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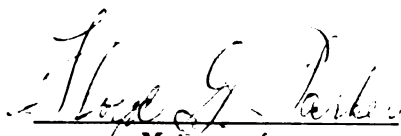
Superintendents' Perceptions of
Decision-Making in the Iranian Schools

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ABSTRACT

SUPERINTENDENTS' PERCEPTIONS OF DECISION-MAKING
IN THE IRANIAN SCHOOLS

by Mohammad Ali Toussi

Purpose of the study. The purpose of this study was to examine the pattern of administrative practices in the Iranian educational system with special attention on the analysis of the role of five important educational positions in the system. Further purposes were to review the literature and to trace the development of the role concept which served as pivotal theoretical tool for this research.

Procedure. The study was conducted in Iran on a nationwide sampling basis. The subjects were the school superintendents of one hundred and thirty school districts. The questionnaire technique was used for the collection of information and a simple chi-square test was applied for the analysis of the collected data. The hypothesis of no association between eleven independent variables and the perceptions of the school superintendents was tested in each of the seventeen areas of educational activities specified in the questionnaire.

Major findings. The analysis of the data revealed the following findings:

1. In most areas of educational activities, the independent variable of the superintendents' length of administrative experience made a significant

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difference in the perceptions of the superintendents of the role of one or more of the five educational positions.

2. The independent variable of experience in traveling abroad consistently influenced the superintendents' perceptions of the role of the Ministry of Education.
3. The superintendents' professional preparation was revealed to be an insignificant independent variable in the perceptions of the superintendents.
4. In the areas related to instruction and school curricula, a significant number of the superintendents perceived a considerable role for the teacher.
5. The superintendents perceived a highly significant role for superintendent in nearly all areas of educational activities.
6. The superintendents' perceptions favored a limited role for provincial general-director of education in most areas of educational activities.
7. In areas of instruction, personnel, and general administration of the school building, the perceptions of the superintendents strongly favored a considerable role for the building principal.
8. In most areas of educational activities, the superintendents' perceptions of the Ministry of Educa-

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tion's role favored limited participation or remained indecisive in direction.

Conclusions. In many areas of educational activities, the perceptual expectations of the superintendents were in divergence with the officially prescribed responsibilities for each one of the five positions. The superintendents' perceptions of the role of teacher, principal, and district superintendent, on the other hand, indicate a certain degree of readiness for local administrative autonomy in the district.

Recommendations for further research. In order to complete the role analysis in the educational structure of Iran, the following areas of research are recommended:

1. To conduct studies of similar nature to this study to investigate the perceptual expectations of teachers, principals, provincial general-directors of education, and top administrators in the Ministry of Education of their own and others' roles in the areas of educational activities.
2. To explore the power referent in decision-making on the part of the district superintendents.
3. To identify the legitimizing sources for the educational decisions through the perceptions of the superintendents.
4. To explore the "zone of acceptance" of the subordinate positions in the Iranian educational system as perceived by the superintendents.

**SUPERINTENDENTS' PERCEPTIONS OF DECISION-MAKING
IN THE IRANIAN SCHOOLS**

**By
Mohammad Ali Toussi**

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CHAPTER I

INTRODUCTION

The traditional view of education as an art is gradually being replaced by the emerging and growing force of education as a science. Along with other fields of human endeavor, the developing discipline of education has made attempts to acquire more solid ground for its expected and extended services. To this end education, in cooperation with other fields of social sciences, has explored objectively human behavior. The exploration has consequently resulted in substantially accumulated findings which have made possible a more objective analysis of human behavior in relation to the organizational structure characteristics of the present time.

Accurate knowledge of the impact of highly organized patterns of relationships on the actions of the individuals within the established system of relationships is an aim which has drawn a considerable amount of professional attention in the field of education. This study is also guided by that same goal and the assumption that adequate objective knowledge of human behavior could lead into a relatively more accurate prediction of human actions.

In any educational system where a number of human individuals are formally engaged in the performance of educa-

tional activities, there is a great need for illuminating and penetrating knowledge of human behavior generated within the organizational structure. This study was undertaken in response to the compelling need for a better understanding of the "organizational behavior" of people who constitute the human elements of the Iranian educational system.

In the first chapter, besides the statement of the problem which immediately follows, the context of the research will be presented. In the second chapter a review of pertinent studies related to role concept and decision-making will be stated. The methodology and research technique used in the study will be discussed in chapter three. In chapters four and five the results and findings of the study will be reported. The final chapter will include the conclusions, implications and the recommendations.

STATEMENT OF THE PROBLEM

The inception of the modern era of education in Iran started with the establishment of the constitutional government in 1906. During the last several decades the national system of education, through continuous contact and educational intercourse with the Western world and the leading European institutions of higher learning, has evolved into a giant bureaucratic establishment which attempts to optimally serve the educational needs of the nation.

Along with the development of the Ministry of Education and in line with the expansion of the educational serv-

ices, constituting the Ministry's fundamental functions, an elaborate system of administrative machinery came into existence. The present educational administration with centralized orientation has permeated and influenced the end results of the educational endeavors throughout the country. It has developed a political structure with power radiating down from top to bottom. This organizational structure has perpetuated itself with gradual increase in power and size. On the other hand, this structure has never been evaluated in light of the specific purposes which it is to accomplish. Up to the present time it has not been scientifically established to what extent the existing administrative structure is capable of promoting and furthering the educational goals set for the organization. Consequently, there is a lack of objective evidence as to its effectiveness and efficiency.

It was under these conditions that the present study was formulated. The study attempted to explore the following areas as they relate to school and administrative practices:

1. How appropriate is the existing administrative pattern of the Iranian public schools specifically in respect to formulation of educational decisions?
2. What are some of the social and behavioral set of variables which influence the administrative practices in the Iranian public school system specifically in connection with decision-making pro-

cesses?

3. What are the superintendents' perceptions of the role of classroom teacher, building principal, district superintendent, provincial general-director of education, and the national Ministry of Education in respect to certain areas of educational activities?
4. Finally, development of statements for further research exploration and recommendations for effective performance of the position of superintendency in the Iranian public school system.

The design of the study limited the analysis of the data to provide an objective explanation for certain areas of educational activities performed by the respective educational positions. To this effect the study was more of exploratory nature than of hypothesis testing. It was hoped that the discovery of certain significant variables associated with decision-making processes would clearly determine the areas in need of more vigorous study and research.

In order to properly set the present study in perspective, a descriptive analysis of the social context where research was conducted will be given in the following section.

CONTEXT AND RESEARCH SETTING

Structure of the Government

Iran is a constitutional parliamentary monarchy modeled after the Belgian pattern of government. The Constitution of

December, 1906, and the Supplementary Constitutional Law of October, 1907, have remained the basis of the political system of Iran up to the present day.

Constitutionally under the Shah, who acts as chief of State and Commander of the Armed Forces, the power of the state is distributed among the judicial, legislative, and executive branches of the government.¹

According to the Constitution the executive body of the Iranian State is a Council of Ministers, presided over by a Prime Minister. The Prime Minister and his cabinet members are chosen by the Parliament and appointed by the Royal Decree. Consequently, the executive branch is responsible to the Parliament, the two legislative bodies of National Assembly and the Senate, for the general matters and the state of the country (Article 60 of the Supplementary Constitutional Law).

The executive power at the administrative and policy-making levels is, therefore, exercised by the Prime Minister and his Council of Ministers. The Council of Ministers is responsible for the implementation of decisions made and policies adopted by the legislative branch. The executive branch of the government, in turn, functions through a number of Ministries established according to the mandate of law. Each Ministry's governmental functions and responsibilities

¹ The Articles 26, 27, and 28 of the Supplementary Constitutional Law of October, 1907, amended in December, 1925, govern the division and separation of power. The complete text of the Constitution of 1906 and the Supplementary Constitutional Law of 1907 can be found in L. P. Elwell-Sutton, Modern Iran, (London: George Routledge and Son, 1941).

are outlined by law.

For administrative purposes the country is divided into a number of territorial administrative units directly attached and immediately responsible to the central government through the respective Ministries. Each territorial unit (province) is subdivided into districts which, in turn, are broken into a group of villages and settlements.

Normally the provincial governor-general and district governor are appointed by the central government. The central government directly staffs the local administrative units with personnel who are on permanent civil service employment.

Educational Structure

Article 19 of the Supplementary Constitutional Law provides for the institution of schools at the expense of the State. It specifically puts all primary and higher schools, including secondary schools, under the general direction and supervision of the Ministry of Education.² The functions and responsibilities of the Minister of Education are defined by Article 2 of Chapter II of Organic Law of the Ministry of Education adopted in July, 1910. The Minister's responsibilities are as follows:³

²Ibid., p. 205.

³Ministry of Education, Yearbook and Statistical Report for 1934-35 and 1935-36, (Tehran: Chaap Company, 1936), p. 4.

1. Proper expenditure of public funds.
2. Execution of laws pertaining to the promotion of education and proper handling of endowments.
3. Preparations for and execution of compulsory elementary education and promotion of secondary and higher education.
4. Organization and establishment of provincial departments and district offices of education.
5. Promotion and strengthening of educational relations with other countries.

As a result, Iran has developed a central Ministry of Education with authority on all phases of education for the entire country from the standpoint of both administration and control. However, the Ministry of Education for administrative purposes delegates parts of its authority to the provincial departments of education, thirteen provinces in the country; and they, in turn, delegate authority to district and village offices of education.⁴

The details of organization of public education and assignment of responsibilities have been laid down in the Basic Educational Law of October, 1911. It is in this Law that public education is stipulated to be compulsory and free (Articles 3 and 4). Despite the fact that public education is free and compulsory, its impact and benefits have not been extensively and universally extended to every individual in the nation. In the following portion of this section, one of the significant deterring factors for universal education will be presented.

⁴Ministry of Education, Reply to Questionnaire on Facilities for Education in Rural Areas, (Tehran: Ministry of Education Press, May, 1958), p. 5.

Philosophical Orientation. Iran has inherited some of the undesirable consequences of the authoritarian system of education based on a theory of encyclopedia of knowledge. The unfortunate outcome of the encyclopedic orientation has been the establishment of a system which produces a relatively small group of intellectual elite to guide the affairs of the masses. The holding power of the school is weak in general and negligible in rural portions of the country. According to the statistics published by the Ministry of Education, more than half of the children of elementary school age in towns and villages did not attend school in the academic year of 1958-59.⁵

The basic philosophy of the Iranian educational system, which aims at training an intellectual elite to occupy the directing positions in society, receives its support from a highly authoritarian culture. Traditions are used for legitimization of sorting out the future leaders from the followers. Poems, proverbs, adages, and many other unexamined cultural patterns support this selective process. The famed Persian poet Saadi is quoted: "Waste not thy labor in scattering seed upon a briny soil, for it can never be made to yield spikenard."⁶

⁵Ministry of Education, Statistics on Pupil Enrollment in 1958-59, (Tehran: Ministry of Education Press, 1959) p.23.

⁶Herbert H. Vreeland (ed.), Iran, (New Haven: Human Relations Area Files, 1957), p. 78.

In an appraisal of education in Iran, the Overseas Consultants pointed out that the principal weakness of public education in Iran lies in the fundamentals of educational philosophy penetrating the entire system.⁷ The adoption of an educational philosophy which is in line with the needs and opportunities of the time was one of the recommendations made by the Overseas Consultants to the government of Iran. Besides the philosophical orientation there are other elements such as geographical vastness of the country, sparsely populated communities, insufficient transportation facilities, recruiting children to labor force at early age, especially in rural areas, and traditional opinion that home is the place for the female segment of the society, which help to bar children from attending schools. Under these conditions the Ministry of Education is responsible for compulsory free education. In the following portion of this section the administrative set-up of the Ministry of Education will be presented.

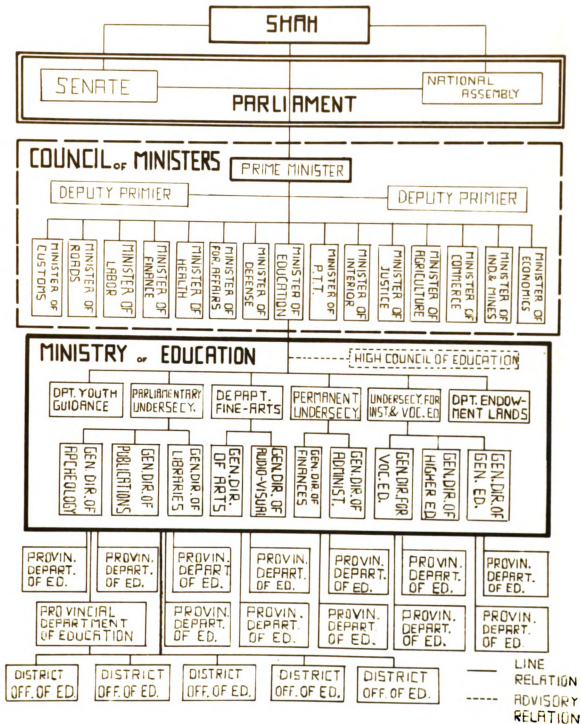
Administration of Education. Under the legal sanction of the Administrative Law of the Ministry of Education, 1911, the Ministry of Education is organized. (See the schematic organizational chart of the Ministry of Education on page 10).

The Ministry of Education is headed by the Minister of Education who is a political appointee and a member of the

⁷Overseas Consultants, Inc., Reporting on Seven-Year Development Plan for the Plan Organization of the Imperial Government of Iran, Volume II, (New York: Harper and Brothers, 1949), p. 84.

ORGANIZATIONAL CHART

MINISTRY OF EDUCATION IN RELATION TO THE GOVERNMENTAL STRUCTURE



Council of Ministers. As a result of the political incumbency, the tenure of the office is entirely dependent upon the stability of the incumbent government. Within the period of 1943 to 1953 twenty-seven persons occupied the office of the Minister of Education.⁸

Immediately below the Minister of Education there are a number of under-secretaries and general-directors exercising technical and administrative supervision over the sub-section of the Ministry of Education. The provincial departments and district offices of education are directly responsible to the Ministry of Education. No provincial department or district office of education is responsible to the local citizen in the performance of their educational responsibilities. At no level do the local communities participate in the affairs of education.⁹ The functions and responsibilities of the provincial department and the district office of education are outlined by the Ministerial Decree of September, 1956. The full text of this Decree will be found in the appendices A and B.

There are thirteen provincial departments and one hundred and thirty district offices of education in the country. In each province there will be a number of districts. The population and the geographical territory of the districts

⁸All Kanni, Educational Organization of Iran, (Tehran: University Press, 1957), pp. 25-26.

⁹Herbert H. Vreeland, op. cit., p. 78.

vary. A district is normally small enough to be under the full control of its administrative structure, and generally any point of its territory is within a day's march of the center of the district.¹⁰

In each district individual school buildings form an educational unit. The building principal is appointed by the district superintendent in conformity to the laws and regulations of the Ministry of Education. Consequently, the building principal is responsible to the district office of education and the Ministry of Education. A complete text of the elementary and secondary school principals' functions and responsibilities will be found in Appendices C and D.

In each school building the classroom teachers are responsible for the execution of the official school curricula and the principal's recommendations in respect to the school educational activities. In the area of administration they are required to cooperate with the principal and assistant principal. A complete text of the teacher's functions and responsibilities is reported in Appendix E.

It appears that the educational administration in Iran is considerably centralized with the Ministry of Education possessing highest authority. The relatively rigid control of the Ministry of Education leaves limited decision-making power to the provincial departments and district offices of education. It is also evident that the present educational

¹⁰Ibid., p. 63.

administration under the legal control of a single national politico-administrative structure is unduly standardized. It may discourage professional leadership and community interest in the educational activities.

The influence of the present administrative practices upon the behavior and perceptions of the district superintendents in respect to authority relations and as they relate to making educational decisions is of prime consideration for this study.

In the next chapter a review of pertinent literature related to role behavior and the process of decision-making will be presented.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents a review of selected literature related to the study undertaken. The literature reviewed included those studies relating to role behavior and decision-making processes. No attempt has been made to include a large number of studies in this review of literature. Rather, it has been the aim to include those studies and theoretical contributions which appeared essential for a logical and coherent presentation of the theoretical development leading to the formulation of the concept basic to this study.

Inasmuch as two rather distinct entities are involved in the study, the review of literature will be presented in two parts. Part one is to be concerned with research and empirical studies on the role concept, and part two is to include studies covering the area of decision-making.

Role Concept. A systematic review of literature since the inception of the twentieth century reveals that the first twenty years were rather sterile as far as the role concept is concerned. However, the social psychologists even before the turn of the century laid down the genetic ground for the concept. They began to emphasize the concept of self as the basic element in the development of the personality in a process of symbolic interaction. The importance of the in-

dividual's attitude toward himself as is determined by the attitudes and expectations of others toward him was also stressed.

The basic inquiries of the concept were based on a wide methodological approach. The early studies of role relied on "analytical induction" as the basic instrument of inquiry. James,¹¹ as a leading representative of this group, made reference to the formulation of the concept role. He conceived four elements for personality: the material self, the social self, the spiritual self, and the pure ego. Of particular relevance to the concept of role is his description of the development of the social self. James equates the social self with the image of a man in the eyes of his own "set" which exalts or condemns him as he conforms or does not conform to certain requirements.

The social interactionists followed the path trod by James. They attempted to put the self, role, and interaction on an empirical position. Baldwin,¹² a member of the interactionist group, emphasized the language as the basic element in the process of socialization and the development of self. Not long afterward Cooley,¹³ using limited observation as the

¹¹William James, Psychology, (New York: Henry Holt, 1892), pp. 177-183.

¹²James M. Baldwin, Mental Development in the Child in the Race, (New York: Macmillan, 1898), pp. 100-160.

¹³Charles Cooley, Human Nature and Social Order, (New York: Scribners, 1902), pp. 136-168.

method of inquiry, developed the notion of self and came up with the description of "looking glass self."

The fundamental theoretical framework of the role concept was laid down by Mead.¹⁴ Following Mead's idea of "taking the role of the other," a great emphasis was given to "self-other" context in which human behavior occurs in terms of roles. This phenomenon of the rise of the self in the social context received considerable attention from the social psychologists following the exploratory work of Mead. The social psychologists concluded that the individual's self is his consciousness of his acts and thoughts as they are related to others.

Along with the impetus given to the concept role by the social psychologists, the students of anthropology made some remarkable contributions to the clarification of the concept as it is seen in societies of less industrial and technological complexities. They worked with the concept role in terms of normative culture patterns and explained role as product of culture defined by the behavior of others. Linton¹⁵ maintains that the normative patterns of behavior that are culturally defined regulate the relationships between person and person as well as between individual and society. Each position occupied by an individual specifies

¹⁴G. H. Mead, Mind, Self and Society, (Chicago: University of Chicago Press, 1934), pp. 135-222.

¹⁵Ralph Linton, The Study of Man, (New York: Appleton-Century, 1936), pp. 113-131.

a role for him, but he cannot play all the roles associated with those positions at the same time. Linton associates role with status and argues that these two are quite inseparable and one does not imply much without the other.

Sarbin,¹⁶ a noted social psychologist, does not deny the importance of culture in the determination of human conduct; however, he distinguishes the role theory as an independent theory that draws much of its material from society, culture, and personality. He regards human behavior as the interaction of self and role and defines role as a patterned sequence of learned actions or deeds performed by a person in an interaction situation.

With the enriching theoretical contribution given to the concept role it was felt necessary to further the usefulness of the concept by applying it to the explanation and prediction of human behavior. The tendency originated a large volume of research in large and small organizations in government and industry. The most vigorous analysis of social systems in terms of role has been done by Parsons. Parsons and Shils¹⁷ treat the social system primarily as a system of roles. They define role as a sector of the individual actor's total system of action which is the point of contact between

¹⁶Theodore R. Sarbin, Role Theory, in G. Lindzey, Handbook of Social Psychology, Volume I, (Cambridge: Addison-Wesley, 1954), pp. 223-255.

