Snider
Consultant

QUESTIONNAIRE FORM B

A N E X P L A N A T I O N

This study is concerned with the leadership roles of school superintendents and high school principals in educational and community affairs within selected communities of Oklahoma. The questions are directed towards the superintendency and principalship as a position rather than towards the person now possessing the position. You are asked to give your opinion concerning superintendent roles and principal roles in your community.

Your responses will be kept in the most strict confidence. The report of data will not identify any particular person or any particular community in order to insure the anonymity of each respondent.

Jack L. Nance
Researcher

PLEASE ENCIRCLE THE NUMBER AFTER EACH STATEMENT WHICH BEST INDICATES YOUR RESPONSE

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

1. As superintendent of schools I am in a position which enables me to provide community leadership in areas other than education.

   1 2 3 4 5

2. A school superintendent should provide community leadership in areas other than education.

   1 2 3 4 5

3. This community expects me to provide leadership in areas other than in education.

   1 2 3 4 5

4. I initiate changes in the educational system.

   1 2 3 4 5

5. A superintendent should initiate changes in the educational system.

   1 2 3 4 5

6. I initiate or help initiate change in community affairs and in community planning.

   1 2 3 4 5

7. A superintendent should initiate or help initiate change in community affairs and community planning.

   1 2 3 4 5

8. I am concerned only with educational matters.

   1 2 3 4 5

9. A superintendent should be concerned only with educational matters.

1 2 3 4 5

10. I maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

11. A superintendent should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

12. I inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

13. A superintendent should inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

14. I encourage people in the community to participate in school affairs.

1 2 3 4 5

15. A superintendent should encourage people in a community to participate in school affairs.

1 2 3 4 5

16. I interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

17. A superintendent should interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

18. Educational leadership in this community plays a large role in the overall progress of community betterment and improvement.

1 2 3 4 5

19. Educational leadership should play a large role in the overall progress of community betterment and improvement.

1 2 3 4 5

20. The local citizens and community leaders are involved in school planning.

1 2 3 4 5

21. The local citizens and community leaders should be involved in school planning.

1 2 3 4 5

22. The school keeps the public informed as to its goals and achievements other than sport and athletic events.

1 2 3 4 5

23. The school system should keep the public informed as to its goals and achievements other than sport and athletic event.

1 2 3 4 5

24. The community uses the school plant and facilities and feels encouraged to do so.

1 2 3 4 5

25. The community should make use of the school plant and facilities and should feel encouraged to do so.

1 2 3 4 5

26. A high school principal is in a position which enables him to provide community leadership in matters other than educational.

1 2 3 4 5

27. A high school principal should provide leadership in affairs other than education.

1 2 3 4 5

28. This community expects the principal to provide leadership in areas other than in education.

1 2 3 4 5

29. The principal initiates changes in the educational system.

1 2 3 4 5

30. A principal should initiate changes in the educational system.

1 2 3 4 5

31. The principal initiates or helps initiate change in community affairs and community planning.

1 2 3 4 5

32. A principal should initiate or help initiate change in community affairs and in community planning.

1 2 3 4 5

33. The principal is concerned only with educational matters.

1 2 3 4 5

34. A principal should be concerned only with educational matters.

1 2 3 4 5

35. The principal maintains close contact with officials of the news media and other in a position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

36. A principal should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

37. The principal informs the community of the needs of the school for the development of the best program.

1 2 3 4 5

38. The principal should inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

39. The principal encourages people in the community to participate in school affairs.

1 2 3 4 5

40. A principal should encourage people in a community to participate in school affairs.

1 2 3 4 5

41. The principal interacts and exchanges ideas with community leaders and influentials.

1 2 3 4 5

42. A principal interacts and exchanges ideas with community leaders and influentials.

1 2 3 4 5

43. Rank the status position and prestige of a school superintendent with that of other status positions in your community. Place the symbol which best indicates the status in your judgment.
A = Above S = Same B = Below

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Principal__
Chamber Manager__	Banker__	
Chamber President__	Attorney__	

44. How would you rate a superintendent's influence in community affairs to others in the community. Place the symbol which best expresses your judgment in the space provided.
M = More than S = Same as L = Less than

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Principal__
Chamber Manager__	Banker__	
Chamber President__	Attorney__	