¹⁷Talcott Parsons and E. A. Shils, Toward a General Theory of Action, (Cambridge: Harvard University Press, 1952), p. 54.

the system of action of the individual actor and the social system. Stodgill¹⁸ defines the role in terms of a set of expectations exhibited by the members of a group in relation to the occupant of a position. He sees at least three factors which operate in structuring those expectations that define a member's role in a group. First, is the nature of the position the member in the group occupies. Second, is the demand made upon him by the members as a result of changes in the structural and operational requirements of the group. Third, is the member's perceptions of the kind of person he is.

Reisman¹⁹ in an examination of role concept in bureaucracy in terms of a given social milieu and person's experience and values, found that the subjects (bureaucrats) exhibited allegiance not only to their job and the government which employs them, but also to professional organizations, to particular people who are serviced or regulated by their bureau, and to other social constellations within the community. The significance of this study lies in the fact that members of an organized group may choose their reference group outside the organization.

In the broad frame of reference of social organization

¹⁸Ralph M. Stodgill, Individual Behavior and Group Achievement, (New York: Oxford University Press, 1959), p. 129.

¹⁹Leonard Reisman, "A Study of Role Conception in Bureaucracy," Social Forces, 27:305-310, 1941.

Jacobson²⁰ made a study to determine which past role behavior is reflected in current attitudes and perceptions of position incumbents. He found that when people change to new positions, the attitudes and perceptions with which they operate are in part a "carry-over" from their past role behaviors, and that people's experience in earlier positions provides a frame of reference for their adapting to new role expectations. The findings of this research clearly support the influence of the previous experiences of the individuals in their behavior when they change positions in organizations.

Although literature in public administration is increasingly concerned with human relations, comparatively few of the articles reported during the recent years deal directly with empirical research. This condition reflects itself in studies dealing with educational administration. However, there are some notable studies made which have shed light on the administrative processes. Coladarci and Getzels²¹ conceive of administration structurally as hierarchy of subordinate-superordinate relationships within an institution. This hierarchy is functionally the locus for allocating and integrating role and facilities in order to achieve institu-

²⁰Eugene Jacobson, W. W. Charters, Jr., and S. Lieberman, "The Use of the Role Concept in the Study of Complex Organization," Journal of Social Issues, 7:18-27, 1951.

²¹A. P. Coladarci and J. W. Getzels, The Use of Theory in Educational Administration, Educational Administration Monograph No. 5, (Palo Alto: Stanford University Press, 1955).

tional goals. In this relationship, three dimensions are of crucial importance: (a) the authority dimension, that is, the source of the superordinate's dominance and the subordinate's acceptance of it. In the educational enterprise, the source must spring from rational rather than from traditional or charismatic considerations; (b) the scope dimension, that is, the range of roles and facilities legitimately included within the interaction. These must be functionally specific rather than functionally diffuse; and (c) the affectivity dimension, that is, distinctive character of the personal relationship. This should be universalistic rather than particularistic.

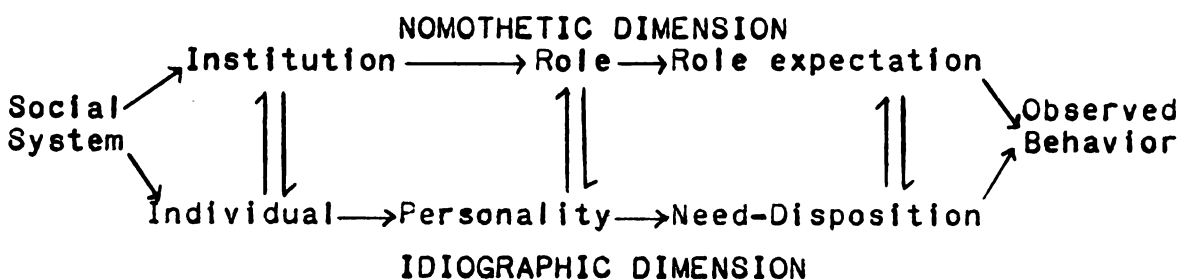
The general theoretical treatment of administration constructed by Coladarci and Getzels helped Getzels and Guba²² develop the concept of the school as a social system with a large number of sub-systems, all of which could be described in terms of role and role hierarchies of the members of the organization. They propose the following concept for the apprehension of social behavior: there are first institutions with certain roles and expectations that will fulfill the goal of the system; second, inhabiting the system there are the individuals with certain personalities and need-disposition, whose interactions comprise what we generally call "social behavior."

²²J. W. Getzels and E. G. Guba, "Social Behavior and Administrative Process," School Review, 65:423-441, 1957.

The development of theoretical tools for the understanding of organizational behavior based on two conceptually independent and phenomenally interactive concepts of institutional expectations and individual need-disposition and personality by Getzels and Guba was put to empirical test by Moser.²³ In a study of school administration Moser investigated the administrator's perceptions of their own and other's leadership style, agreement or disagreement on role definition, rating of effectiveness, and confidence in leadership and satisfaction. Among his major findings were the following: superintendents and principals profess preference for transactional, idiographic, nomothetic behavior in that order.²⁴ Superintendents; and principals' professed leadership styles are found in close agreement when each role in-

²³Robert P. Moser, "A Study of the Effects of Superintendent-Principal Interaction upon Principal-Teacher Interaction in Selected Middle-Sized School Systems," (Unpublished Doctor's Thesis, University of Chicago, Chicago, 1957).

²⁴According to the model developed by Getzels and Guba, social behavior is held to be a function of the following major elements: institution, role, and role expectation which together constitute nomothetic dimension of activity in a social system; and individual, personality and need-disposition which together constitute the idiographic dimension. Transactional dimension is a synthesized dimension between nomothetic and idiographic. This may be pictorially represented by the model shown below:



cumbent defines his own behavior. Wide difference appears, however, between the superintendent's professed style and his perception of the principal's style. Both superintendents and principals are more specific in their expectations for the principal's behavior than for the superintendent's. This means that the superintendents' behavior is less restricted by the expectations of their principals; they as compared to the principals, enjoy a wide latitude of behavior choice for carrying out their roles. Superintendents express highest confidence in and give the highest effectiveness ratings to those principals whom they perceive as exhibiting transactional behavior. Superintendents express less confidence in and give the lowest effectiveness ratings to principals whom they perceive as exhibiting idiographic behavior. Principals tend to emphasize idiographic behavior in dealing with teachers and nomothetic behavior in their relations with the superintendent. This means that the principal is subjected to different expectations from his superintendent than from his teachers and that the principal behaves differently with his superiors than with his subordinates.

In another study concerned with idiographic and nomothetic leadership styles, Willower²⁵ empirically investigated situations where an administrator intermediate in the organizational hierarchy may be faced with divergent expectations

²⁵Donald Willower, "The Development of Hypotheses from A Theoretical Framework and A Test of Certain of Them Concerning Idiographic and Nomothetic Leaders' Perception of Subordinates," (Unpublished Doctor's Thesis, University of Buffalo, Buffalo, 1959).

from those above and below him in the hierarchy. He found that administrators employing an idiographic leadership style, more concerned with subordinate needs, yet confronted with superordinate authority, might find this kind of conflict situation more difficult than would administrators employing a nomothetic leadership style. Administrators employing an idiographic leadership style will tend to identify with their profession more strongly than will administrators employing an idiographic leadership style. Administrators employing an idiographic leadership style will tend to base their administrative decisions on the profession's criteria or on professional grounds to a greater extent than will administrators employing a nomothetic leadership style. On the other hand, administrators employing nomothetic leadership style will tend to base their administrative decisions on organizational criteria to a greater extent than will administrators employing an idiographic leadership style. And finally, administrators employing an idiographic leadership style will tend to regard subordinate as professional to a greater extent than will administrators employing a nomothetic leadership style.

The specificity of the role of the top administrator of a public school system was investigated by Conrad.²⁶ His findings indicate first, that definitions of the role of

²⁶Richard Conrad, "The Administrative Role: A Sociological Study of Leadership in a Public School System," (Unpublished Doctor's Thesis, Stanford University, Palo Alto, California, 1951).

superintendents vary with the position of the people in the school system and with the social areas in the community, and second, the superintendent's role behavior is significantly influenced by consideration of how his action would affect the total situation in which he operates.

The superintendent's leadership role in improvement of instruction was studied by Sweitzer.²⁷ The investigator also attempted to discover the nature and extent of agreement among the role expectations and among the role perceptions held by various reference groups concerning the superintendent's role, the extent to which role expectations were fulfilled, and the relationship between the fulfillment of role expectations and teacher morale. He found that demands of situation, superintendent's concept of his role and the expectations and perceptions of significant reference groups regarding his role tend to influence the superintendent's role in improving the instructional program of the school. Further findings of the study indicated that superintendents, principals, and teachers tend to view the relative desirability of different styles of leadership for superintendent in the same way. In order of most to least desirable, these status group members ranked the leadership style for the superintendent in the following manner: (a) work-group centered; (b) other-directed; (c) individual-centered; (d) authority-centered; and (e) in-

²⁷Robert E. Sweitzer, "The Superintendent's Role in Improving Instruction," Administrator's Notebook, Volume VI, No. 8:1-4, April, 1958.

ner-directed. On the other hand, school board members viewed the relative desirability of the five leadership styles, from most to least desirable, in the following order: a, d, e, b, and d. In respect to the pattern of role perception, the data indicated that group membership may have been a more crucial factor in determining role perceptions than was membership in a particular system.

Chase²⁸ in summarizing studies made at the Midwest Administration Center, Cooperative Program in Educational Administration, indicated that there is a close relationship between teachers' evaluations of the leadership given by administrative and supervisory officers and the extent of their satisfaction in working in a given school or school system. Bidwell²⁹ reported similar findings. The convergence of teachers' role expectations toward the administrator and their perceptions of his behavior was accompanied by an expression by these teachers of satisfaction with the teaching situation. Divergence of teachers' role expectations toward the administrator and their perceptions of his behavior were accompanied by an expression of dissatisfaction by the teachers.

²⁸Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, Vol. I, No. 9:1-4, April, 1953.

²⁹C. E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, 29: 41-47, September, 1955.

The divergent expectations or the problem of role conflict has caused considerable research work in organizational roles. A number of investigators have treated the role conflict on the basis of incompatible expectations held by the criterion or reference group or groups as perceived by the role incumbent. Seeman³⁰ maintains that role conflict results from the exposure of the individual in a given position to incompatible behavioral expectations. Gross³¹ and his associates in their exploration of the school superintendent role revealed that in addition to the conflict stemming from simultaneous occupancy of two positions, superintendents were frequently exposed to incongruent expectations as incumbent of single positions. Different school board members had different expectations for their superintendents, as a superintendent, in the same position. In an empirical investigation Hencley³² analyzed the prevailing conflict pattern of school superintendents. He examined congruence in perception and expectations held by school superintendents and their major reference groups with regard to the superintendent's role. He found conflict between the superintend-

³⁰Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, 14:373-380, 1953.

³¹Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis, (New York: Wiley, 1958).

³²Stephen P. Hencley, "The Conflict Pattern of School Superintendents," Administrator's Notebook, Vol. 8, No. 9: 1-4, May 1960.

ents' beliefs regarding their role and their perceptions of the expectations of other reference groups regarding superintendent's role. Superintendents' perceptions of the beliefs of the others and the actual beliefs of others also conflicted, but the actual beliefs of superintendents and of the several reference groups did not specifically differ. These findings clearly indicated that superintendents experience difficulty in assessing accurately the true expectations of others.

Role confusion and conflict, then, grow out of the lack of clarity in role definition, differences in the perception of a role by self and others, and differences in the expectations and demands made upon a role by various criterion or reference group or groups in the systems. Stogdill³³ tends to maintain that the higher the status of an individual in a group, the greater the number of persons and subgroups he must represent and the greater the burden of conflicting demands made upon him.

Despite the fact that the consequences of role conflict are not always easy to understand, a growing body of evidence supports the position that they affect the functioning of individuals as well as the success of the organization or the social system. It is evident that conflict and confusion as to who should do what have serious influences upon the operation of any organization.

³³Stogdill, op. cit., p. 141.

The question of who should do what in the formal organization is closely tied with another phase of administration. The allocation of authority in formation of decisions in any organized group is of considerable importance. In the remaining portion of this chapter, a review of selected literature in decision-making which have bearing on the problem under study will be presented.

Decision-Making. Inasmuch as formation of decision is an integral part of administration, it has been the center of study and examination of many social and behavioral sciences. The contribution of social and behavioral science is the raw material from which important insights are being developed for the inter-disciplinary study of decision-making. However, in spite of the increasing rate of publication on the topic, the scientific study in this field appears to be at an early stage of development. The major part of the literature is to be found in a widely scattered group of writings which encompasses all the areas of social and scientific inquiry. Therefore, in light of the limitations set by the scope of the study, attempts will be made to identify and present only some of the most relevant material and findings.

Although descriptive analysis of the nature of choice and selection of alternatives in human behavior have resulted in a copious accumulation of writings, it was Barnard³⁴ who

³⁴Chester I. Barnard, The Functions of the Executive, (Cambridge: Harvard University Press, 1938), pp. 183-211.

in a vigorous theoretical approach to the organization gave the insightful exposition of decision-making. In his formulation of organizational design, he maintains that acts of decision are characteristics of organization behavior and the process of decision-making is important to the understanding of organization. He makes distinction between two kinds of decisions: organization decision, which can often if not always be delegated, and the personal decision, which a person as a member of an organization has to make. At the same time it should be noted that often the responsibility for an organization decision is not a personal responsibility until assigned. Responsibility for organization decision must be assigned positively and definitely in many cases because the aptness of decision depends upon knowledge of facts and organization purpose and is, therefore, conditioned by organization communication. Then the position is maintained that central or general organization policies are best made at the center of the communication system of the organization, so that formulation of such policies must be assigned to those located at these central positions. Barnard calls persons located at such positions as executive who represent a specialization of the process of making organization decisions. To Barnard there are three distinct occasions for decisions: (a) from authoritative communications from superior; (b) from cases referred for decisions by subordinate; and (c) from cases originating in the initiative of the executive concerned. The occasion of decisions on the

initiative of the executive are the most important test of his capacity. Therefore, Barnard contends, when the occasions for decision arise from above or below the position of executive, others have in advance granted him authority; but when made on his initiative, this may always be questioned, at least tacitly.

Barnard sums up his illuminating analysis of the executive in the organized group in "not deciding questions that are not now pertinent, in not deciding prematurely, in not making decisions that cannot be made effective, and in not making decisions that others should make."³⁵

Another noteworthy analysis of decision-making processes which furthers understanding of administration, is made by Simon.³⁶ Simon maintains that a general theory of administration must include principles of organization that will insure correct decision making, just as it must include principles that will insure effective action. In Simon's exposition of the organization tasks, the persons at the lowest level of the administrative hierarchy, the operatives, have an essential role to play in the accomplishment of the agency's objectives. The administrative and supervisory staff, non-operatives, of an organization participate in the

³⁵Ibid., p. 194.

³⁶Herbert A. Simon, Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization, (New York: Macmillan, 1958), pp. 1-20.

accomplishment of the objectives of the organization to the extent that they influence the decisions of the operatives. He further states that in any study of organization, the operative employees must be at focus of attention, for the success of the structure will be judged by the performance within it.

Simon, being primarily concerned with the objective theoretical basis of administration, expounds the thesis that correct decision is as much a principle of organization as effective action. In reality administration processes, application of organized effort to the group task, are all processes infused with decisions. He stresses the need for a vertical specialization, that is, devision of decision-making duties between operative and supervising personnel, to achieve coordination, to employ greater expertize and to hold operatives responsible for their decisions.

In a specific analysis of the structure of government for education in the United States, Monypenny³⁷ deals with the process of educational policy-making. From the standpoint of a political scientist, he maintains that any policy-making structure may be viewed as having the three related elements of formal structure as set out in law and practice; the groups in the population which have an interest in the

³⁷Phillip Monypenny, "A Political Analysis of Structures for Education Policy-Making," in William P. McLure and Van Miller, Government of Public Education for Adequate Policy-Making, (Urbana: University of Illinois, 1960), pp. 1-21.

policies determined through that structure; and by their representative in the policy-making structure. With elaboration he establishes that any structure has to be understood in terms of goals toward which it is directed, the competition of various groups with respect to the goal, and the relative predominance of groups in the structure of decision.

The structure of educational government has been analyzed by Campbell.³⁸ He maintains that the dynamics of policy-making require an examination of the behavior of persons and social groups more than the study of events, structure, institutions, and ideologies. He urges a workable model or theory which may improve the process of policy-making. In response to the existing need for a model of policy-making process in education, he presents a model which involves the four following stages:

I
Educational policy
results from..

II
Basic social, economic,
political and technolog-
ical forces, often national
and world wide in scope
which produces.....

III
Political activity, extra-legal in
nature. Many groups debate and seek
information, and school leaders exert
influence. These activities, usually
internal at local, state, and national
levels, culminate in..

IV
Formal, legal expression of policy
which represents the value choices
of influentials who participated in
the process.

³⁸Roald F. Campbell, Process of Policy Making within Structures of Educational Government: As Viewed by the Educator, in William P. McLure and Van Miller, Government of Public Education for Adequate Policy Making, (Urbana: University of Illinois, 1960), pp. 59-77.

Griffiths³⁹ in a quest for a theory of administration, makes the assumption that administration is an aspect of life in a social organization. On the basis of this assumption he establishes that the adjectival varieties of administration are more alike than different. He attempts to build a theory of administration in a form of a declarative statement of four basic assumptions: (1) administration is a generalized type of behavior to be found in all human organizations; (2) administration is the process of directing and controlling life in social organization; (3) the basic foundation of administration is to develop and regulate the decision-making process in the most effective manner possible; and finally, (4) the administration works with groups or with individuals with a group referent, not with individuals as such. Of particular relevance to this study is the development of a set of concepts as working tools which are discussed at length. These concepts are the building blocks for the theory. The concepts are: decision-making, organization, perception, communication, power, and authority. Griffiths considers decision-making as the key concept not only because it is more important than other functions, but for that all other functions of administration can best be interpreted in its terms.

³⁹Daniel E. Griffiths, Administrative Theory, (New York: Appleton-Century, 1959), pp. 71-112.

In a very specific and empirical attempt Sharma⁴⁰ completed a study on the examination of the whole question of decision-making from the viewpoint of more than five hundred teachers in all parts of the United States. He investigated teachers' satisfaction from the point of view of teachers' involvement in decision-making. One section of the study relates to the opinion of the participating teachers to indicate who should make the decision without regard to who made them at the time that they were taking part in the study. The results of the study indicate that in thirty-two out of thirty-five activities listed on the questionnaire, the percentage of teachers desiring participation in decision-making by groups of teachers was significantly higher than the percentage reporting participation by such groups. He also found that teacher satisfaction is related directly to the extent to which current practices in decision-making in the teacher's school conformed to the practices which the teacher felt should be followed.

In slightly the same vein, Chase⁴¹ conducted a study concerning the factors affecting the teacher morale. In a sample of over 1800 teachers in two hundred and sixteen school systems in forty-three states, Chase found that teachers who report opportunity to participate regularly and

⁴⁰Chiranjil Lal Sharma, "Who Should Make What Decisions?" Administrator's Notebook, Vol. III, No. 8, pp. 1-4, April, 1955.

⁴¹Francis S. Chase, "The Teacher and Policy-Making," Administrator's Notebook, Vol. I, No. 1, pp. 1-4, May, 1952.

actively in making policies are much more likely to be enthusiastic about their school systems than those who reported limited opportunity to participate.

In another theoretical piece of literature, the administration of the schools is put under piercing analysis. Miller,⁴² borrowing his conceptual tools from The Lonely Crowd, classifies the school administrators into tradition-directed, other-directed, and inner-directed. He indicates that the tradition-directed administration seeks refuge in the orthodox or approved. The precedent of court decisions, social interpretations in conformance with the "American Way," codes of ethics and the standard established by the profession are some of the sources of approval that tradition-directed administration seeks for support of its decision. The other-directed administration seeks to support its decisions on the basis of what others in similar situations do. The guide for this kind of administration is following the middle ground or correct practice. The inner assurance is derived when the administrative actions are tolerantly close to the average. The inner-directed administration does not necessarily seek its judgment to be verified through orthodoxy or popularity or "the golden mean." This kind of administration derives its inner strength from some central core of value which could either be a series of assumptions accept-

⁴²Van Miller, "Inner Direction and the Decision-Maker," The School Executive, Vol. 79:27-29, December, 1959.

ed by the administrator or an intellectual formula to be followed in planning and carrying out action.

Miller expounds that administration calls for making and staying with decisions. Subsequently, within the limits of policy, public expectations and public tolerance, administration is confronted with many decisions. To Miller the matter of knowing how to decide is at the very heart of administrative leadership.

With a more specific association and under the research setting of a community, Goldhammer⁴³ examined the role expectations of the school district officials as they relate to decision-making. He found that the school board members felt that one of their most important roles was that of the pulse of the community. The board members felt that their prime responsibility is to know what the community wanted, to interpret the on-going problems of the schools, and to make their decisions in accordance with these stable policies and values, which formed the basis for good living within the community. They also felt once they had made the decisions in the light of the community values, it was their function to see that the professional staff followed these policies in their operations of schools. This study showed that there exists a complex interrelationship of the people in the policy determining the structure of the schools. In

⁴³Keith Goldhammer, "The Roles of School District Officials in Policy Determination in an Oregon Community," (Unpublished Doctor's Thesis, University of Oregon, Portland, Oregon, 1954).

a similar way Shock⁴⁴ attempted to identify the patterns followed by a school board in making policy decisions. He used the technique of observation and recording of behavior. The major finding of the study was that the subject school board followed a definite pattern in reaching its decisions. When all actions of the board, regardless of type, were considered together the board followed the pattern of accepting the superintendent's recommendations on eighty-six per cent of the agenda items. The finding appears to lend validity to the statement that a school board looks to its superintendent for leadership and guidance in making decisions.

The studies reported in the review of literature and other investigations which have been used for the interpretation of the findings have provided this study with an effective approach which will be presented in the next section.

The Behavioral Approach. One characteristic of this study is in its inter-disciplinary nature. Many of the current practices in educational administration and the findings of this research are explained and interpreted in terms of social and behavioral sciences. As medicine draws from many sciences whatever knowledge concerns the health of people, so behavioral sciences draw from many fields what each can contribute to the central problem of understanding the behavior of man.

⁴⁴Donald P. Shock, "Patterns in the Decision Making Process of a School Board," (Unpublished Doctor's Thesis, Stanford University, Palo Alto, California, 1960).

The behavioral approach has been adopted first for its general usefulness in analyzing clearly the functions performed by school administrators in an actual situation; and secondly, for its reliable theoretical foundations. A sign of growing recognition of the importance of the behavioral approach for the valid study of administration is the introduction of the new area of "administrative role and behavior."⁴⁵

Among many theoretical bases utilized in describing individual behavior in group situations, the concept role has been of great potential value. One indication of its general usefulness and applicability is the fact that so much of past research can be interpreted and understood in its terms. The concept not only opened new areas of knowledge in education; it has also proved its usefulness in better analysis of complex organizations and in understanding of their functioning.⁴⁶ It is strongly advocated that one plausible approach to the study of the structure of an organization is through its constituent personnel and the roles they play in its functioning.⁴⁷ The analysis of standard role prescription,

⁴⁵Francis Chase and E. G. Guba, "Administrative Role and Behavior," Review of Educational Research, 25:281-298, (1955).

⁴⁶Francis G. Cornell and D. J. Inabnit, "Administrative Organization as Social Structure," Progressive Education, 30: No. 31, 29-35, (October, 1952).

⁴⁷Talcott Parsons, "Suggestions for a Sociological Approach to the Theory of Organization," Administrative Science Quarterly, Vol. I, No. 1, pp. 63-85, June, 1956.

role behaviors, and role relationships has also furnished fundamental knowledge for the prediction of attitudes, perceptions, and behaviors of the members of organizations.

Summary. The review of literature supported the importance of role expectations and perceptions upon the behavior of individual members of an organized group. The research findings indicated that the perceptions that members of an organization have of their roles and the roles of others are related to the effectiveness and efficiency of organizational activities. The investigations have shown the undesirable consequences of role conflicts and confusion relative to divergent expectations in a social structure. The review of literature also indicated that the research work on decision-making as it particularly pertains to the public school setting is scanty. Studies are basically concerned with educational administration without any specific emphasis on decision-making processes in terms of role perception. The usefulness of the concept role and the behavioral approach in the analysis of the functions of the organizations was stressed.

CHAPTER III

RESEARCH TECHNIQUE AND DESIGN

The position of the district superintendency was selected as the focus of this study on the following grounds: (a) there is a statutory basis for the existence of the district office of education which entails a formal specification of its relationships to subordinate or superordinate positions in the hierarchical structure of the Ministry of Education; (2) the superintendency is a position which is involved in a number of relationship systems within the district; (3) and finally, the office of district superintendency is a place where the major portion of educational planning comes to life and is put to practice.

Subjects. In order to adequately make the study representative, the one hundred thirty school districts were selected as sample on the basis of the districts' independent and separate subdivisional political status. Every district included in the sample had a town as the center of the district with a district governor residing in it.* Therefore, all the districts legally established by the central government were the subject of this study and constituted the uni-

*A complete list of the school districts in Iran was obtained from the Department of Publication and Statistics of the Ministry of Education in March 1959.

verse as sample.

In all of the one hundred thirty districts there is an established office of education headed by a superintendent appointed by the Ministry of Education. Consequently, a school district as a unit of consideration for this study, is to be described as a uniform system of public elementary and secondary education under the legal control of the Ministry of Education.

Procedure. The questionnaire technique was used to collect necessary data for the research. A questionnaire was constructed in the English language and then translated into the Persian language.⁴⁷ For the purpose of testing the accuracy of the format of the questionnaire, a sample of it was administered to five Persian graduate students studying at Michigan State University, East Lansing, Michigan. Necessary changes in wording and refinement of the content was made as a result of the pretest. The questionnaire along with a cover letter was mailed to every school district in Iran. Respondents were asked to keep their responses anonymous, if they so desired. The questionnaires were coded in order to identify the school districts requiring a follow-up correspondence.

There were seventy-eight responses of which four had to be discarded because of insufficient relevant information. The remaining seventy-four, 57.3 per cent of the entire uni-

⁴⁷See Appendix F.

verse, provided the raw material for analysis. The geographical distribution of the initial and subsequent responses from the thirteen provinces are shown in Table I, page 43.

For the purpose of testing the representativeness of the returned responses, the entire universe was divided into three strata according to the population size. On the basis of control characteristic of population size, as it is indicated in Table II, page 43, a chi-square value of .1195 obtained from comparison of expected and returned questionnaire indicates that the return is not biased with respect to population size. Whether the return is biased in respect to other possible criteria is unknown to this study. Therefore, it is assumed that the result of the study may be limited to the extent that the return is biased in respect to criteria other than population size.

Questionnaire. Before the construction of the questionnaire, the research objectives and the specification of data required to meet those objectives were clearly defined and stated. Then, in order to translate the research objectives into specific questions, the questionnaire was constructed in two distinct parts. The first part was devised to secure fifteen items of general information, considered descriptive independent variables, such as respondent's sex, marital status, age, professional preparation, experience. The second part consisted of seventeen opinion-eliciting questions on important areas of educational activities such as budget, personnel, and instruction. The questions were

TABLE I
GEOGRAPHICAL DISTRIBUTION OF THE DISTRICTS

Geographical Area	Number of Districts in the Province	Number of Responses
Central Province	20	10
First Province	8	3
Second Province	9	5
Third Province	11	8
Fourth Province	7	4
Fifth Province	9	8
Sixth Province	14	6
Seventh Province	13	7
Eighth Province	7	5
Ninth Province	12	7
Tenth Province	8	4
Kurdistan Province	7	2
Blutchestan Province	5	5
Total	130	74

TABLE II
Distribution of School Districts According to Population

Population Group	Districts Received Questionnaire		Districts Returned Questionnaire	
	Number	Per cent	Number	Number Expected
2,000 - 9,999	45	34.61	26	25.6
10,000 - 44,999	69	53.07	36	39.3
45,000 - or more	16	12.32	12	9.1
Total	130	100.00	74	74

Source: The information on population is based on the census of 1956, obtained from the Bureau of Census, Ministry of Interior, Tehran, Iran.

designed to cover a sample of major educational decisions which a superintendent has to make when discharging his official responsibilities.

For convenience in administering the questionnaire, the areas of educational activities were assembled in terms of perceived expected behavior. The items in each area were responded to in terms of a five-point scale ranging from "a great deal," "quite a bit," "a little," "very little," to "not at all" participation in decision-making process.

The five-point opinion scale was used mainly to eliminate any possible limitations, inherent in the two or three-point opinion scale, set on the reaction of the respondent. However, it should be mentioned that for the analysis of data the first two categories of responses, "a great deal" and "quite a bit" were assembled into one category, and the last three categories of responses, "a little," "very little," and "not at all " were put together into one category of response. Processing the data in this way facilitated the chi-square computation and increased the accuracy of the test by increasing the numerical representation in each cell.

Statistical Treatment of the Data. In most cases the chi-square is used to test the significance of the discernible tendencies in the collected data. Whenever the existence of association was large enough to justify a difference in the universe from which the sample was drawn, the null hypothesis, that is, the hypothesis that there exists no association, was set up and tested statistically. The chi-square

test was adopted as the statistical instrument for this study because of its usefulness in exploratory investigations. The chi-square formula used in this study is $\chi^2 = \sum \frac{(f_o - f_t)^2}{f_t}$ where f_o stands for observed frequency and f_t stands for theoretical or expected frequency. The $\sum$ indicates the sum of the proportions of deviations with each proportion weighted by the value of the deviation.

The raw material of the study was processed through the IBM machine and electronic digital computer for the chi-square test result. In cases where the f_t of one cell in 2x2 contingency table was less than five and there was the possibility of distorted and inflated results, the correction for continuity was applied under the following formula:⁴⁸

$$\chi^2 = \frac{(\frac{ab-bc}{a+b} - \frac{1}{2}N)^2 N}{(a+b)(a+c)(b+d)(c+d)}$$

where a, b, c, and d stand for the four cells of the 2x2 contingency table and N represents the total number of observed frequencies.

The test of the hypothesis has been done at the five per cent level of confidence. The five per cent level of

⁴⁸William G. Cochran, "The χ^2 Test of Goodness of Fit," Annals of Mathematical Statistics, 23:315-345, 1952; Don Lewis and C. J. Burke, "The Use and Misuse of the Chi-Square Test," Psychological Bulletin, 46:433-489, November, 1949; G. U. Yule and M. G. Kendall, An Introduction to the Theory of Statistics, (London: Griffin, 1940); and, Allen L. Edwards, "On 'The Use and Misuse of the Chi-Square Test' --The Case of 2x2 Contingency Table," Psychological Bulletin, 46:341-346, 1950.

confidence which simply means that the chances are ninety-five in one hundred that the answers do not vary from the true answers of the universe, has been considered adequate for this study.⁴⁹

⁴⁹G. Milton Smith, A Simplified Guide to Statistics for Psychology and Education, (New York: Rinehard, 1946), p. 89; and NEA Research Division, "Small Sample Techniques," The NEA Research Bulletin, Volume 38, No. 4, p. 1, December, 1960.

CHAPTER IV

I. PROFILE OF THE SCHOOL SUPERINTENDENT

In this chapter a number of personal and professional characteristics of the district superintendency in Iran will be reported. The method for collecting the data, as stated in Chapter III, was a questionnaire responded to by seventy-four superintendents in Iran. The data reported in this chapter are descriptive self-reported information provided by the participating superintendents. No other data collecting device has been used in this study. The contribution of the data collected is in its national sampleness and in the statistical treatment of the responses.

Age Range. The group covers an age range of thirty through fifty-five with sixty-four per cent of the group being between the ages of thirty-five through forty. The median age for the group was thirty-eight years. The median age of the superintendents in the districts of 2,000 to 9,999 in population was thirty-nine years, while that of the superintendents in the districts of 45,000 population or more was forty-two years. Table III, page 48, shows the distribution of the superintendents in different age range.

When the population of the school district was considered, it was found that youthfulness of superintendents has a positive relationship with the smallness of population. Sixty per cent of the superintendents between the age range of

TABLE III
AGE RANGE OF THE SCHOOL SUPERINTENDENTS

Age in Years	Number of Superintendents
30 - 34	11
35 - 39	40
40 - 44	15
45 and more	8
Total	74

thirty to thirty-four, inclusively, were from the districts with less than 10,000 population. More than forty-two per cent of the superintendents with the age of forty-two or more were from the districts of 45,000 population or more.

Marital Status. A total of seventy-one superintendents were married, two were single, and one reported divorced.

Academic Level and Subject of Specialization. Sixty-five out of seventy-four superintendents reported to hold a bachelor's degree. Only one had a doctorate degree. Eight reported holding a high school diploma of some kind.

Some thirty-five per cent held a bachelor's degree in either Persian literature or geography and history. Only nine per cent had a bachelor's degree in philosophy and education; however, some forty per cent were graduated from teacher training colleges.

Major fields of specialization were reported in the following frequencies: Persian literature, fourteen; geography and history, twelve; physics and chemistry, ten; law and philosophy and education, seven each; natural science, five; math-

ematics, four; French language and theology, three each; and engineering, one. Table IV shows the distribution of academic specialization of sixty-five superintendents who hold a bachelor's degree and one superintendent with a doctorate degree. Eight superintendents with a high school diploma do not have any field of specialization.

TABLE IV
DISTRIBUTION OF ACADEMIC LEVEL AND FIELD
OF SPECIALIZATION*

Specialization (Major Field)	Graduate from teacher training colleges		Graduate from university colleges		Total number of superin- tendents
	Degree	Number	Degree	Number	
Philosophy and education	A.B.	7	A.B.	--	7
Law	A.B.	-	A.B.	7	7
Persian Literature	A.B.	4	A.B.	10	14
French language	A.B.	2	A.B.	1	3
Theology**	A.B. & Ph.D.	2	A.B.	1	3
Physics and Chemistry	B.S.	6	B.S.	4	10
Geography and history	A.B.	6	A.B.	6	12
Natural sciences	B.S.	1	B.S.	4	5
Mathematics	B.S.	2	B.S.	2	4
Engineering	B.S.	-	B.S.	1	1
Total college graduates		30		36	66
High school graduates					8
Total					74

* Graduates from teacher training colleges in any academic field receive the same training as graduates from university colleges in addition to some courses in child psychology, principles of education and training, and philosophy of education and training.

**One superintendent has only A.B. and the other has A.B. and Ph.D. degree.

As it is revealed in Table IV, more than half of the school superintendents do not have any formal preparation in the field of education prior to their professional career.

Sequence of Educational Position. The career route to district superintendency starts, in all cases reported, with teaching experience as previous professional involvement. A little less than thirty per cent reported that, at one time, they had been an elementary school teacher, and ninety-four per cent indicated teaching at the secondary level. Nearly ten per cent of the superintendents had only teaching experience as previous educational position to the superintendency. Approximately sixty per cent had teaching and principalship in elementary and/or secondary school as experience prior to superintendency. More than twenty-five per cent of the superintendents had been administrative or technical inspectors prior to their superintendency. Thirty-three per cent held the position of educational representative, assistant superintendent, or acting superintendent before their chief administrative office in the district. Some seventeen per cent reported they had other positions such as business manager, director of elementary or secondary education in the district or provincial office of education before becoming superintendent. The most commonly held positions in the career line of the superintendency were reported in the following frequencies: teaching at secondary levels, ninety-four per cent; high school principalship, fifty-seven per cent; elementary teaching, thirty per cent; technical inspector, twenty-six

per cent; high school assistant principalship, twenty-four per cent; elementary principalship, twenty-two per cent; and district educational representative, twenty per cent.

Career Pattern. Two clear patterns appeared quite discernible. The prevalent pattern is either moving up through the "teaching and principalship" to the district superintendency, or progressing through "teaching, principalship, central office administrative capacities, and finally superintendency."

On the position continuum starting with teaching and ending with superintendency, there are twenty per cent of the superintendents who reported having gone through the progression of "teaching, principalship, to superintendency." The dominant career patterns are shown in Table V.

TABLE V
DOMINANT DISTRIBUTION OF SUPERINTENDENTS' CAREER PATTERNS

Career Pattern	Frequency	Per cent
Teacher-principal-superintendent	15	20
Teacher-principal-inspector-superintendent	13	17
Teacher-principal-central office administrator-superintendent	18	24
Teacher-superintendent	9	12

Length of Educational Experience. Some twenty per cent of all the superintendents participating in the study had five years or less experience; forty-six per cent had ten years or more teaching background prior to their administrative incumbency. Nearly forty-two per cent held administrative offices

for five years or less, while thirty-one per cent held their administrative positions for ten years or more. The median years of experience in school work was seventeen for all of the district superintendents reporting. Only ten per cent had less than ten years of experience in school work. Thirty-four per cent had twenty years or more experience.

Work Experience Outside Education. Only a small percentage of the superintendents had any experience in fields other than education. Even the ten per cent who reported outside occupation held the job on an average of one and one-half years. Indications are that in the career pattern of the superintendency, outside experience does not equal the prevalence of the educational preparation and professional experiences.

Experience, Training, or Travel Abroad. None of the superintendents received professional training or any work experience outside the country. However, twenty-three per cent of them did some traveling abroad. The length of the visit to the foreign lands has a median of four months with the range of one to eight months. Sixty-five per cent of this group visited the United States and some of the European countries. Thirty-one per cent traveled only to neighboring Arab states.

Knowledge of Foreign Languages. Eighty-eight per cent reported an adequate knowledge of one foreign language; twenty per cent indicated sufficient knowledge of two languages, and seven per cent reported insufficient knowledge of two lan-

guages. The foreign languages in order of frequency were: French, fifty-four cases; and English, thirty-eight cases.⁵⁰

Membership in Professional Organization. Only seventeen per cent reported membership in organizations of various nature. The organizations reported are basically societies for the improvement of foreign languages sponsored by language institutes. The median length of membership reported was two years with the range of one year as minimum and seven years as maximum.

Publications. Publications were divided into two categories of original work and translation from foreign literature. Twenty per cent of the superintendents reported that they had published some kind of original work. This included articles for magazines. Six per cent reported publication of material being translated into Persian from foreign sources.

II. DESCRIPTION OF THE SCHOOL DISTRICTS

As indicated in Chapter III, a school district has been taken as a unit of consideration to mean an independent and separate legally-established and recognized entity with political status.

Questions on three independent variables of the pupil

⁵⁰ It should be borne in mind that in the old secondary school curricula, effective till 1956, teaching of the Arabic language was an integral part of the uniform high school program up to the eleventh grade. Consequently, the superintendents in most cases have had at least five to six years of Arabic language in their high school education.

enrollment, professional staff, and the population of the school district, as they related to this study, were included in the questionnaire. In the following portion of this chapter, a statistical description of the school districts as it is determined by the three variables will be presented.

Pupil Enrollment. Nearly forty per cent of the districts had less than 5,000 pupils in elementary and secondary schools under their direct jurisdiction. Thirty-two per cent reported pupil membership of 5,000 to 9,999 in both elementary and secondary schools. The percentage for districts with 10,000 to 19,999 pupils in school was sixteen. Only twelve per cent reported 20,000 or more pupil enrollment. Table VI shows the tabulation of the medians and means of pupil enrollment according to the population of the districts.