45. Rank the status position and prestige of a principal with that of other status positions in your community. Place the appropriate symbol in the space provided.
A = Above S = Same B = Below

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Super-
Chamber Manager__	Banker__	intendent__
Chamber President__	Attorney__	

46. How would you rate a principal's influence in community affairs to others in your community. Place the appropriate symbol in the space provided.
M = More than S = Same as L = Less than

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Super-
Chamber Manager__	Banker__	intendent__
Chamber President__	Attorney__	

Dear Superintendent:

Thank you for your willingness to share your knowledge and opinions. The fact that you were willing to take time from a busy schedule to complete this questionnaire is indicative of your sincere interest.

Your participation in the research as a leading educator is deeply appreciated and should insure our success in acquiring the information needed for the completion of the study.

The analysis of the data will in no way identify any individual, participant, school, or community.

I shall look forward to providing you with the summary of the research after its completion.

Respectfully yours,

Jack L. Nance
Researcher

Dr. Glenn R. Snider
Consultant

QUESTIONNAIRE FORM C

A N E X P L A N A T I O N

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Researcher

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1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

1. As high school principal I am in a position which enables me to provide community leadership in areas other than education.

   1 2 3 4 5

2. A principal should provide leadership in areas other than education.

   1 2 3 4 5

3. This community expects me to provide leadership in areas other than in education.

   1 2 3 4 5

4. I initiate changes in the educational system.

   1 2 3 4 5

5. A principal should initiate changes in the educational system.

   1 2 3 4 5

6. I initiate or help initiate change in community affairs and in community planning.

   1 2 3 4 5

7. A principal should initiate or help initiate change in community affairs and community planning.

   1 2 3 4 5

8. I am concerned only with educational matters.

   1 2 3 4 5

9. A principal should be concerned only with educational matters.

1 2 3 4 5

10. I maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

11. A principal should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

12. I inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

13. A principal should inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

14. I encourage people in the community to participate in school affairs.

1 2 3 4 5

15. A principal should encourage people in a community to participate in school affairs.

1 2 3 4 5

16. I interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

17. A principal should interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

18. Educational leadership in this community plays a large role in the overall progress of community betterment and improvement.

1 2 3 4 5

19. Educational leadership should play a large role in the overall progress of community betterment and improvement.

1 2 3 4 5

20. The local citizens and community leaders are involved in school planning.

1 2 3 4 5

21. The local citizens and community leaders should be involved in school planning.

1 2 3 4 5

22. The school keeps the public informed as to its goals and achievements other than sport and athletic events.

1 2 3 4 5

23. The school system should keep the public informed as to its goals and achievements other than sport and athletic events.

1 2 3 4 5

24. The community uses the school plant and facilities and feels encouraged to do so.

1 2 3 4 5

25. The community should make use of the school plant and facilities and should feel encouraged to do so.

1 2 3 4 5

26. A superintendent is in a position which enables him to provide community leadership in matters other than educational.

1 2 3 4 5

27. A superintendent should provide leadership in affairs other than educational.

1 2 3 4 5

28. This community expects the superintendent to provide leadership in areas other than in education.

1 2 3 4 5

29. The superintendent initiates changes in the educational system.

1 2 3 4 5

30. A superintendent should initiate changes in the educational system.

1 2 3 4 5

31. The superintendent initiates or helps initiate change in community affairs and community planning.

1 2 3 4 5

32. A superintendent should initiate or help initiate change in community affairs and in community planning.

1 2 3 4 5

33. The superintendent is concerned only with educational matters.

1 2 3 4 5

34. A superintendent should be concerned only with educational matters.

1 2 3 4 5

35. The superintendent maintains close contact with officials of the news media and others in a position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

36. A superintendent should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

1 2 3 4 5

37. The superintendent informs the community of the needs of the school for the development of the best program.

1 2 3 4 5

38. The superintendent should inform the community of the needs of the school for the development of the best program.

1 2 3 4 5

39. The superintendent encourages people in the community to participate in school affairs.

1 2 3 4 5

40. A superintendent should encourage people in a community to participate in school affairs.

1 2 3 4 5

41. The superintendent interacts and exchanges ideas with community leaders and influentials.

1 2 3 4 5

42. A superintendent should interact and exchange ideas with community leaders and influentials.

1 2 3 4 5

43. Rank the status position and prestige of a school superintendent with that of other status positions in your community. Place the symbol which best indicates the status in your judgment.
A = Above S = Same B = Below