TABLE VI

MEDIAN AND MEANS OF PUPIL ENROLLMENT
IN THE DISTRICTS*

District Population	Pupil Enrollment		
	Median	Range of the Median	Mean
2,000 - 9,999	4,000	876 - 7,513	4,102
10,000 - 49,999	6,700	2,566 - 22,756	7,731
45,000 and over	19,586	13,535 - 48,495	25,509

*Enrollment figures include pupils in all schools under the jurisdiction of the district located either in the center of the district or in outskirts and dependent villages. Population figures refer only to the center of the district and do not cover the outskirts and dependent villages.

As Table VI reveals, the range of the medians is from

approximately 4,000 in the small districts to 19,586 pupils in the large districts. The ratio of secondary pupils to the elementary pupils is one to 8.2 in districts with 10,000 or less population. The same ratio for districts of 10,000 to 44,999 population is one to 6.2. In the districts of 45,000 population or more, the ratio stands to be one to 4.5.

Instructional Staff. The size of the instructional staff has a direct relationship with the district population and the pupil enrollment. The median staff for all the districts reporting was 198 teachers. Eight districts had fewer than one hundred teaching personnel; thirteen districts had a staff of 500 or more teachers. The size of instructional staff for districts of various population size is shown in Table VII.

TABLE VII
SIZE OF INSTRUCTIONAL STAFF

District Population	Median of Instructional Staff	
	Without College degree	With College degree
2,000 - 9,999	140	5
10,000 - 44,999	218	15
45,000 and over	668	65

As Table VII points out, the variable of district population has an important relationship with the level of academic training of the instructional staff. The ratio of the median for non-degree instructional staff of the districts with 2,000-9,999 population to the districts with 45,000 and more population is one to 4.7. Whereas, the ratio of the

median for college graduated instructional staff of the same two categories of districts is one to 13.

District Population. The school districts participating in the study are divided into three strata according to the population. However, the districts are not labeled differently. The districts in the first stratum have population of 2,000 to 9,999, with twenty-six districts reported in this category, with the median population of 5,422. The second stratum consists of districts with 10,000 to 44,999 population. Thirty-six districts reported in this category with the population median of 18,061. The third stratum includes the districts of 45,000 or more population. Twelve districts reported in this category with the median of 96,499 population. Table VIII shows the median and median range for each stratum of the districts.

TABLE VIII
MEDIAN AND MEDIAN RANGE FOR DISTRICTS WITH
DIFFERENT POPULATION

Stratum	Median	Median Range
2,000 - 9,999	5,422	2,000 - 9,121
10,000 - 49,999	18,061	10,053 - 44,651
45,000 and over	96,499	47,159 - 241,989

In this chapter a number of personal and professional characteristics of the superintendency and school district in Iran were reported. In the following chapter the results of the study as it relates to the role of superintendent, teacher, principal, general-director of education in the province,

and the Ministry of Education will be presented.

Summary. The data concerning the characteristics of the superintendents and the school districts in Iran were analyzed. The data revealed that the superintendents are relatively young with the majority in their thirties. Most of the superintendents are married and in a large number of cases, the superintendents possess a college degree. They start their professional career by teaching in schools and very few of them enter the profession from other fields than education. Most of the superintendents know at least one foreign language. However, very few are members of professional organizations or produce professional writings.

It was revealed that the smaller the district, the higher the ratio of elementary pupils to secondary pupils. In the same way, the smaller districts have fewer college graduates on their teaching staffs.

CHAPTER V

FINDINGS AND RESULTS

The results of the study will be presented sequentially as they bear on the role of the superintendent, teacher, principal, provincial general-director of education, and the Ministry of Education. The data concerning the incumbents of each position will be treated in two ways: In the first approach, an attempt will be made to test the null hypothesis that there is no significant difference in the superintendents' perceptions of the degree of participation of teacher, principal, superintendent, provincial general-director of education, and Ministry of Education in seventeen areas of educational activities in terms of eleven independent variables. The independent variables are as follows:

1. Age
2. Professional preparation
3. Teaching experience
4. Administrative experience
5. Previous position of principalship
6. Previous position of high administrative responsibilities
7. Travel abroad
8. District total enrollment
9. District secondary enrollment
10. Degree-holding instructional staff
11. District population

The ~~seventeen~~ areas which are considered to cover major educational decisions a superintendent has to make when discharging his official responsibilities are as follows:

1. Preparation and improvement of curriculum
2. Selection of textbooks
3. Adoption of instructional methods
4. Initiation of changes in curriculum
5. Employment of new personnel for the schools
6. Selection of the place of service for the teaching personnel
7. Transfer of teacher from one school to another school
8. Transfer of teacher from one district to another district
9. Suspension and dismissal of teaching personnel
10. Preparation of schools' instructional budget
11. Expenditure of instructional budget of the schools
12. Making necessary changes in the expenditure of allocated budget
13. Formulation of school policies and regulations
14. Solution of educational problems within school building
15. Solution of educational problems of the school district
16. Construction of new school buildings
17. Selection of instructional supplies and equipment for the schools

In the second approach of analyzing the data attempts will be made to reveal overall tendencies in the perceptions of the superintendents of the role of the five educational positions, formerly enumerated, as they relate to the seventeen areas of educational activities stated before.

I. DATA CONCERNING THE SUPERINTENDENT'S ROLE

Data testing the hypothesis that age, previous position of high administrative responsibilities, district total enrollment, and degree-holding instructional staff are not associated with the superintendents' perceptions of the superintendent's role regarding the seventeen educational activities. As Tables IX, X, XI, and XII, pages 60 through 63, reveal, the superintendents' age, previous position of high administrative

TABLE IX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' AGE OF 30-38 VERSUS 39 AND MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.77
Selection of textbooks	3.15 +
Adoption of instructional methods	.56
Initiation of changes in curriculum	1.11
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	1.17
Transfer of teacher from one school to another school	.22
Transfer of teacher from a district to another district	1.24
Suspension and dismissal of instructional personnel	.29
Preparation of schools' instructional budget	1.60
Expenditure of the instructional budget of the schools	.01
Making necessary changes in the expenditure of allocated budget	2.67
Formulation of school policies and regulations	3.51 +
Solution of educational problems within a school building	.07
Solution of educational problems of the school district	.00
Construction of new school buildings	1.07
Selection of instructional supplies and equipment for the schools	3.41 +

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE X

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES VERSUS NO PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.10
Selection of textbooks	2.43
Adoption of instructional methods	.06
Initiation of changes in curriculum	.14
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	2.08
Transfer of teacher from one school to another school	3.06 +
Transfer of teacher from one district to another district	2.08
Suspension and dismissal of teaching personnel	.88
Preparation of schools' instructional budget	.42
Expenditure of the instructional budget of the schools	.02
Making necessary changes in the expenditure of allocated budget	.14
Formulation of school policies and regulations	1.43
Solution of educational problems within a school building	.10
Solution of educational problems of the school district	.00
Construction of new school buildings	.69
Selection of instructional supplies and equipment for the schools	.06

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND DISTRICT TOTAL PUPIL ENROLLMENT OF 5,000 OR LESS VERSUS 5,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.17
Selection of textbooks	1.10
Adoption of instructional methods	.35
Initiation of changes in curriculum	.86
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	.35
Transfer of teacher from one school to another school	.36
Transfer of teacher from one district to another district	2.72
Suspension and dismissal of teaching personnel	2.60
Preparation of schools' instructional budget	.00
Expenditure of the instructional budget of the schools	1.77
Making necessary changes in the expenditure of allocated budget	1.38
Formulation of school policies and regulations	.70
Solution of educational problems within a school building	.06
Solution of educational problems of the school district	.00
Construction of new school buildings	.65
Selection of instructional supplies and equipment for the schools	.14

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .001 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT DEGREE-HOLDING INSTRUCTIONAL STAFF OF 1-14 VERSUS 15 OR MORE

Area of educational activity	Chi-Square Value
Preparation and improvement of curriculum	.59
Selection of textbooks	2.06
Adoption of instructional methods	.04
Initiation of changes in curriculum	3.44 +
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	.40
Transfer of teacher from one school to another school	.20
Transfer of a teacher from one district to another district	2.94 +
Suspension and dismissal of teaching personnel	1.69
Preparation of schools' instructional budget	1.16
Expenditure of the instructional budget of the schools	.03
Making necessary changes in the expenditure of allocated budget	.63
Formulation of school policies and regulations	.02
Solution of educational problems within a school building	.00
Solution of educational problems of the school district	.00
Construction of new school buildings	.54
Selection of instructional supplies and equipment for the schools	2.59

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

responsibilities, district total enrollment, and number of degree-holding instructional staff are not associated with the superintendents' perceptions of the role of superintendent with respect to the seventeen areas of educational activities. The criterion of significance set for this study is at the five per cent level of confidence. Therefore, the hypothesis of no association is upheld.

Data testing the hypothesis that professional preparation of the superintendents is not associated with the superintendents' perceptions of the superintendent's role regarding the seventeen educational activities. Table XIII, page 65, provides one area of educational activity in which the perceptions of the superintendents of the superintendent's role seem to be influenced by the superintendents' professional preparation. The chi-square of 5.83, significant at the two per cent level of confidence, clearly indicates that there is an association between the superintendents' perceptions of the superintendent's role in "expenditure of the instructional budget of the schools" and superintendents' professional preparation. Therefore, the null hypothesis of no association between superintendents' professional preparation and their perceptions of superintendent's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is upheld, an inspection of the pattern of frequencies, shown in Table XIV, page 66, reveals that most superintendents with university college preparation tend to hold that the superintendent should have more influ-

TABLE XIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PROFESSIONAL PREPARATION OF TEACHER TRAINING COLLEGE VERSUS UNIVERSITY COLLEGE

Area of educational activity	Chi-Square Value
Preparation and improvement of curriculum	1.50
Selection of textbooks	.17
Adoption of instructional methods	.04
Initiation of changes in curriculum	1.66
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	.18
Transfer of teacher from one school to another school	.43
Transfer of a teacher from one district to another district	1.49
Suspension and dismissal of teaching personnel	.18
Preparation of schools' instructional budget	.42
Expenditure of the instructional budget of the schools	5.83 **
Making necessary changes in the expenditure of allocated budget	2.20
Formulation of school policies and regulations	.08
Solution of educational problems within a school building	1.89
Solution of educational problems of the school district	.00
Construction of new school buildings	1.21
Selection of instructional supplies and equipment for the schools	.43

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

TABLE XIV

PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
REGARDING "EXPENDITURE OF THE INSTRUCTIONAL BUDGET
OF THE SCHOOLS" AS PERCEIVED BY THE SUPERINTEN-
DENTS

Professional Preparation	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Teacher training college	12 (7.7)	18 (22.3)
University college	5 (9.3)	31 (26.7)
$\chi^2 = 5.83$ $P < .02$		

ence in "expenditure of the instructional budget of the schools." This may be viewed in light of Figure 2, page 89, which shows that on the whole, all superintendents tend to feel that they should influence the "expenditure of the instructional budget of the schools." Where there is a difference among superintendents' perceptions, it is the university college-graduated administrators who tend to hold this opinion strongly.

Data testing the hypothesis that teaching experience of the superintendents is not associated with the superintendents' perceptions of superintendent's role regarding the seventeen educational activities. Table XV, page 68, provides two areas of educational activities in which the perceptions of the superintendents of superintendent's role seem to be influenced by the superintendents' length of teaching experience. The chi-squares of 6.49 and 4.93, significant at the two and five per cent levels of confidence respectively, reveal that there is an association between the superintendents' length of teaching experience and their perceptions of superintendent's role in "transfer of teacher from one school to another school" and "suspension and dismissal of instructional personnel." Therefore, the null hypothesis of no association between the superintendents' length of teaching experience and their perceptions of superintendent's role is rejected in two and upheld in fifteen areas of the educational activities. In the two areas where the association was upheld, an examination of the patterns of frequencies, given in Tables XVI and

TABLE XV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' TEACHING EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.34
Selection of textbooks	.61
Adoption of instructional methods	.03
Initiation of changes in curriculum	3.16 +
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	3.80 +
Transfer of a teacher from one school to another school	6.49 **
Transfer of a teacher from one district to another district	.70
Suspension and dismissal of teaching personnel	4.93 *
Preparation of schools' instructional budget	.42
Expenditure of the instructional budget of the schools	.39
Making necessary changes in the expenditure of allocated budget	.63
Formulation of school policies and regulations	3.45 +
Solution of educational problems within a school building	1.16
Solution of educational problems of the school district	.00
Construction of new school buildings	.45
Selection of instructional supplies and equipment for the schools	2.86 +

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

XVII, pages 70 and 71, indicate that more superintendents with ten years or less of teaching experience tended to hold that the superintendent should have more influence in "transfer of teacher from one school to another school" and "suspension and dismissal of the instructional personnel." In short, the less experienced the superintendent in teaching, the more he tends to think that the superintendent should influence the two educational activities. This may be viewed in light of Figure 2, page 89, which shows that on the whole all superintendents tend to feel that they should influence the "transfer of teacher from one school to another school" and "suspension and dismissal of instructional personnel." Where there is a difference among superintendents' perceptions, it is the ones less experienced in teaching who tend to hold this opinion strongly.

Data testing the hypothesis that the length of administrative experience of the superintendents is not associated with the superintendents' perceptions of superintendent's role regarding the seventeen educational activities. Table XVIII, page 72, provides one area of educational activity in which the perceptions of the superintendents of superintendent's role seem to be influenced by the superintendents' length of administrative experience. The chi-square of 13.59, significant at the one thousandth level of confidence, reveals that there is an association between the superintendents' length of administrative experience and their perceptions of superintendent's role in "selection of textbooks."

TABLE XVI
 PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
 REGARDING "TRANSFER OF A TEACHER FROM ONE SCHOOL
 TO ANOTHER SCHOOL" AS PERCEIVED BY THE SUPER-
 INTENDENTS

Teaching Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	1 (4.8)	50 (46.2)
11 years or more	6 (2.2)	17 (20.8)

$$\chi^2 = 6.49*$$

$$P < .02$$

* Corrected for continuity by Yates' method.

TABLE XVII

PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
REGARDING "SUSPENSION AND DISMISSAL OF TEACHING
PERSONNEL" AS PERCEIVED BY THE SUPERINTEN-
DENTS

Teaching Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	- (2.8)	50 (48.2)
11 years or more	3 (.2)	20 (22.8)
$\chi^2 = 4.93^*$ $P < .05$		

* Corrected for continuity by Yates' method

TABLE XVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' ADMINISTRATIVE EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	3.73 +
Selection of textbooks	13.59 ****
Adoption of instructional methods	.32
Initiation of changes in curriculum	3.78 +
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	1.35
Transfer of teacher from one school to another school	.42
Transfer of a teacher from one district to another district	.00
Suspension and dismissal of teaching personnel	1.54
Preparation of schools' instructional budget	.11
Expenditure of instructional budget of the schools	.05
Making necessary changes in the expenditure of allocated budget	2.09
Formulation of school policies and regulations	1.76
Solution of educational problems within a school building	1.83
Solution of educational problems of the school district	.00
Construction of new school buildings	3.15 +
Selection of instructional supplies and equipment for the schools	3.29 +

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

Therefore, the null hypothesis of no association between the superintendents' length of administrative experience and their perceptions of superintendent's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association was established, an examination of the pattern of frequencies, given in Table XIX, page 74, shows that the most experienced superintendents, those who had more than ten years of administrative experience, tend to hold that the superintendent should have more influence in "selection of textbooks." In short, the more experienced the superintendent in administrative responsibilities, the more he tends to think that the superintendent should influence the "selection of textbooks."

Data testing the hypothesis that previous position of principalship is not associated with the superintendents' perceptions of superintendent's role regarding the seventeen educational activities. Table XX, page 75, provides two areas of educational activities in which the perceptions of the superintendents of superintendent's role seem to be influenced by the superintendents' previous position of principalship. The chi-square of 5.79 and 8.07, significant at the two and one per cent levels of confidence respectively, reveal that there is an association between the superintendents' previous position of principalship and their perceptions of superintendent's role in "adoption of instructional method" and "solution of educational problems of the school district." Therefore, the null hypothesis of no association between the super-

TABLE XIX
 PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
 REGARDING "SELECTION OF TEXTBOOKS" AS PERCEIVED BY
 THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	36 (29.2)	18 (24.8)
11 years or more	3 (9.8)	15 (8.2)
$\chi^2 = 15.59$ $P < .001$		

TABLE XX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE OF SUPERINTENDENT REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITION OF PRINCIPALSHIP VERSUS NO PREVIOUS POSITION OF PRINCIPALSHIP

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	3.24 +
Selection of textbooks	.61
Adoption of instructional methods	5.79 **
Initiation of changes in curriculum	.27
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	3.81 +
Transfer of a teacher from one school to another school	.50
Transfer of a teacher from one district to another district	.70
Suspension and dismissal of teaching personnel	.00
Preparation of schools' instructional budget	.42
Making necessary changes in the expenditure of allocated budget	2.94 +
Formulation of school policies and regulations	.74
Solution of educational problems within a school building	8.07 ***
Solution of educational problems of the school district	.00
Construction of new school buildings	.45
Selection of instructional supplies and equipment for the schools	.85

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

intendents' previous position of principalship and their perceptions of superintendent's role is rejected in two and upheld in fifteen areas of educational activities. In the two areas where the association was upheld, an examination of the patterns of frequencies, given in Tables XXI and XXII, pages 77 and 78, reveals that most superintendents with previous experience of principalship tended to hold that superintendent should have more influence in "adoption of instructional methods" and "solution of educational problems within a school building." This may be viewed in light of Figure 2, page 89, which shows that on the whole all superintendents tend to feel that they should influence educational activities. Where there is a difference among the superintendents' perceptions, it is the ones with previous experience of principalship who tend to hold this opinion strongly.

Data testing the hypothesis that traveling abroad is not associated with the superintendents' perceptions of superintendent's role regarding the seventeen educational activities. Table XXIII, page 79, provides one area of educational activity in which the perceptions of the superintendents of superintendent's role seem to be influenced by superintendents' traveling abroad. The chi-square of 7.85, significant at the one per cent level of confidence, reveals that there is a relationship between the superintendents' perceptions of superintendent's role in "preparation and improvement of curriculum" and their experience in traveling abroad. Consequently, the null hypothesis of no association between the

TABLE XXI

PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
REGARDING "ADOPTION OF INSTRUCTIONAL METHODS"
AS PERCEIVED BY THE SUPERINTENDENTS

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Principalship	7 (10.8)	41 (37.2)
No principalship	9 (5.2)	13 (16.8)
$x^2 = 5.79$ $p < .02$		

TABLE XXII

PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
REGARDING "SOLUTION OF EDUCATIONAL PROBLEMS WITH-
IN A SCHOOL BUILDING" AS PERCEIVED BY
THE SUPERINTENDENTS

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Principalship	3 (7.5)	47 (42.5)
No principalship	8 (3.5)	15 (19.5)

$$\chi^2 = 8.07^*$$

$$p < .01$$

* Corrected for continuity by Yates' method

TABLE XXIII

CHI-SQUARE VALUES INDICATING THE RELATIONSHIP BETWEEN THE
ROLE OF SUPERINTENDENT IN EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITIES AS PERCEIVED BY THE SU-
PERINTENDENTS AND THE SUPERINTENDENTS' EXPERI-
ENCE IN TRAVELING ABROAD VERSUS NO EXPERI-
ENCE IN TRAVELING ABROAD

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	7.85 ***
Selection of textbooks	.91
Adoption of instructional methods	3.18 +
Initiation of changes in curriculum	1.10
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	1.51
Transfer of a teacher from one school to another school	1.44
Transfer of a teacher from one district to another district	1.51
Suspension and dismissal of teaching personnel	1.00
Preparation of schools' instructional budget	1.28
Expenditure of the instructional budget of the schools	.73
Making necessary changes in the expenditure of allocated budget	.20
Formulation of school policies and regulations	.45
Solution of educational problems within a school building	.95
Solution of educational problems of the school district	.00
Construction of new school buildings	3.15 +
Selection of instructional supplies and equip- ment for the schools	.02

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

superintendents' experience in traveling abroad and their perceptions of superintendent's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, shown in Table XXIV, page 81, indicates that more superintendents with experience in traveling abroad tend to hold that the superintendent should have more influence in "preparation and improvement of curriculum."

Data testing the hypothesis that district secondary enrollment is not associated with the superintendents' perceptions of superintendent's role regarding the seventeen educational activities. Table XXV, page 82, provides one area of educational activity in which the perceptions of the superintendents of the superintendent's role seem to be influenced by the secondary enrollment of the school districts which the superintendents represent. The chi-square of 5.00, significant at the five per cent level of confidence, reveals that there is an association between the secondary enrollment of the districts which the superintendents represent and the superintendents' perception of superintendent's role in "selection of textbooks." Therefore, the null hypothesis of no association between the size of secondary enrollment of the districts which the superintendents represent, and the superintendents' perceptions of superintendent's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association was established, an examination of the pattern of frequencies, given in Table

TABLE XXIV
 PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
 REGARDING "PREPARATION AND IMPROVEMENT OF
 CURRICULUM" AS PERCEIVED BY
 THE SUPERINTENDENTS

Travel Abroad	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
With	3 (8.1)	15 (9.9)
Without	30 (24.9)	25 (30.1)
$\chi^2 = 7.85$ $p < .01$		

TABLE XXV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVEN TEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT SECONDARY ENROLLMENT OF 1000 OR LESS VERSUS 1001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.03
Selection of textbooks	5.00 *
Adoption of instructional methods	2.05
Initiation of changes in curriculum	1.67
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	.40
Transfer of a teacher from one school to another school	.00
Transfer of a teacher from one district to another district	2.94 +
Suspension and dismissal of teaching personnel	.00
Preparation of schools' instructional budget	.13
Expenditure of the instructional budget of the schools	.54
Making necessary changes in the expenditure of allocated budget	.97
Formulation of school policies and regulations	.64
Solution of educational problems within a school building	.54
Solution of educational problems of the school district	.00
Construction of new school buildings	1.87
Selection of instructional supplies and equipment for the schools	3.78

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

XXVI, page 84, reveals that more superintendents from districts with larger secondary enrollment tend to hold that the superintendent should have more influence in the "selection of textbooks."

Data testing the hypothesis that district population is not associated with superintendents' perceptions of superintendent's role regarding the seventeen educational activities. Table XXVII, page 85, provides one area of educational activity in which the perceptions of the superintendents of superintendent's role seem to be influenced by the district population. The chi-square of 5.18, significant at the five per cent level of confidence, shows that there is an association between the population of the districts which the superintendents represent and the superintendents' perceptions of superintendent's role in "preparation of schools' instructional budget." Therefore, the null hypothesis of no association between the district population and the superintendents' perceptions of superintendent's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, given in Table XXVIII, page 86, reveals that more superintendents from larger districts, districts with 20,001 or more population, tend to hold that the superintendent should have more influence in "selection of instructional supplies and equipment for the schools."

Further possible significant tendencies in the data concerning superintendent's role. An examination of the data

TABLE XXVI
 PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
 REGARDING "SELECTION OF TEXTBOOKS" AS PERCEIVED
 BY THE SUPERINTENDENTS

District Secondary Enrollment	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1,000 or less	23 (18.5)	23 (27.5)
1,001 or more	6 (10.5)	20 (15.5)

$$\chi^2 = 5.00$$

$$p < .05$$

TABLE XXVII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE SUPERINTENDENT SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND DISTRICT POPULATION OF 20,000 OR LESS VERSUS 20,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.05
Selection of textbooks	.70
Adoption of instructional methods	.35
Initiation of changes in curriculum	1.55
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	.15
Transfer of a teacher from one school to another school	.01
Transfer of a teacher from one district to another district	2.08
Suspension and dismissal of teaching personnel	2.13
Preparation of schools' instructional budget	3.12 +
Expenditure of the instructional budget of the schools	.02
Making necessary changes in the expenditure of allocated budget	.24
Formulation of school policies and regulations	1.43
Solution of educational problems within a school building	1.02
Solution of educational problems of the school district	.00
Construction of new school buildings	1.48
Selection of instructional supplies and equipment for the schools	5.18 *

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

TABLE XXVIII

PATTERN OF FREQUENCIES FOR THE ROLE OF SUPERINTENDENT
REGARDING "SELECTION OF INSTRUCTIONAL SUPPLIES
AND EQUIPMENT FOR THE SCHOOLS" AS PERCEIVED
BY THE SUPERINTENDENTS

District Population	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
20,000 or less	9 (5.3)	35 (38.7)
20,001 or more	- (3.7)	30 (26.3)

$$\chi^2 = 5.18*$$

$$p < .05$$

* Corrected for continuity by Yates' method

reported in Tables IX, X, XII, XV, XVIII, XX, XXIII, XXV, and XXVII reveals that there are a number of areas of educational activities that appear to be statistically significant at between the five and ten per cent levels of confidence. Although these findings are not statistically significant in terms of the criterion of the five per cent level of confidence set for this study, they suggest possible tendencies toward relationship.

Further analysis of the data concerning the superintendent's role in relation to no specific independent variable. An inspection of the pattern of frequencies of the superintendents' perceptions regarding superintendent's role in seventeen areas of educational activities, reported in Table XXIX, page 88, reveals that on the whole, all superintendents feel that they should influence educational activities. A graphic presentation of the pattern of frequencies of the superintendents' perceptions of superintendent's role regarding the seventeen areas of educational activities is shown in Figure 2, page 89.

II. DATA CONCERNING TEACHER'S ROLE

Data testing the hypothesis that age, professional preparation, previous position of principalship, travel abroad, district pupil enrollment, district secondary enrollment, and district population, are not associated with the superintendents' perceptions of teacher's role regarding the seventeen educational activities. As Tables XXX,

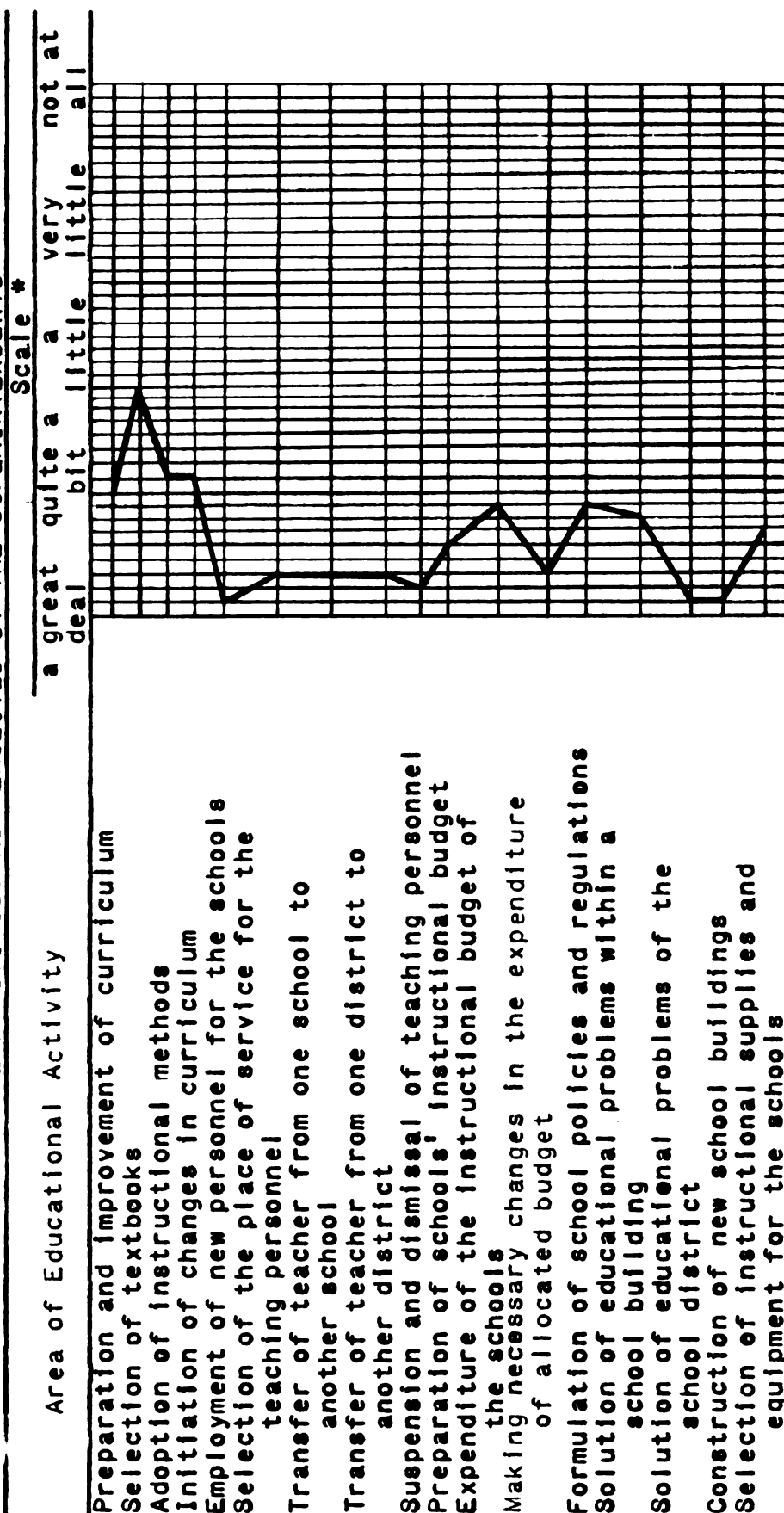
TABLE XXIX

DICHOTOMIZED DISTRIBUTION OF THE FREQUENCIES OF THE SUPERINTENDENTS' PERCEPTIONS OF SUPERINTENDENT'S ROLE IN SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES

Area of Educational Activity	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Preparation and improvement of curriculum	16	57
Selection of textbooks	38	33
Adoption of instructional methods	15	55
Initiation of changes in curriculum	19	55
Employment of new personnel for the schools	--	74
Selection of the place of service for the teaching personnel	5	69
Transfer of a teacher from one school to another school	7	67
Transfer of a teacher from one district to another district	4	70
Suspension and dismissal of teaching personnel	2	72
Preparation of schools' instructional budget	11	63
Expenditure of the instructional budget of the schools	19	55
Making necessary changes in the expenditure of allocated budget	6	68
Formulation of school policies and regulations	12	62
Solution of educational problems within a school building	11	62
Solution of educational problems of the school district	--	74
Construction of new school buildings	--	74
Selection of instructional supplies and equipment for the schools	9	55

FIGURE 2

DISTRIBUTION OF SUPERINTENDENT'S ROLE IN EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AS PERCEIVED BY THE SUPERINTENDENTS



* In preparing this graph the values of 4, 3, 2, 1, and 0 have been respectively given to five points of "a great deal", "quite a bit", "a little", "very little", and "not at all", of the opinion scale used in the questionnaire. The numerical values for each educational activity is the arithmetic mean of the frequencies for that area calculated on the basis stated above.

XXXI, XXXII, XXXIII, XXXIV, XXXV, and XXXVI, pages 91 through 97, reveal the superintendents' age, professional preparation, previous position of principalship, travel abroad, district total enrollment, district secondary enrollment, and district population are not associated with the superintendents' perceptions of the role of teacher with respect to the seventeen areas of educational activities. The criterion of significance set for this study is at the five per cent level of confidence. Therefore, the null hypothesis of no association is upheld.

Data testing the hypothesis that teaching experience of the superintendents is not associated with the superintendents' perceptions of teacher's role regarding the seventeen educational activities. Table XXXVII, page 98, provides one area of educational activity in which the perceptions of the superintendents of teacher's role seem to be influenced by the superintendents' length of teaching experience. The chi-square of 4.22, significant at the five per cent level of confidence, reveals that there is a relationship between the superintendents' perceptions of teacher's role in "expenditure of the instructional budget of the schools" and the superintendents' length of teaching experience. Consequently, the null hypothesis of no association between superintendents' length of teaching experience and their perceptions of teacher's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association was established, an inspection of the pattern of

TABLE XXX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
 ROLE OF TEACHER REGARDING EACH OF THE SEVENTEEN AREAS
 OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS'
 PROFESSIONAL PREPARATION OF TEACHER TRAINING
 COLLEGE VERSUS UNIVERSITY COLLEGE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.00
Selection of textbooks	1.17
Adoption of instructional methods	.93
Initiation of changes in curriculum	2.00
Employment of new personnel for the schools	.18
Selection of the place of service for the teaching personnel	.26
Transfer of teacher from one school to another school	.00
Transfer of a teacher from one district to another district	.06
Suspension and dismissal of teaching personnel	1.23
Preparation of schools' instructional budget	.00
Expenditure of the instructional budget of the schools	.07
Making necessary changes in the expenditure of allocated budget	.02
Formulation of school policies and regulations	.39
Solution of educational problems within a school building	.22
Solution of educational problems of the school district	.00
Construction of new school buildings	.17
Selection of instructional supplies and equipment for the schools	.27

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XXXI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE ROLE OF TEACHER REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PROFESSIONAL PREPARATION OF TEACHER TRAINING COLLEGE VERSUS UNIVERSITY COLLEGE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	3.65 +
Selection of textbooks	.84
Adoption of instructional methods	.81
Initiation of changes in curriculum	.02
Employment of new personnel for the schools	2.01
Selection of the place of service for the teaching personnel	.08
Transfer of teacher from one school to another school	1.15
Transfer of a teacher from one district to another district	.05
Suspension and dismissal of teaching personnel	.01
Preparation of schools' instructional budget	1.80
Expenditure of the instructional budget of the schools	.45
Making necessary changes in the expenditure of allocated budget	1.73
Formulation of school policies and regulations	.55
Solution of educational problems within a school building	3.06 +
Solution of educational problems of the school district	.27
Construction of new school buildings	3.38 +
Selection of instructional supplies and equipment for the schools	1.41

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XXXII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE TEACHER
SHOULD PLAY AND THE SUPERINTENDENTS' PREVIOUS PO-
SITION OF PRINCIPALSHIP VERSUS NO PREVIOUS
POSITION OF PRINCIPALSHIP

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.94
Selection of textbooks	.45
Adoption of instructional methods	2.20
Initiation of changes in curriculum	.15
Employment of new personnel for the schools	1.06
Selection of the place of service for the teaching personnel	.08
Transfer of teacher from one school to another school	.19
Transfer of a teacher from one district to another district	1.50
Suspension and dismissal of teaching personnel	2.23
Preparation of schools' instructional budget	1.55
Expenditure of the instructional budget of the schools	.28
Making necessary changes in the expenditure of allocated budget	.24
Formulation of school policies and regulations	.69
Solution of educational problems within a school building	.02
Solution of educational problems of the school district	.35
Construction of new school buildings	.52
Selection of instructional supplies and equipment for the schools	.19

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XXXIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' EXPERIENCE IN TRAVELLING ABROAD VERSUS NO EXPERIENCE IN TRAVELLING ABROAD

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.46
Selection of textbooks	.32
Adoption of instructional methods	.30
Initiation of changes in curriculum	.84
Employment of new personnel for the schools	1.38
Selection of the place of service for the teaching personnel	.12
Transfer of teacher from one school to another school	.03
Transfer of a teacher from one district to another district	.09
Suspension and dismissal of teaching personnel	1.46
Preparation of schools' instructional budget	.10
Expenditure of the instructional budget of the schools	.18
Making necessary changes in the expenditure of allocated budget	.13
Formulation of school policies and regulations	.28
Solution of educational problems within a school building	.07
Solution of educational problems of the school district	.44
Construction of new school buildings	.10
Selection of instructional supplies and equipment for the schools	1.72

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XXXIV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT PUPIL ENROLLMENT OF 5,000 OR LESS VERSUS 5,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	2.63
Selection of textbooks	.65
Adoption of instructional methods	.63
Initiation of changes in curriculum	.73
Employment of new personnel for the schools	2.09
Selection of the place of service for the teaching personnel	1.04
Transfer of teacher from one school to another school	1.18
Transfer of a teacher from one district to another district	1.63
Suspension and dismissal of teaching personnel	.34
Preparation of schools' instructional budget	.61
Expenditure of the instructional budget of the schools	2.89 +
Making necessary changes in the expenditure of allocated budget	1.45
Formulation of school policies and regulations	.65
Solution of educational problems within a school building	2.01
Solution of educational problems of the school district	.51
Construction of new school buildings	.04
Selection of instructional supplies and equipment for the schools	.82

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XXXV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE TEACHER
SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITIES AND THE DISTRICT
SECONDARY ENROLLMENT OF 1,000 OR LESS
VERSUS 1,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.03
Selection of textbooks	1.87
Adoption of instructional methods	1.83
Initiation of changes in curriculum	.40
Employment of new personnel for the schools	3.55 +
Selection of the place of service for the teaching personnel	1.19
Transfer of teacher from one school to another school	.40
Transfer of a teacher from one district to another district	.90
Suspension and dismissal of teaching personnel	1.04
Preparation of schools' instructional budget	3.15 +
Expenditure of the instructional budget of the schools	.74
Making necessary changes in the expenditure of allocated budget	.37
Formulation of school policies and regulations	.55
Solution of educational problems within a school building	1.47
Solution of educational problems of the school district	.08
Construction of new school buildings	.58
Selection of instructional supplies and equipment for the schools	.53

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE XXXVI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT POPULATION OF 20,000 OR LESS VERSUS 20,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	2.00
Selection of textbooks	1.48
Adoption of instructional methods	1.45
Initiation of changes in curriculum	.89
Employment of new personnel for the schools	.98
Selection of the place of service for the teaching personnel	1.41
Transfer of teacher from one school to another school	.31
Transfer of a teacher from one district to another district	.33
Suspension and dismissal of teaching personnel	1.87
Preparation of schools' instructional budget	2.25
Expenditure of the instructional budget of the schools	.93
Making necessary changes in the expenditure of allocated budget	1.66
Formulation of school policies and regulations	.63
Solution of educational problems within a school building	.01
Solution of educational problems of the school district	.13
Construction of new school buildings	1.02
Selection of instructional supplies and equipment for the schools	.84

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XXXVII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND SUPERINTENDENTS' TEACHING EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.94
Selection of textbooks	2.24
Adoption of instructional methods	.43
Initiation of changes in curriculum	1.44
Employment of new personnel for the schools	.46
Selection of the place of service for the teaching personnel	1.35
Transfer of teacher from one school to another school	.19
Transfer of a teacher from one district to another district	.62
Suspension and dismissal of teaching personnel	.00
Preparation of schools' instructional budget	.52
Expenditure of the instructional budget of the schools	4.22 *
Making necessary changes in the expenditure of allocated budget	2.64
Formulation of school policies and regulations	.08
Solution of educational problems within a school building	1.01
Solution of educational problems of the school district	.00
Construction of new school buildings	.10
Selection of instructional supplies and equipment for the schools	2.93 +

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

frequencies, given in Table XXXVIII, page 100, supports the interpretations that the most experienced superintendents, those who have more than ten years teaching experience, tend to hold that the teacher should have more influence in "expenditure of instructional budget of the schools."