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Principal__
Chamber Manager__	Banker__	
Chamber President__	Attorney__	

44. How would you rate a superintendent's influence in community affairs to others in the community. Place the symbol which best expresses your judgment in the space provided.
M = More than S = Same as L = Less than

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Principal__
Chamber Manager__	Banker__	
Chamber President__	Attorney__	

45. Rank the status position and prestige of a principal with that of other status positions in your community. Place the appropriate symbol in the space provided.
A = Above S = Same B = Below

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Super-
Chamber Manager__	Banker	intendent__
Chamber President__	Attorney__	

46. How would you rate a principal's influence in community affairs to others in your community. Place the appropriate symbol in the space provided.
M = More than S = Same as L = Less than

City Manager__	Physician__	Minister__
City Mayor__	Retail Merchant__	Super-
Chamber Manager__	Banker__	intendent__
Chamber President__	Attorney__	

Dear Principal:

Thank you for your willingness to share your knowledge and opinions. The fact that you were willing to take time from a busy schedule to complete this questionnaire is indicative of your sincere interest.

Your participation in the research as a leading educator is deeply appreciated and should insure our success in acquiring the information needed for the completion of the study.

The analysis of the data will in no way identify any individual, participant, school, or community.

I shall look forward to providing you with the summary of the research after its completion.

Respectfully yours,

Jack L. Nance
Researcher

Dr. Glenn R. Snider
Consultant

APPENDIX

TABLE 25

ITEMS 1 AND 2 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

A school superintendent is in a position which enables him to provide community leadership in areas other than education.

	1	2	3	4	5
Community A	64	26		7	
Community B	54	41	14		
Community C	59	35		3	
Community D	62	38			
Community E	61	33	6		
Community F	62	33	5		
Community G	77	23			
Community H	70	23	7		

A school superintendent should provide leadership in areas other than education.

	1	2	3	4	5
Community A	61	39			
Community B	48	48		4	
Community C	62	34		4	
Community D	54	38	8		
Community E	44	44	12		
Community F	62	33	5		
Community G	62	38			
Community H	67	30	3		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 26

ITEMS 27 AND 28 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

A high school principal is in a position which enables him to provide community leadership in areas other than education.

	1	2	3	4	5
Community A	21	64	7	7	
Community B	43	48	9		
Community C	55	42		3	
Community D	67	25	8		
Community E	44	39	11	6	
Community F	60	35	5		
Community G	77	15	8		
Community H	63	30	3	3	

A high school principal should provide leadership in areas other than education.

	1	2	3	4	5
Community A	50	43		7	
Community B	43	48	9		
Community C	62	34	4		
Community D	63	29	8		
Community E	56	33	11		
Community F	60	40			
Community G	62	31	7		
Community H	68	22	10		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 27

ITEMS 3 AND 29 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

This community expects the superintendent to provide leadership in areas other than in education.

	1	2	3	4	5
Community A	29	43	22	7	
Community B	33	37	25	4	
Community C	21	66	7	3	3
Community D	25	50	12		12
Community E	34	39	17	5	5
Community F	29	52	9	5	5
Community G	46	46		8	
Community H	37	53	10		

This community expects the principal to provide leadership in areas other than in education.

	1	2	3	4	5
Community A	14	50	21	14	
Community B	26	43	22	4	4
Community C	36	43	14	3	3
Community D	25	50	17	4	4
Community E	28	39	17	11	5
Community F	20	45	25	5	5
Community G	31	31	31	7	
Community H	37	40	20	3	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 28

ITEMS 4 AND 5 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent initiates changes in the educational system.

	1	2	3	4	5
Community A	8	62	23		8
Community B	22	52	17		9
Community C	7	69	14		10
Community D		62	25		13
Community E		72	17		11
Community F	24	57	14		5
Community G	31	46	8		15
Community H	10	70	17		3

A superintendent should initiate changes in the educational system.