Data testing the hypothesis that administrative experience of the superintendents is not associated with the superintendents' perceptions of teacher's role regarding the seventeen educational activities. Table XXXIX, page 101, provides two areas of educational activities in which the perceptions of the superintendents of teacher's role seem to be influenced by the superintendents' length of administrative experience. The chi-squares of 6.09 and 6.22, both significant at the two per cent level of confidence, reveal that there is an association between the superintendents' length of administrative experience and their perceptions of teacher's role in "formulation of school policies and regulations" and "construction of new school buildings." Therefore, the null hypothesis of no association between the superintendents' administrative experience and their perceptions of teacher's role is rejected in two and upheld in fifteen areas of educational activities. In the first area where the association is established, an examination of the pattern of frequencies, given in Table XL, page 102, indicates that more experienced superintendents, those who had more than ten years of administrative experience, tend to hold that the teacher should have more influence in "formulation of school policies and regula-

TABLE XXXVIII

PATTERN OF FREQUENCIES FOR THE ROLE OF TEACHER
REGARDING "EXPENDITURE OF INSTRUCTIONAL
BUDGET OF THE SCHOOLS" AS PERCEIVED
BY THE SUPERINTENDENTS

Teaching Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	33 (28.9)	18 (22.1)
11 years or more	9 (13.1)	14 (9.9)
$\chi^2 = 4.22$ $p < .05$		

TABLE XXXIX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' ADMINISTRATIVE EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.00
Selection of textbooks	.32
Adoption of instructional methods	.33
Initiation of changes in curriculum	.68
Employment of new personnel for the schools	.06
Selection of the place of service for the teaching personnel	.87
Transfer of teacher from one school to another school	2.81 +
Transfer of a teacher from one district to another district	1.52
Suspension and dismissal of teaching personnel	.17
Preparation of schools' instructional budget	1.87
Expenditure of the instructional budget of the schools	.18
Making necessary changes in the expenditure of allocated budget	.18
Formulation of school policies and regulations	6.09 **
Solution of educational problems within a school building	.42
Solution of educational problems of the school district	3.43 +
Construction of new school buildings	6.22 **
Selection of instructional supplies and equipment for the schools	1.72

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE XL
 PATTERN OF FREQUENCIES FOR THE ROLE OF TEACHER REGARDING
 "FORMULATION OF SCHOOL POLICIES AND REGULATIONS"
 AS PERCEIVED BY THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	20 (15.8)	36 (40.2)
11 years or more	1 (5.2)	17 (12.8)
$\chi^2 = 6.09$ $p < .02$		

tions." In the second area of association an examination of the pattern of frequencies, given in Table XLI, page 104, reveals that most inexperienced superintendents, those who had less than ten years of administrative experience, tend to hold that the teacher should have less influence in "construction of new school buildings."

Data testing the hypothesis that previous position of high administrative responsibilities is not associated with superintendents' perceptions of teacher's role regarding the seventeen educational activities. Table XLII, page 105, provides one area of educational activity in which the perceptions of the superintendents of teacher's role seem to be influenced by the superintendents' previous position of high administrative responsibilities. The chi-square of 3.94, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' previous experience in high administrative responsibilities and their perceptions of teacher's role in "transfer of teacher from one school to another school." Therefore, the null hypothesis of no association between the superintendents' previous high administrative responsibilities and their perceptions of teacher's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, given in Table XLIII, page 106, indicates that superintendents with experience in high administrative responsibilities tend to hold that teacher

TABLE XLI

PATTERN OF FREQUENCIES FOR THE ROLE OF TEACHER REGARDING
 "CONSTRUCTION OF NEW SCHOOL BUILDINGS" AS PERCEIVED
 BY THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	40 (35.5)	16 (20.5)
11 years or more	7 (11.5)	11 (6.5)
$\chi^2 = 6.22$ $p < .02$		

TABLE XLII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES VERSUS NO PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.45
Selection of textbooks	.69
Adoption of instructional methods	.70
Initiation of changes in curriculum	.33
Employment of new personnel for the schools	.00
Selection of the place of service for the teaching personnel	2.89 +
Transfer of teacher from one school to another school	3.94 *
Transfer of a teacher from one district to another district	.01
Suspension and dismissal of teaching personnel	.01
Preparation of schools' instructional budget	.21
Making necessary changes in the expenditure of allocated budget	3.65 +
Formulation of school policies and regulations	.60
Solution of educational problems within a school building	.45
Solution of educational problems of the school district	.00
Construction of new school buildings	.21
Selection of instructional supplies and equipment for the schools	.00

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XLIII

PATTERN OF FREQUENCIES FOR THE ROLE OF TEACHER REGARDING
 "TRANSFER OF TEACHER FROM ONE SCHOOL TO ANOTHER SCHOOL"
 AS PERCEIVED BY THE SUPERINTENDENTS

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
High Administrative Responsibilities	25 (20.8)	19 (23.2)
No High Administra- tive Responsibilities	10 (14.2)	20 (15.8)
$\chi^2 = 3.94$ $p < .05$		

should have more influence in "transfer of teacher from one school to another school."

Data testing the hypothesis that degree-holding instructional staff of the district is not associated with the superintendents' perceptions of teacher's role regarding the seventeen areas of educational activities. Table XLIV, page 108, provides one area of educational activity in which the perceptions of the superintendents of teacher's role seem to be influenced by the size of degree-holding instructional staff of the district. The chi-square of 4.91, significant at the five per cent level of confidence, indicates that there is an association between the size of degree-holding instructional staff of the districts which the superintendents represent and the superintendents' perceptions of teacher's role in "preparation and improvement of curriculum." Therefore, the null hypothesis of no association between the size of the degree-holding instructional staff of the districts and the superintendents' perceptions of teacher's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the distribution of frequencies, given in Table XLV, Page 109, supports the conclusion that more superintendents from districts with fewer number of degree-holding instructional staff, fourteen and less, tend to hold that the teacher should have more influence in "preparation and improvement of curriculum."

Further possible significant tendencies in the data

TABLE XLIV

CHI-SQUARE TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE TEACHER SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND DISTRICT DEGREE-HOLDING INSTRUCTIONAL STAFF OF 1-14 VERSUS 15 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	4.91 *
Selection of textbooks	1.87
Adoption of instructional methods	1.83
Initiation of changes of curriculum	.01
Employment of new personnel for the schools	1.80
Selection of the place of service for the teaching personnel	.56
Transfer of teacher from one school to another school	.40
Transfer of a teacher from one district to another district	.90
Suspension and dismissal of teaching personnel	1.04
Preparation of schools' instructional budget	1.61
Expenditure of the instructional budget of the schools	1.83
Making necessary changes in the expenditure of allocated budget	1.51
Formulation of school policies and regulations	.55
Solution of educational problems within a school building	.22
Solution of educational problems of the school district	.96
Construction of new school buildings	.06
Selection of instructional supplies and equipment for the schools	.53

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

TABLE XLV
PATTERN OF FREQUENCIES FOR THE ROLE OF TEACHER
REGARDING "PREPARATION AND IMPROVEMENT OF
CURRICULUM" AS PERCEIVED BY
THE SUPERINTENDENTS

Degree-holding Instructional Staff	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1 to 14	- (2.9)	47 (44.1)
15 and more	4 (1.1)	22 (24.9)

$$\chi^2 = 4.91*$$

$$p < .05$$

* Corrected for continuity by Yates' method

concerning teacher's role. An examination of the data reported in Tables XXXI, XXXIV, XXXVII, XXXIX, and XLII, reveals that there are a number of areas of educational activities in which the superintendents' perceptions of teacher's role appear to show a relationship statistically significant at between the five and ten per cent levels of confidence. Although these findings are not statistically significant in terms of the criterion set for this study, they suggest possible tendencies toward relationships.

Further analysis of the data concerning the teacher's role in relation to no specific independent variable. An inspection of the pattern of frequencies of the superintendents' perceptions regarding teacher's role in seventeen areas of educational activities, reported in Table XLVI, page III, reveals that on the whole more superintendents tend to hold that teacher should have more influence in the areas related to instruction. However, in areas related to personnel and budget, the perceptions of the superintendents are that the teacher should not have a great influence. In other areas of educational activities, it appears that the superintendents do not have any decisive opinion of the teacher's role. A graphic presentation of the frequencies of the superintendents' perceptions regarding teacher's role in respect to seventeen areas of educational activities is shown in Figure 3, page 112.

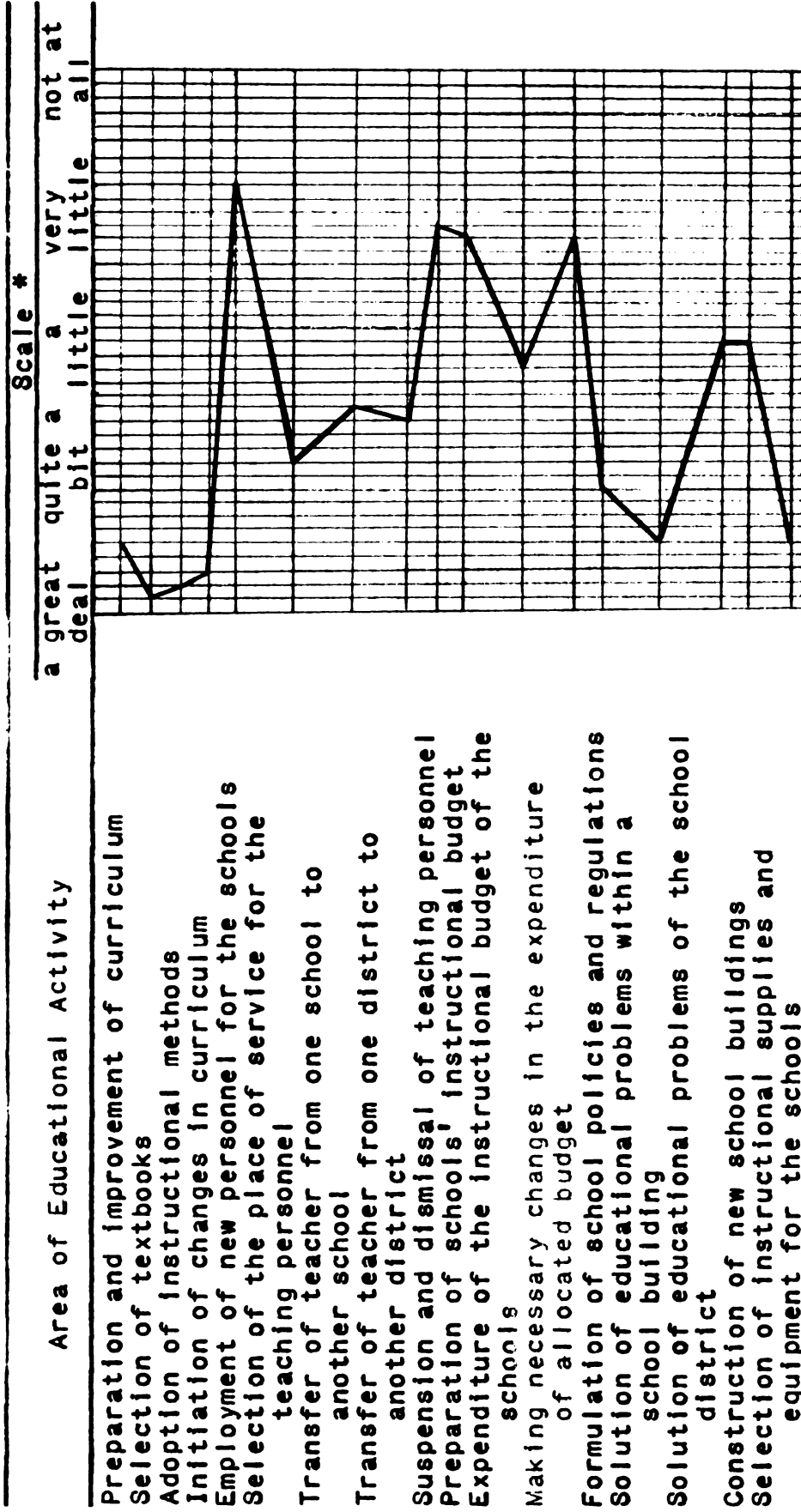
TABLE XLVI

DICHOTOMIZED DISTRIBUTION OF THE FREQUENCIES OF THE
SUPERINTENDENTS' PERCEPTIONS OF TEACHER'S ROLE
IN THE SEVENTEEN AREAS OF EDUCATIONAL
ACTIVITIES

Area of Educational Activity	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Preparation and improvement of curriculum	4	69
Selection of textbooks	1	73
Adoption of instructional methods	1	72
Initiation of changes in curriculum	9	65
Employment of new personnel for the schools	66	7
Selection of the place of service for the teaching personnel	23	51
Transfer of teacher from one school to another school	35	39
Transfer of a teacher from one dis- trict to another district	33	40
Suspension and dismissal of instruc- tional personnel	64	10
Preparation of schools' instructional budget	47	27
Expenditure of the instructional bud- get of the schools	42	32
Making necessary changes in the ex- penditure of allocated budget	57	15
Formulation of school policies and regulations	22	52
Solution of educational problems within a school building	7	67
Solution of educational problems of the school district	46	27
Construction of new school buildings	30	44
Selection of instructional supplies and equipment for the schools	5	69

FIGURE 3

DISTRIBUTION OF TEACHER'S ROLE IN EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AS PERCEIVED BY THE SUPERINTENDENTS



* In preparing this graph the values of 4, 3, 2, 1, and 0 have been respectively given to five points of "a great deal", "quite a bit", "a little", "very little", and "not at all", of the opinion scale used in the questionnaire. The numerical values for each educational activity is the arithmetic mean of the frequencies for that area calculated on the basis stated above.

III. DATA CONCERNING PRINCIPAL'S ROLE

Data testing the hypothesis that professional preparation, previous position of principalship, travel abroad, and district pupil enrollment, are not associated with the superintendents' perceptions of principal's role regarding the seventeen educational activities. Tables XLVII, XLVIII, XLIX, and L, pages 114 through 117, reveal that the superintendents' professional preparation, previous position of principalship, travel abroad, and district total enrollment are not associated with the superintendents' perceptions of the role of principal in respect to the seventeen areas of educational activities. The criterion of significance set for this study is at the five per cent level of confidence. Therefore, the hypothesis of no association is upheld.

Data testing the hypothesis that age of the superintendents is not associated with the superintendents' perceptions of principal's role regarding the seventeen educational activities. Table LI, page 118, provides one area of educational activity in which the perceptions of the superintendents of principal's role seem to be influenced by the superintendent's age. The chi-square of 4.35, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' age and their perceptions of principal's role in "transfer of teacher from one district to another." Therefore, the null hypothesis of no association between the superintendents' age and their per-

TABLE XLVII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL
SHOULD PLAY REGARDING EACH OF THE SEVENTEEN
AREAS OF EDUCATIONAL ACTIVITIES AND THE
SUPERINTENDENTS' PROFESSIONAL PREPARA-
TION OF TEACHER TRAINING COLLEGE
VERSUS UNIVERSITY COLLEGE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.20
Selection of textbooks	.00
Adoption of instructional methods	.06
Initiation of changes in curriculum	.14
Employment of new personnel for the schools	3.13
Selection of the place of service for the teaching personnel	2.47
Transfer of a teacher from one school to another school	.97
Transfer of a teacher from one district to another district	.45
Suspension and dismissal of teaching personnel	.02
Preparation of schools' instructional budget	3.11 +
Expenditure of the instructional budget of the schools	.23
Making necessary changes in the expenditure of allocated budget	1.97
Formulation of school policies and regulations	.44
Solution of educational problems within a school building	.84
Solution of educational problems of the school district	1.47
Construction of new school buildings	2.23
Selection of instructional supplies and equipment for the schools	.84

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE XLVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE OF PRINCIPAL REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND SUPERINTENDENTS' PREVIOUS POSITION OF PRINCIPALSHIP VERSUS NO PREVIOUS POSITION OF PRINCIPALSHIP

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.98
Selection of textbooks	2.39
Adoption of instructional methods	.02
Initiation of changes in curriculum	1.38
Employment of new personnel for the schools	1.08
Selection of the place of service for the teaching personnel	.47
Transfer of a teacher from one school to another school	1.03
Transfer of a teacher from one district to another district	1.15
Suspension and dismissal of teaching personnel	.10
Preparation of schools' instructional budget	.56
Expenditure of the instructional budget of the schools	.00
Making necessary changes in the expenditure of allocated budget	.21
Formulation of school policies and regulations	.08
Solution of educational problems within a school building	2.24
Solution of educational problems of the school district	.69
Construction of new school buildings	.10
Selection of instructional supplies and equipment for the schools	.34

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XLIX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' EXPERIENCE IN TRAVELLING ABROAD VERSUS NO EXPERIENCE IN TRAVELLING ABROAD

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.41
Selection of textbooks	.29
Adoption of instructional methods	.34
Initiation of changes in curriculum	.63
Employment of new personnel for the schools	3.09 +
Selection of the place of service for the teaching personnel	.19
Transfer of a teacher from one school to another school	.09
Transfer of a teacher from one district to another district	.04
Suspension and dismissal of teaching personnel	1.02
Preparation of schools' instructional budget	.95
Expenditure of the instructional budget of the schools	.11
Making necessary changes in the expenditure of allocated budget	.47
Formulation of school policies and regulations	.26
Solution of educational problems within a school building	3.15 +
Solution of educational problems of the school district	.37
Construction of new school buildings	.13
Selection of instructional supplies and equipment for the schools	.66

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE L

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL
SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITIES AND THE DISTRICT
PUPIL ENROLLMENT OF 5,000 OR LESS VERSUS
5,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.22
Selection of textbooks	.20
Adoption of instructional methods	.34
Initiation of changes in curriculum	1.21
Employment of new personnel for the schools	2.89 +
Selection of the place of service for the teaching personnel	.00
Transfer of teacher from one school to another school	.14
Transfer of a teacher from one district to another district	.37
Suspension and dismissal of teaching personnel	.02
Preparation of schools' instructional budget	.38
Expenditure of the instructional budget of the schools	.00
Making necessary changes in the expenditure of allocated budget	1.67
Formulation of school policies and regulations	.21
Solution of educational problems of the school district	.32
Construction of new school buildings	.39
Selection of instructional supplies and equipment for the schools	.10

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE LI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' AGE OF 30 TO 38 VERSUS 39 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.05
Selection of textbooks	.01
Adoption of instructional methods	.50
Initiation of changes in curriculum	3.20 +
Employment of new personnel for the schools	1.30
Selection of the place of service for the teaching personnel	.65
Transfer of teacher from one school to another school	1.28
Transfer of a teacher from one district to another district	4.35 *
Suspension and dismissal of teaching personnel	.01
Preparation of schools' instructional budget	.44
Expenditure of the instructional budget of the schools	2.10
Making necessary changes in the expenditure of allocated budget	.19
Formulation of school policies and regulations	.17
Solution of educational problems within a school building	.96
Solution of educational problems of the school district	.66
Construction of new school buildings	.11
Selection of instructional supplies and equipment for the schools	.00

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

ceptions of principal's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, shown in Table LII, page 120, indicates that the older superintendents, those who are 39 and more, tend to hold that the principal should have more influence in "transfer of teacher from one district to another district."

Data testing the hypothesis that teaching experience of the superintendents is not associated with the superintendents' perceptions of principal's role regarding the seventeen educational activities. Table LIII, page 121, provides one area of educational activity in which the perceptions of the superintendents of the principal's role seem to be influenced by the superintendents' length of teaching experience. The chi-square of 4.24, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' length of teaching experience and their perceptions of principal's role in "formulation of school policies and regulations." Therefore, the null hypothesis of no association between the superintendents' length of teaching experience and their perceptions of principal's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, given in Table LIV, page 122, indicates that most experienced superintendents, those who have more than ten years teaching background, tend to hold that principal should have more influence in

TABLE LII

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL REGARD-
ING "TRANSFER OF A TEACHER FROM ONE DISTRICT TO AN-
OTHER DISTRICT" AS PERCEIVED BY THE SUPERINTENDENTS

Age	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
30 to 38	33 (29.3)	4 (7.7)
39 or more	25 (28.7)	11 (7.3)

$$\chi^2 = 4.35$$

$$p < .05$$

TABLE LIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' TEACHING EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.98
Selection of textbooks	2.39
Adoption of instructional methods	.02
Initiation of changes in curriculum	.17
Employment of new personnel for the schools	.28
Selection of the place of service for the teaching personnel	.40
Transfer of teacher from one school to another school	1.03
Transfer of a teacher from one district to another district	1.15
Suspension and dismissal of teaching personnel	1.39
Preparation of schools' instructional budget	1.51
Expenditure of the instructional budget of the schools	.42
Making necessary changes in the expenditure of allocated budget	1.14
Formulation of school policies and regulations	4.24 *
Solution of educational problems within a school building	2.24
Solution of educational problems of the school district	.69
Construction of new school buildings	.10
Selection of instructional supplies and equipment for the schools	.34

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

TABLE LIV
 PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL
 REGARDING "FORMULATION OF SCHOOL POLICIES
 AND REGULATIONS" AS PERCEIVED BY
 THE SUPERINTENDENTS

Teaching Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	11 (7.5)	40 (43.5)
11 years or more	- (3.5)	23 (19.5)

$$\chi^2 = 4.24*$$

$$p < .05$$

* Corrected for continuity by Yates' method

"formulation of school policies and regulations."