	1	2	3	4	5
Community A	31	46	15	8	8
Community B	39	52	9		
Community C	59	34	7		
Community D	21	54	25		
Community E	34	61	5		
Community F	43	38	19		
Community G	46	39	15		
Community H	37	43	20		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 29

ITEMS 1 AND 2 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal initiates changes in the educational system.

	1	2	3	4	5
Community A		21	43	7	29
Community B	4	9	65		22
Community C		14	69		17
Community D		17	66		17
Community E		5	78	5	11
Community F		10	65	10	15
Community G		7	62	7	23
Community H	3	20	57	3	17

A principal should initiate changes in the educational system.

	1	2	3	4	5
Community A	31	62			8
Community B	17	57	26		
Community C	17	66	10		7
Community D	17	71	8	4	
Community E	17	72			11
Community F	30	50	10		10
Community G	46	38	7	7	
Community H	19	64	13	3	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 30

ITEMS 6 AND 7 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent initiates or helps initiate change in community affairs and community planning.

	1	2	3	4	5
Community A		7	57	29	7
Community B			83	13	4
Community C	3	17	69	7	3
Community D		12	79	4	4
Community E		6	83	11	
Community F		14	57	24	5
Community G			85	15	
Community H		14	79	7	

A superintendent should initiate or help initiate change in community affairs and community planning.

	1	2	3	4	5
Community A	14	71	7	7	
Community B	17	65	13	4	
Community C	45	49	3	3	
Community D	12	67	21		
Community E	12	82	6		
Community F	19	62	14	5	
Community G	31	62	8		
Community H	37	47	10	6	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 31

ITEMS 32 AND 33 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal initiates or helps initiate change in community affairs and community planning.

	1	2	3	4	5
Community A			39	54	8
Community B		13	63	6	18
Community C	3	22	68	3	3
Community D		4	83	4	8
Community E	11	5	51	22	11
Community F		5	60	30	5
Community G	7	7	54	16	16
Community H		10	80	3	7

A principal should initiate or help initiate change in community affairs and community planning.

	1	2	3	4	5
Community A	23	70			8
Community B	18	50	32		
Community C	35	55	7	3	
Community D	17	71	12		
Community E	22	67	5	5	
Community F	35	50	15		
Community G	46	39	15		
Community H	20	66	7	7	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 32

ITEMS 8 AND 9 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent is concerned only with educational matters.

	1	2	3	4	5
Community A	7	29	36	22	7
Community B	4	35	30	30	
Community C	21	21	21	28	10
Community D	4	33	29	25	8
Community E		18	18	64	
Community F	19	33	19	29	
Community G	15	15	39	31	
Community H	10	23	47	17	3

A superintendent should be concerned only with educational matters.

	1	2	3	4	5
Community A	7	36	36	21	
Community B	13	17	13	57	
Community C	14	10	28	48	
Community D	12	12	21	54	
Community E	5	5	12	77	
Community F	5	29	19	48	
Community G	8	15	23	54	
Community H		16	27	57	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 33

ITEMS 34 AND 35 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal is concerned only with educational matters.

	1	2	3	4	5
Community A	15	39	31	8	8
Community B	5	36	18	27	14
Community C	13	28	28	28	3
Community D	8	25	37	17	12
Community E	11	22	44	17	5
Community F	15	45	15	25	
Community G	15	40	15	15	15
Community H	20	33	23	17	7

A principal should be concerned only with educational matters.

	1	2	3	4	5
Community A		39	39	23	
Community B	19	14	29	38	
Community C	21	17	24	38	
Community D	12	33	21	33	
Community E	11	5	33	50	
Community F	15	15	20	50	
Community G	7	31	7	47	7
Community H	3	23	27	47	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 34

ITEMS 10 AND 11 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent maintains close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

	1	2	3	4	5
Community A	7	22	71		
Community B	61	30	9		
Community C	55	35	3		7
Community D	32	36	32		
Community E	35	53	12		
Community F	29	52	19		
Community G	38	46	8		8
Community H	20	50	17		13

A superintendent should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

	1	2	3	4	5
Community A	57	29	14		
Community B	78	13	9		
Community C	80	17			3
Community D	79	17	4		
Community E	83	17			
Community F	86	14			
Community G	86	7	7		
Community H	77	23			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 35

ITEMS 36 AND 37 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal maintains close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding school.