Data testing the hypothesis that administrative experience of the superintendents is not associated with the superintendents' perceptions of principal's role regarding the seventeen educational activities. Table LV, page 124, provides three areas of educational activities in which the perceptions of the superintendents of principal's role seem to be influenced by the superintendents' length of administrative experience. The chi-squares of 5.11, 5.63, and 4.01, all significant at the five per cent level of confidence, reveal that there is an association between the superintendents' length of administrative experience and their perceptions of principal's role in "selection of textbooks," "transfer of a teacher from one district to another district," and "solution of educational problems of the school district." Therefore, the null hypothesis of no association between the superintendents' length of administrative experience and their perceptions of principal's role is rejected in three and upheld in fourteen areas of educational activities. In the areas where the association is established, an examination of the patterns of frequencies, reported in Tables LVI, LVII, and LVIII, pages 125, 126, and 127 indicate that the most experienced superintendents, those who have more than ten years of administrative experience, tend to hold that principal should have more influence in "selection of textbooks," "transfer of a teacher from one district to another district," and "solution of educational problems of the school district."

TABLE LV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' ADMINISTRATIVE EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.00
Selection of textbooks	5.11 *
Adoption of instructional methods	.24
Initiation of changes in curriculum	1.98
Employment of new personnel for the schools	.44
Selection of the place of service for the teaching personnel	.83
Transfer of teacher from one school to another school	1.00
Transfer of a teacher from one district to another district	5.63 **
Suspension and dismissal of teaching personnel	1.32
Preparation of schools' instructional budget	.47
Expenditure of the instructional budget of the schools	1.54
Making necessary changes in the expenditure of allocated budget	3.19 +
Formulation of school policies and regulations	.26
Solution of educational problems within a school building	.32
Solution of educational problems of the school district	4.01 *
Construction of new school buildings	.84
Selection of instructional supplies and equipment for the schools	.66

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE LVI

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL
REGARDING "SELECTION OF TEXTBOOKS" AS
PERCEIVED BY THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit a great deal
10 years or less	22 (18.2)	34 (37.8)
11 years or more	2 (5.8)	16 (12.2)
$\chi^2 = 5.11$ $p < .05$		

TABLE LVII

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL REGARDING
 "TRANSFER OF A TEACHER FROM ONE DISTRICT TO ANOTHER
 DISTRICT" AS PERCEIVED BY THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	48 (43.9)	8 (12.1)
11 years or more	10 (14.1)	8 (3.9)

$$\chi^2 = 5.63^*$$

$$p < .02$$

* Corrected for continuity by Yates' method

TABLE LVIII

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL
REGARDING "SOLUTION OF EDUCATIONAL PROBLEMS
OF THE SCHOOL DISTRICT" AS PERCEIVED BY
THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	32 (28.3)	24 (27.7)
11 years or more	5 (8.7)	12 (8.3)

$$\chi^2 = 4.01$$

$$p < .05$$

This may be viewed in light of Figure 4, page 142, which shows that on the whole the superintendents tend to feel that the principal should influence educational activities. In the three areas stated above, where there is a difference among superintendents' perceptions, it is the more administratively experienced ones who tend to hold this opinion strongly.

Data testing the hypothesis that previous position of high administrative responsibilities is not associated with the superintendents' perceptions of the principal's role regarding the seventeen educational activities. Table LIX, page 129, provides one area in which the perceptions of the superintendents of principal's role seem to be influenced by superintendents' previous position of high administrative responsibilities. The chi-square of 5.13, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' previous position of high administrative responsibilities and their perceptions of principal's role in "formulation of school policies and regulations." Therefore, the null hypothesis of no association between the superintendents' previous position of high administrative responsibilities and their perceptions of principal's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, given in Table LX, page 130, indicates that superintendents with previous high administrative responsibilities tend to hold that principal should have more influ-

TABLE LIX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL
SHOULD PLAY REGARDING EACH OF THE SEVENTEEN
AREAS OF EDUCATIONAL ACTIVITIES AND THE
SUPERINTENDENTS' PREVIOUS POSITION OF
HIGH ADMINISTRATIVE RESPONSIBILITIES
VERSUS NO PREVIOUS POSITION OF HIGH
ADMINISTRATIVE RESPONSIBILITIES

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.12
Selection of textbooks	.53
Adoption of instructional methods	.18
Initiation of changes in curriculum	.30
Employment of new personnel for the schools	.24
Selection of the place of service for the teaching personnel	.62
Transfer of teacher from one school to another school	.20
Transfer of a teacher from one district to another district	3.47 +
Suspension and dismissal of teaching personnel	.11
Preparation of schools' instructional budget	.00
Expenditure of the instructional budget of the schools	.53
Making necessary changes in the expenditure of allocated budget	.85
Formulation of school policies and regulations	5.13 *
Solution of educational problems within a school building	1.48
Solution of educational problems of the school district	.38
Construction of new school buildings	.29
Selection of instructional supplies and equipment for the schools	.07

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant the between the .05 and .10 levels of confidence

TABLE LX

PATTERN OF FREQUENCIES FOR THE ROLE OF THE PRINCIPAL
REGARDING "FORMULATION OF SCHOOL POLICIES AND
REGULATIONS" AS PERCEIVED BY
THE SUPERINTENDENTS

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
High Administrative Responsibilities	3 (6.5)	41 (37.5)
No High Administra- tive Responsibilities	8 (4.5)	22 (25.5)

$$\chi^2 = 5.13^*$$

$$p < .05$$

* Corrected for continuity by Yates' method

ence in "formulation of school policies and regulations."

Data testing the hypothesis that district secondary enrollment is not associated with the superintendents' perceptions of principal's role regarding the seventeen areas of educational activities. Table LXI, page 132, provides one area of educational activity in which the perceptions of the superintendents seem to be influenced by the district secondary enrollment. The chi-square of 5.55, significant at the two per cent level of confidence, reveals that there is an association between the secondary enrollment of the districts which superintendents represent and the superintendents' perceptions of principal's role in "making necessary changes in the expenditure of allocated budget." Consequently, the null hypothesis of no association between the district secondary enrollment and the superintendents' perceptions of principal's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association was established, an inspection of the pattern of frequencies, reported in Table LXII, page 133, indicates that more superintendents from the larger districts, districts with more than one thousand secondary enrollment, tend to hold that the principal should have more influence in "making necessary changes in the expenditure of allocated budget."

Data testing the hypothesis that degree-holding instructional staff of the districts is not associated with the superintendents' perceptions of principal's role regarding

TABLE LXI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL
SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITIES AND THE DISTRICT
SECONDARY ENROLLMENT OF 1000 OR LESS
VERSUS 1001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	2.39
Selection of textbooks	1.38
Adoption of instructional methods	.03
Initiation of changes in curriculum	.03
Employment of new personnel for the schools	1.83
Selection of the place of service for the teaching personnel	1.00
Transfer of teacher from one school to another school	1.52
Transfer of a teacher from one district to another district	.04
Suspension and dismissal of teaching personnel	.33
Preparation of schools' instructional budget	.28
Expenditure of the instructional budget of the schools	.12
Making necessary changes in the expenditure of allocated budget	5.55 **
Formulation of school policies and regulations	.35
Solution of educational problems within a school building	.54
Solution of educational problems of the school district	.00
Construction of new school buildings	.66
Selection of instructional supplies and equipment for the schools	1.11

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

TABLE LXII

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL REGARD-
 ING "MAKING NECESSARY CHANGES IN THE EXPENDITURE OF
 ALLOCATED BUDGET" AS PERCEIVED BY
 THE SUPERINTENDENTS

District Secondary Enrollment	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1000 or less	32 (27.3)	16 (20.7)
1001 or more	9 (13.7)	15 (10.3)

$$\chi^2 = 5.55$$

$$p < .02$$

the seventeen areas of educational activities. Table LXIII, page 135, provides one area of educational activity in which the perceptions of the superintendents of principal's role seem to be influenced by the size of the degree-holding instructional staff of the districts. The chi-square of 4.48, significant at the five per cent level of confidence, reveals that there is an association between the size of the degree-holding instructional staff of the districts which the superintendents represent and the superintendents' perceptions of principal's role in "making necessary changes in the expenditure of allocated budget." Therefore, the null hypothesis of no association between the size of the degree-holding instructional staff of the districts and the superintendents' perceptions of principal's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, given in Table LXIV, page 136, indicates that most superintendents from districts with larger number of degree-holding instructional staff, fifteen and more, tend to hold that the principal should have more influence in "making necessary changes in the allocated budget."

Data testing the hypothesis that district population is not associated with the superintendents' perceptions of principal's role regarding the seventeen educational activities. Table LXV, page 137, provides one area of educational activity in which the perceptions of the superintendents of the principal's role seem to be influenced by the district

TABLE LXIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL
SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITY AND DISTRICT DEGREE-
HOLDING INSTRUCTIONAL STAFF OF 1 TO 14
VERSUS 15 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.35
Selection of textbooks	1.38
Adoption of instructional methods	1.07
Initiation of changes in curriculum	.54
Employment of new personnel for the schools	.74
Selection of the place of service for the teaching personnel	2.69
Transfer of teacher from one school to another school	3.44 +
Transfer of a teacher from one district to another district	.15
Suspension and dismissal of teaching personnel	1.13
Preparation of schools' instructional budget	.00
Expenditure of the instructional budget of the schools	1.12
Making necessary changes in the expenditure of allocated budget	4.48 *
Formulation of school policies and regulations	.60
Solution of educational problems within a school building	.54
Solution of educational problems of the school district	.16
Construction of new school buildings	.03
Selection of instructional supplies and equipment for the schools	1.11

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of
confidence

TABLE LXIV

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL REGARD-
 ING "MAKING NECESSARY CHANGES IN THE EXPENDITURE OF
 THE ALLOCATED BUDGET" AS PERCEIVED BY
 THE SUPERINTENDENTS

Degree-holding instructional staff	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1 to 14	31 (26.7)	16 (20.3)
15 or more	10 (14.3)	15 (10.7)

$$\chi^2 = 4.48$$

$$p < .05$$

TABLE LXV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
 SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PRINCIPAL
 SHOULD PLAY REGARDING EACH OF THE SEVENTEEN
 AREAS OF EDUCATIONAL ACTIVITIES AND THE
 DISTRICT POPULATION OF 20,000 OR LESS
 VERSUS 20,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.48
Selection of textbooks	3.09 +
Adoption of instructional methods	1.51
Initiation of changes in curriculum	.00
Employment of new personnel for the schools	2.09
Selection of the place of service for the teaching personnel	1.99
Transfer of teacher from one school to another school	1.12
Transfer of a teacher from one district to another district	1.38
Suspension and dismissal of teaching personnel	1.10
Preparation of schools' instructional budget	.34
Expenditure of the instructional budget of the schools	.42
Making necessary changes in the expenditure of allocated budget	9.99 ***
Formulation of school policies and regulations	.93
Solution of educational problems within a school building	.69
Solution of educational problems of the school district	1.10
Construction of new school buildings	.29
Selection of instructional supplies and equipment for the schools	1.40

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

population. The chi-square of 9.99, significant at the one per cent level of confidence, reveals that there is an association between the population of the districts which the superintendents represent and the superintendents' perceptions of the principal's role in "making necessary changes in the expenditure of allocated budget." Consequently, the null hypothesis of no association between the district population and the superintendents' perceptions of the principal's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, given in Table LXVI, page 139, indicates that most superintendents from larger districts, districts with more than 20,000 population, tend to hold that the principal should have more influence in "making necessary changes in the expenditure of allocated budget."

Further possible significant tendencies in the data concerning the principal's role. An examination of the data reported in Tables XLVII, XLIX, L, LI, LV, LIX, LXIII, and LXV, reveals that there are a number of areas of educational activities which exhibit tendencies to possible relationship in respect to the role of principal as perceived by the superintendents. Although these tendencies are not acceptable for this study, which sets the level of confidence for the association at five per cent, they are statistically significant at between the ten and five per cent level of confidence.

Further analysis of the data concerning principal's

TABLE LXVI

PATTERN OF FREQUENCIES FOR THE ROLE OF PRINCIPAL REGARDING
 "MAKING NECESSARY CHANGES IN THE EXPENDITURE
 OF ALLOCATED BUDGET" AS PERCEIVED BY
 THE SUPERINTENDENTS

District Population	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
20,000 or less	31 (24.4)	12 (18.6)
20,001 or more	10 (16.6)	19 (12.4)

$$\chi^2 = 9.99$$

$$p < .01$$

role in relation to no specific independent variables. An examination of the pattern of frequencies of superintendents' perceptions concerning the principal's role in the seventeen areas of educational activities, shown in Table LXVII, page 141, reveals that on the whole most superintendents tend to hold that the principal should have more influence in areas related to instruction and other educational activities which immediately concern the school building. In areas related to personnel and inter-district educational activities, it appears that there is not a decisive tendency in the superintendents' perceptions regarding the role of building principal. A graphic presentation of the superintendents' perceptions concerning the principal's role regarding the seventeen areas of educational activities is shown in Figure 4, page 142,

IV. DATA CONCERNING PROVINCIAL GENERAL-DIRECTOR'S ROLE

Data testing the hypothesis that professional preparation, previous position of principalship, travel abroad, and district population are not associated with the superintendents' perceptions of provincial general-director of education's role regarding the seventeen educational activities. As Tables LXVIII, LXIX, LXX, and LXXI, pages 143 through 146, reveal the superintendents' professional preparation, previous position of principalship, experience in traveling abroad, and district population are not associated with the superintendents' perceptions of the role of provincial general-director of education regarding the seventeen areas of educational activi-

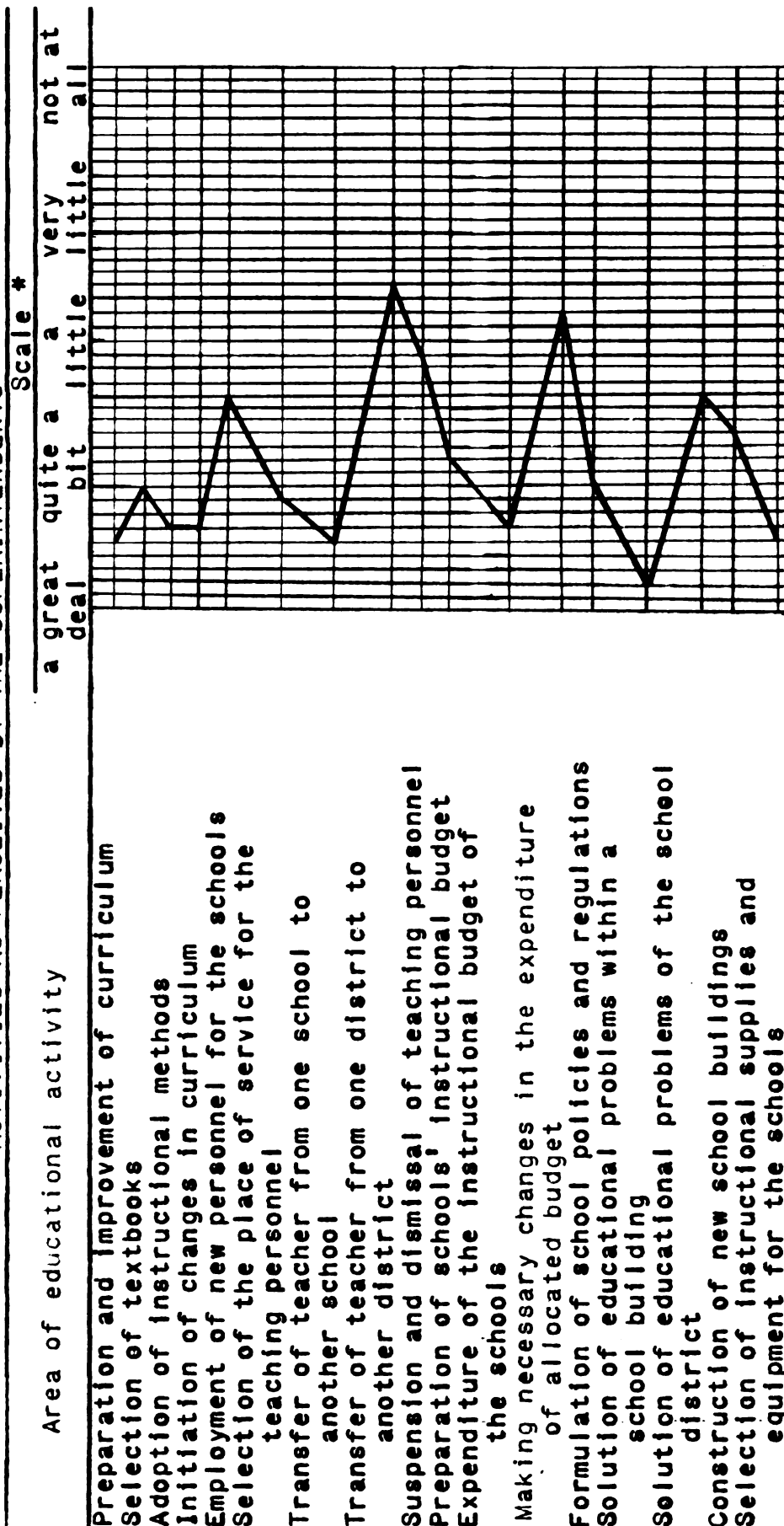
TABLE LXVII

DICHOTOMIZED DISTRIBUTION OF THE FREQUENCIES OF THE
SUPERINTENDENTS' PERCEPTIONS OF PRINCIPAL'S ROLE
IN THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES

Area of Educational Activity	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Preparation and improvement of curriculum	4	68
Selection of textbooks	12	61
Adoption of instructional methods	6	66
Initiation of changes in curricu- lum	13	61
Employment of new personnel for the schools	41	33
Selection of the place of serv- ice for the teaching personnel	12	61
Transfer of teacher from one school to another school	14	59
Transfer of a teacher from one dis- trict to another district	58	16
Suspension and dismissal of in- structional personnel	38	36
Preparation of schools' in- structional budget	20	54
Expenditure of the instruc- tional budget of the schools	10	64
Making necessary changes in the ex- penditure of allocated budget	41	31
Formulation of school policies and regulations	12	62
Solution of educational problems within a school building	1	73
Solution of educational problems of the school district	34	40
Construction of new school build- ings	26	46
Selection of instructional sup- plies and equipment for the schools	2	72

FIGURE 4

DISTRIBUTION OF PRINCIPAL'S ROLE IN EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AS PERCEIVED BY THE SUPERINTENDENTS



* In preparing this graph the values of 4, 3, 2, 1, and 0 have been respectively given to five points of "a great deal", "quite a bit", "a little", "very little", and "not at all", of the opinion scale used in the questionnaire. The numerical values for each educational activity is the arithmetic mean of the frequencies for that area calculated on the basis stated above.