	1	2	3	4	5
Community A		15	62	15	8
Community B	27	23	32	5	14
Community C	31	28	31		10
Community D	17	42	29	12	
Community E		39	50		11
Community F	5	25	45	10	15
Community G	16	7	46		31
Community H	10	20	63	3	3

A principal should maintain close contact with officials of the news media and others in position to facilitate dissemination of information and its interpretation regarding the school.

	1	2	3	4	5
Community A	54	46			
Community B	68	9	18	5	
Community C	59	31	3	3	3
Community D	54	29	8	4	4
Community E	44	58	6		
Community F	70	30			
Community G	92		8		
Community H	60	33	3	3	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 36

ITEMS 12 AND 13 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent informs the community of the needs of the school for the development of the best program.

	1	2	3	4	5
Community A	7	29	64		
Community B	52	35	9	4	
Community C	55	28	17		
Community D	46	29	21		4
Community E	53	35	12		
Community F	24	33	43		
Community G	92	23			15
Community H	17	55	28		

A superintendent should inform the community of the needs of the school for the development of the best program.

	1	2	3	4	5
Community A	100				
Community B	96		4		
Community C	93	7			
Community D	97	3			
Community E	94	6			
Community F	90	10			
Community G	100				
Community H	93	7			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 37

ITEMS 38 AND 39 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal informs the community of the needs of the school for the development of the best program.

	1	2	3	4	5
Community A	8	8	46	38	
Community B	18	23	36	9	14
Community C	21	35	41	3	
Community D	12	42	33		12
Community E	17	22	44	11	6
Community F		20	45	30	5
Community G	16		46	7	31
Community H		27	60	3	10

The principal should inform the community of the needs of the school for the development of the best program.

	1	2	3	4	5
Community A	54	31	15		
Community B	59	18	9	14	
Community C	41	38	14	7	
Community D	66	17	12	4	
Community E	50	44	6		
Community F	55	35	10		
Community G	70	15	15		
Community H	60	30	7	3	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 38

ITEMS 14 AND 15 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent encourages people in the community to participate in school affairs.

	1	2	3	4	5
Community A	8	8	77	8	
Community B	44	30	22		4
Community C	73	17	10		
Community D	21	42	33		4
Community E	65	24	11		
Community F	29	29	29	9	4
Community G	62	31	7		
Community H	27	47	23		3

A superintendent should encourage people in a community to participate in school affairs.

	1	2	3	4	5
Community A	92	8			
Community B	79	22	4		
Community C	93	7			
Community D	75	21	4		
Community E	88	12			
Community F	76	24			
Community G	100				
Community H	83	17			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 39

ITEMS 40 AND 41 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal encourages people in the community to participate in school affairs.

	1	2	3	4	5
Community A	8	8	69		15
Community B	18	41	27		14
Community C	52	38	10		
Community D	25	42	33		
Community E	28	22	39	5	5
Community F	5	35	60		
Community G	15	54	15		15
Community H	17	40	40		3

A principal should encourage people in a community to participate in school affairs.

	1	2	3	4	5
Community A	77	23			
Community B	68	27	5		
Community C	86	11	3		
Community D	62	33	4		
Community E	78	22			
Community F	70	25			5
Community G	15	54	15		15
Community H	77	20	3		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 40

ITEMS 16 AND 17 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The superintendent interacts and exchanges ideas with community leaders and influentials.

	1	2	3	4	5
Community A		14	79	7	
Community B	22	48	26		4
Community C	25	32	32		11
Community D	12	46	33	3	3
Community E	22	50	22	6	
Community F	19	33	38	5	5
Community G	38	23	31		8
Community H	17	47	33		3

A superintendent should interact and exchange ideas with community leaders and influentials.

	1	2	3	4	5
Community A	64	36			
Community B	83	17			
Community C	86	11			3
Community D	79	21			
Community E	59	41			
Community F	81	19			
Community G	85	15			
Community H	73	24	3		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 41

ITEMS 42 AND 43 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The principal interacts and exchanges ideas with community leaders and influentials.

	1	2	3	4	5
Community A	7		57	36	
Community B	14	9	59		18
Community C	21	48	31		
Community D	4	33	54		8
Community E	12	17	44	22	5
Community F	5	20	50	20	5
Community G	15	8	46	8	23
Community H	13	23	54	3	7

A principal should interact and exchange ideas with community leaders and influentials.

	1	2	3	4	5
Community A	38	62			
Community B	55	36	9		
Community C	55	41	4		
Community D	42	54	4		
Community E	44	56			
Community F	60	40			
Community G	77	23			
Community H	64	23	10	3	

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 42

ITEMS 18 AND 44 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

How would you rate the superintendent's influence in the community in relation to your own influence in the community.

	1	2	3	4
Community A	14	21	43	21
Community B	61	9	4	26
Community C	52	28	7	13
Community D	33	33	22	12
Community E	41	41	6	12
Community F	38	19	19	24
Community G	77	15		8
Community H	47	27	10	16

How would you rate the principal's influence in the community in relation to your own influence in the community.

	1	2	3	4
Community A		8	77	15
Community B	23	5	41	32
Community C	24	45	21	10
Community D	29	34	29	8
Community E		50	39	11
Community F	15	5	50	30
Community G	46	23	15	15
Community H	11	22	48	19

KEY:

1 = More than
2 = Same as
3 = Less than
4 = Do not know

(All Figures Given In Percentages)

TABLE 43

ITEMS 19 AND 20 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

Educational leadership in this community plays a large role in the overall progress of community betterment and improvement.

	1	2	3	4	5
Community A	43	29	29		
Community B	52	39	9		
Community C	66	28	3		3
Community D	79	21			
Community E	56	39		5	
Community F	45	30	25		
Community G	69	31			
Community H	52	38	10		

Educational leadership should play a large role in the overall progress of community and improvement.

	1	2	3	4	5
Community A	86	14			
Community B	74	26			
Community C	80	17	3		
Community D	100				
Community E	67	28	5		
Community F	75	25			
Community G	100				
Community H	83	17			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 44

ITEMS 21 AND 22 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The local citizens and community leaders are involved in school planning.

	1	2	3	4	5
Community A	7	7	79	7	
Community B	12	17	50	12	8
Community C	24	38	38		
Community D	4	38	50	4	4
Community E	5	56	39		
Community F	10	40	45	5	
Community G	8	23	46	15	8
Community H	6	42	52		

The local citizens and community leaders should be involved in school planning.

	1	2	3	4	5
Community A	57	36	7		
Community B	62	25		13	
Community C	87	10	3		
Community D	54	38	8		
Community E	67	33			
Community F	75	25			
Community G	61	15	8	8	8
Community H	74	23	3		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 45

ITEMS 23 AND 24 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The school keeps the public informed as to its goals and achievements other than sport and athletic events.

	1	2	3	4	5
Community A		23	77		
Community B	22	30	48		
Community C	31	48	21		
Community D	8	54	29	4	4
Community E	39	50	11		
Community F	15	40	35	10	
Community G	23	69	8		
Community H	6	57	37		

The school system should keep the public informed as to its goals and achievements other than sport and athletic events.

	1	2	3	4	5
Community A	93	7			
Community B	91	4	4		
Community C	97	3			
Community D	75	25			
Community E	89	11			
Community F	95	5			
Community G	100				
Community H	84	16			

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)

TABLE 46

ITEMS 25 AND 26 OF QUESTIONNAIRE FORM A

INDIVIDUAL COMMUNITY RESPONSES OF

INFORMAL INFLUENTIAL LEADERS

The community uses the school plant and facilities and feels encouraged to do so.

	1	2	3	4	5
Community A	7	29	50	14	
Community B	4	13	65	17	
Community C	3	17	73	7	
Community D	8	17	63	4	4
Community E	39	22	39		
Community F	15	30	45	10	
Community G	46	31	15	8	
Community H	32	48	16		3

The community should make use of the school plant and facilities and should be encouraged to do so.

	1	2	3	4	5
Community A	50	43	7		
Community B	48	17	22	13	
Community C	45	48	7		
Community D	29	59	12		
Community E	50	50			
Community F	50	25	25		
Community G	62	23	15		
Community H	67	23	10		

KEY:

1 = Agree completely, all of the time
2 = Agree moderately, most of the time
3 = Disagree moderately, some of the time
4 = Disagree completely, none of the time
5 = Do not know

(All Figures Given In Percentages)