TABLE LXVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL
GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF
THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES
AND THE SUPERINTENDENTS' PROFESSIONAL PREP-
ARATION OF TEACHER TRAINING COLLEGE
VERSUS UNIVERSITY COLLEGE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.14
Selection of textbooks	.31
Adoption of instructional methods	.96
Initiation of changes in curriculum	1.60
Employment of new personnel for the schools	2.03
Selection of the place of service for the teaching personnel	.86
Transfer of teacher from one school to another school	.06
Transfer of a teacher from one district to another district	.34
Suspension and dismissal of teaching personnel	.17
Preparation of schools' instructional budget	2.47
Expenditure of the instructional budget of the schools	.38
Making necessary changes in the expenditure of allocated budget	.67
Formulation of school policies and regulations	.17
Solution of educational problems within a school building	.34
Solution of educational problems of the school district	1.65
Construction of new school buildings	.34
Selection of instructional supplies and equipment for the schools	.44

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE LXIX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITION OF PRINCIPALSHIP VERSUS NO PREVIOUS POSITION OF PRINCIPALSHIP

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.06
Selection of textbooks	.69
Adoption of instructional methods	1.49
Initiation of changes in curriculum	1.73
Employment of new personnel for the schools	.45
Selection of the place of service for the teaching personnel	.74
Transfer of teacher from one school to another school	.01
Transfer of a teacher from one district to another district	.08
Suspension and dismissal of teaching personnel	.00
Preparation of schools' instructional budget	1.11
Expenditure of the instructional budget of the schools	.37
Making necessary changes in the expenditure of allocated budget	.06
Formulation of school policies and regulations	.05
Solution of educational problems within a school building	.11
Solution of educational problems of the school district	.00
Construction of new school buildings	1.57
Selection of instructional supplies and equipment for the schools	1.46

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE LXX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' EXPERIENCE IN TRAVELLING ABROAD VERSUS NO EXPERIENCE IN TRAVELLING ABROAD

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.82
Selection of textbooks	.82
Adoption of instructional methods	2.83 +
Initiation of changes in curriculum	.22
Employment of new personnel for the schools	2.23
Selection of the place of service for the teaching personnel	1.98
Transfer of teacher from one school to another school	2.09
Transfer of a teacher from one district to another district	.47
Suspension and dismissal of teaching personnel	.00
Preparation of schools' instructional budget	.04
Expenditure of the instructional budget of the schools	.02
Making necessary changes in the expenditure of allocated budget	1.56
Formulation of school policies and regulations	.44
Solution of educational problems within a school building	1.70
Solution of educational problems of the school district	.73
Construction of new school buildings	.00
Selection of instructional supplies and equipment for the schools	.00

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE LXXI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT POPULATION OF 20,000 OR LESS VERSUS 20,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.06
Selection of textbooks	3.29 +
Adoption of instructional methods	.39
Initiation of changes in curriculum	1.35
Employment of new personnel for the schools	.31
Selection of the place of service for the teaching personnel	.30
Transfer of teacher from one school to another school	2.80 +
Transfer of a teacher from one district to another district	.71
Suspension and dismissal of teaching personnel	.54
Preparation of schools' instructional budget	.32
Making necessary changes in the expenditure of allocated budget	.76
Formulation of school policies and regulations	1.67
Solution of educational problems within a school building	.73
Solution of educational problems of the school district	.49
Construction of new school buildings	1.66
Selection of instructional supplies and equipment for the schools	.00

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

ties. The criterion of significance set for this study is at the five per cent level of confidence. Therefore, the null hypothesis of no association is upheld.

Data testing the hypothesis that age of the superintendents is not associated with the superintendents' perceptions of the provincial general-director's role regarding the seventeen educational activities. Table LXXII, page 148, provides one area of educational activity in which the perceptions of the superintendents of the provincial general-director's role seem to be influenced by the superintendents' age. The chi-square of 4.38, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' age and their perceptions of the provincial general-director's role in "solution of educational problems within the school building." Consequently, the null hypothesis of no association between the superintendents' age and their perceptions of provincial general-director's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, given in Table LXXIII, page 149, reveals that most older superintendents, those beyond age 39, tend to hold that the provincial general-director should have more influence in "solution of educational problems within a school building."

Data testing the hypothesis that teaching experience of superintendents is not associated with the superintendents' perceptions of the provincial general-director's role regard-

TABLE LXXII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
 SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE
 PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY
 REGARDING EACH OF THE SEVENTEEN AREAS
 OF EDUCATIONAL ACTIVITIES AND THE
 SUPERINTENDENTS' AGE OF 30-38
 VERSUS 39 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.40
Selection of textbooks	.02
Adoption of instructional methods	.94
Initiation of changes in curriculum	.65
Employment of new personnel for the schools	.03
Selection of the place of service for the teaching personnel	.01
Transfer of teacher from one school to another school	.61
Transfer of a teacher from one district to another district	1.60
Suspension and dismissal of teaching personnel	.07
Preparation of schools' instructional budget	.00
Expenditure of the instructional budget of the schools	.12
Making necessary changes in the expenditure of allocated budget	.11
Formulation of school policies and regulations	3.01 +
Solution of educational problems within a school building	4.38 *
Solution of educational problems of the school district	.87
Construction of new school buildings	1.55
Selection of instructional supplies and equipment for the schools	.46

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE LXXIII

PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
GENERAL-DIRECTOR REGARDING "SOLUTION OF EDU-
CATIONAL PROBLEMS WITHIN A SCHOOL BUILDING"
AS PERCEIVED BY THE SUPERINTENDENTS

Age	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
30 to 38	31 (27.0)	6 (10.0)
39 or more	21 (25.0)	13 (9.0)

$$\chi^2 = 4.38$$

$$p < .05$$

ing the seventeen areas of educational activities. Table LXXIV, page 151, provides one area of educational activity in which the perceptions of the superintendents of the provincial general-director's role seem to be influenced by the superintendents' length of teaching experience. The chi-square of 4.00, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' length of teaching experience and their perceptions of the provincial general-director's role in "preparation of schools' instructional budget." Therefore, the null hypothesis of no association between the superintendents' length of teaching experience and their perceptions of the provincial general-director's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, reported in Table LXXV, page 152, indicates that most experienced superintendents, those who have ten years or more teaching experience, tend to hold that the provincial general-director should have less influence in "preparation of schools' instructional budget."

Data testing the hypothesis that administrative experience of the superintendents is not associated with the superintendents' perceptions of the provincial general-director's role regarding the seventeen educational activities.

Table LXXVI, page 153, provides one area of educational activity in which the perceptions of the superintendents of the provincial general-director's role seem to be influenced by

TABLE LXXIV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY IN EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' TEACHING EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.06
Selection of textbooks	2.76 +
Adoption of instructional methods	1.49
Initiation of changes in curriculum	1.74
Employment of new personnel for the schools	.02
Selection of the place of service for the teaching personnel	.74
Transfer of teacher from one school to another school	.63
Transfer of a teacher from one district to another district	.04
Suspension and dismissal of teaching personnel	.00
Preparation of schools' instructional budget	4.00 *
Expenditure of the instructional budget of the schools	.35
Making necessary changes in the expenditure of allocated budget	.36
Formulation of school policies and regulations	2.40
Solution of educational problems within a school building	.59
Solution of educational problems of the school district	.00
Construction of new school buildings	1.11
Selection of instructional supplies and equipment for the schools	1.46

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE LXXV

PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
GENERAL-DIRECTOR REGARDING "PREPARATIONS OF
SCHOOLS' INSTRUCTIONAL BUDGET" AS PER-
CEIVED BY THE SUPERINTENDENTS

Teaching Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	30 (33.7)	21 (17.3)
11 years or more	19 (15.3)	4 (7.7)
$\chi^2 = 4.00$ $p < .05$		

TABLE LXXVI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' ADMINISTRATIVE EXPERIENCE OF 10 YEARS OR LESS VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.03
Selection of textbooks	2.51
Adoption of instructional methods	.66
Initiation of changes in curriculum	.38
Employment of new personnel for the schools	2.22
Selection of the place of service for the teaching personnel	.00
Transfer of teacher from one school to another school	.28
Transfer of a teacher from one district to another district	.02
Suspension and dismissal of teaching personnel	.08
Preparation of schools' instructional budget	1.20
Expenditure of the instructional budget of the schools	.30
Making necessary changes in the expenditure of allocated budget	.00
Formulation of school policies and regulations	1.02
Solution of educational problems within a school building	1.19
Solution of educational problems of the school district	.73
Construction of new school buildings	5.10 *
Selection of instructional supplies and equipment for the schools	3.46 +

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

the superintendents' length of administrative experience. The chi-square of 5.10, significant at the five per cent level of confidence, reveals that there is an association between the superintendents' length of administrative experience and their perceptions of the provincial general-director's role in "construction of new school buildings." Consequently, the null hypothesis of no association between the superintendents' length of administrative experience and their perceptions of the role of the provincial general-director is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, reported in Table LXXVII, page 155, indicates that most experienced superintendents, those who have more than ten years of administrative experience, tend to hold that the provincial general-director should have more influence in "construction of new school buildings."

Data testing the hypothesis that previous position of high administrative responsibilities of superintendents is not associated with the superintendents' perceptions of the provincial general-director's role regarding the seventeen educational activities. Table LXXVIII, page 156, provides one area of educational activity in which the perceptions of the superintendents of the provincial general-director's role seem to be influenced by the superintendents' previous position of high administrative responsibilities. The chi-square of 6.49, significant at the two per cent level of confidence, reveals that there is an association between the superintend-

TABLE LXXVII

PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
GENERAL-DIRECTOR REGARDING "CONSTRUCTION OF
NEW SCHOOL BUILDINGS" AS PERCEIVED BY
THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	37 (32.9)	19 (23.1)
11 years or more	6 (10.1)	11 (6.9)
$x^2 = 5.10$ $p < .05$		

TABLE LXXVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES VERSUS NO PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.29
Selection of textbooks	.00
Adoption of instructional methods	.15
Initiation of changes in curriculum	.07
Employment of new personnel for the schools	.78
Selection of the place of service for the teaching personnel	1.40
Transfer of teacher from one school to another school	.24
Transfer of a teacher from one district to another district	.01
Suspension and dismissal of teaching personnel	.85
Preparation of schools' instructional budget	.01
Expenditure of the instructional budget of the schools	1.31
Making necessary changes in the expenditure of allocated budget	.01
Formulation of school policies and regulations	.10
Solution of educational problems within a school building	.85
Solution of educational problems of the school district	6.49 **
Construction of new school buildings	.41
Selection of instructional supplies and equipment for the schools	.00

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

ents' previous position of high administrative responsibilities and their perceptions of the provincial general-director's role in "solution of educational problems of the school district." Therefore, the null hypothesis of no association between the superintendents' previous position of high administrative responsibilities and their perceptions of the provincial general-director's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, reported in Table LXXIX, page 158, indicates that most superintendents with no previous position of high administrative responsibilities tend to hold that the provincial general-director should have more influence in "solution of educational problems of the school district."

Data testing the hypothesis that district total enrollment is not associated with the superintendents' perceptions of the provincial general-director's role regarding the seventeen educational activities. Table LXXX, page 159, provides one area of educational activity in which the perceptions of the superintendents of the provincial general-director's role seem to be influenced by the districts' total enrollment. The chi-square of 9.20, significant at the one per cent level of confidence, reveals that there is an association between the district pupil enrollment and the perceptions of the superintendents of the provincial general-director's role in "selection of textbooks." Consequently, the null hypothesis of no association between the district

TABLE LXXIX

PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
GENERAL-DIRECTOR REGARDING "SOLUTION OF EDUCA-
TIONAL PROBLEMS OF THE SCHOOL DISTRICT" AS
PERCEIVED BY THE SUPERINTENDENTS .

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
High Administrative Responsibilities	16 (11.2)	28 (32.8)
No High Administra- tive Responsibilities	3 (7.8)	27 (22.2)
$x^2 = 6.49$ $p < .02$		

TABLE LXXX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL
GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF
THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES
AND THE DISTRICT PUPIL ENROLLMENT OF 5,000
OR LESS VERSUS 5,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.67
Selection of textbooks	9.20 ***
Adoption of instructional methods	.01
Initiation of changes in curriculum	1.02
Employment of new personnel for the schools	3.64 +
Selection of the place of service for the teaching personnel	.03
Transfer of teacher from one school to another school	3.51 +
Transfer of a teacher from one district to another district	3.14 +
Suspension and dismissal of teaching personnel	2.60
Preparation of schools' instructional budget	.36
Expenditure of the instructional budget of the schools	.40
Making necessary changes in the expenditure of allocated budget	.09
Formulation of school policies and regulations	.93
Solution of educational problems within a school building	.12
Solution of educational problems of the school district	.62
Construction of new school buildings	.05
Selection of instructional supplies and equipment for the schools	2.05

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

pupil enrollment and the superintendents' perceptions of the provincial general-director's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, given in Table LXXXI, page 161, indicates that most superintendents from larger districts, districts with more than 5,000 pupil enrollment, tend to hold that the provincial general-director should have little influence in "selection of textbooks."

Data testing the hypothesis that the district secondary pupil enrollment is not associated with the superintendents' perceptions of the provincial general-director's role in the seventeen areas of educational activities. Table LXXXII, page 162, provides one area of educational activity in which the superintendents' perceptions of the provincial general-director's role seem to be influenced by the district secondary enrollment. The chi-square of 3.98, significant at the five per cent level of confidence, reveals that there is an association between the district secondary enrollment and the superintendents' perceptions of the provincial general-director's role in "suspension and dismissal of instructional personnel." Therefore, the null hypothesis of no association between the size of the district secondary enrollment and the superintendents' perceptions of the provincial general-director's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies,

TABLE LXXXI
 PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
 GENERAL-DIRECTOR REGARDING "SELECTION OF TEXT-
 BOOKS" AS PERCEIVED BY THE SUPERIN-
 TENDENTS

District pupil enrollment	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
5,000 or less	18 (23.1)	11 (5.9)
5,001 or more	41 (35.9)	4 (9.1)
$\chi^2 = 9.20$ $p < .01$		

TABLE LXXXII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT SECONDARY ENROLLMENT OF 1,000 OR LESS VERSUS 1,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.47
Selection of textbooks	1.89
Adoption of instructional methods	.39
Initiation of changes in curriculum	2.54
Employment of new personnel for the schools	.38
Selection of the place of service for the teaching personnel	.28
Transfer of teacher from one school to another school	3.53 +
Transfer of a teacher from one district to another district	.08
Suspension and dismissal of teaching personnel	3.98 *
Preparation of schools' instructional budget	2.05
Expenditure of the instructional budget for the schools	.05
Making necessary changes in the expenditure of allocated budget	1.60
Formulation of school policies and regulations	3.40
Solution of educational problems within a school building	.06
Solution of educational problems of the school district	1.67
Construction of new school buildings	1.32
Selection of instructional supplies and equipment for the schools	.02

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

reported in Table LXXXIII, page 164, indicates that most superintendents from larger districts, districts with more than 1,000 secondary pupil enrollment, tend to hold that the provincial general-director should have little influence in "suspension and dismissal of instructional personnel."

Data testing the hypothesis that degree-holding instructional staff of the district is not associated with the superintendents' perceptions of the provincial general-director's role in the seventeen areas of educational activities.

Table LXXXIV, page 165, provides one area of educational activity in which the perceptions of the superintendents of the provincial general-director's role seem to be influenced by the size of degree-holding instructional staff of the district. The chi-square of 10.72, significant at the one per cent level of confidence, indicates that there is an association between the size of the degree-holding instructional staff of the district and the superintendents' perceptions of the provincial general-director's role in "selection of the place of service for the teaching personnel." Consequently, the null hypothesis of no association between the size of the degree-holding instructional staff and the superintendents' perceptions of the provincial general-director's role is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, given in Table LXXXV, page 166, reveals that most superintendents from districts with a fewer number of degree-holding instructional

TABLE LXXXIII

PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
GENERAL-DIRECTOR REGARDING "SUSPENSION AND
DISMISSAL OF INSTRUCTIONAL PERSONNEL" AS
PERCEIVED BY THE SUPERINTENDENTS

District Secondary Enrollment	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1,000 or less	25 (28.9)	22 (18.1)
1,001 or more	20 (16.1)	6 (9.9)
$\chi^2 = 3.98$ $p < .05$		

TABLE LXXXIV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE PROVINCIAL GENERAL-DIRECTOR SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT DEGREE-HOLDING INSTRUCTIONAL STAFF OF 1-14 VERSUS 15 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.75
Selection of textbooks	1.89
Adoption of instructional methods	.12
Initiation of changes in curriculum	.01
Employment of new personnel for the schools	.52
Selection of the place of service for the teaching personnel	10.72 ***
Transfer of a teacher from one school to another school	3.53 +
Transfer of a teacher from one district to another district	.26
Suspension and dismissal of teaching personnel	.23
Preparation of schools' instructional budget	2.05
Expenditure of the instructional budget of the schools	.05
Making necessary changes in the expenditure of allocated budget	.05
Formulation of school policies and regulations	.80
Solution of educational problems within a school building	.07
Solution of educational problems of the school district	.14
Construction of new school buildings	.42
Selection of instructional supplies and equipment for the schools	.63

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

TABLE LXXXV

PATTERN OF FREQUENCIES FOR THE ROLE OF PROVINCIAL
GENERAL-DIRECTOR REGARDING "SELECTION OF PLACE
OF SERVICE FOR THE INSTRUCTIONAL PERSONNEL"
AS PERCEIVED BY THE SUPERINTENDENTS ..

Degree-holding in- structional staff	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1 to 14	41 (35.0)	7 (13.0)
15 or more	13 (19.0)	13 (7.0)

$$\chi^2 = 10.72$$

$$p < .01$$

staff, fourteen and less, tend to hold that the provincial general-director should have little influence in "selection of place of service for the instructional personnel."

Further possible significant tendencies in the data concerning the provincial general-director's role. Tables LXX, LXXI, LXXII, LXXIV, LXXVI, LXXX, LXXXII, and LXXXIV reveal that there are a number of areas of educational activities which appear to be statistically significant at between the five and ten per cent levels of confidence. Although these findings are not significant in terms of the criterion set for this study, they suggest possible grounds for tendencies of relationship.

Further analysis of the data concerning the provincial general-director's role in relation to no specific independent variable. An inspection of the distribution of frequencies of the superintendents' perceptions regarding the provincial general-director's role in the seventeen areas of educational activities, shown in Table LXXXVI, page 168, reveals that, on the whole, in a number of educational activities most superintendents tend to hold that the provincial general-director should have a little influence. Only in two areas of "formulation of school policies and regulations" and "solution of educational problems in the district" it appears that the superintendents tend to hold more influence for the provincial general-director. There are a number of areas of educational activities in which the superintendents' perceptions of the provincial general-director's role are not con-

TABLE LXXXVI

DICHOTOMIZED DISTRIBUTION OF THE FREQUENCIES OF THE SUPER-INTENDENTS' PERCEPTIONS OF PROVINCIAL GENERAL-DIRECTOR'S ROLE IN THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES

Area of Educational Activity	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Preparation and improvement of curriculum	46	27
Selection of textbooks	58	15
Adoption of instructional methods	37	34
Initiation of changes in curriculum	34	39
Employment of new personnel for the schools	44	29
Selection of the place of service for the teaching personnel	62	12
Transfer of a teacher from one school to another school	68	6
Transfer of a teacher from a district to another district	40	34
Suspension and dismissal of instructional personnel	44	29
Preparation of schools' instructional budget	49	25
Expenditure of the instructional budget of the schools	60	13
Making necessary changes in the expenditure of allocated budget	50	24
Formulation of school policies and regulations	28	46
Solution of educational problems within a school building	51	22
Solution of educational problems of the school district	18	56
Construction of new school buildings	44	29
Selection of instructional supplies and equipment for the schools	61	12

clusive. A graphic presentation of the superintendents' perceptions of the provincial general-director's role with respect to the seventeen areas of educational activities is shown in Figure 5, page 170.

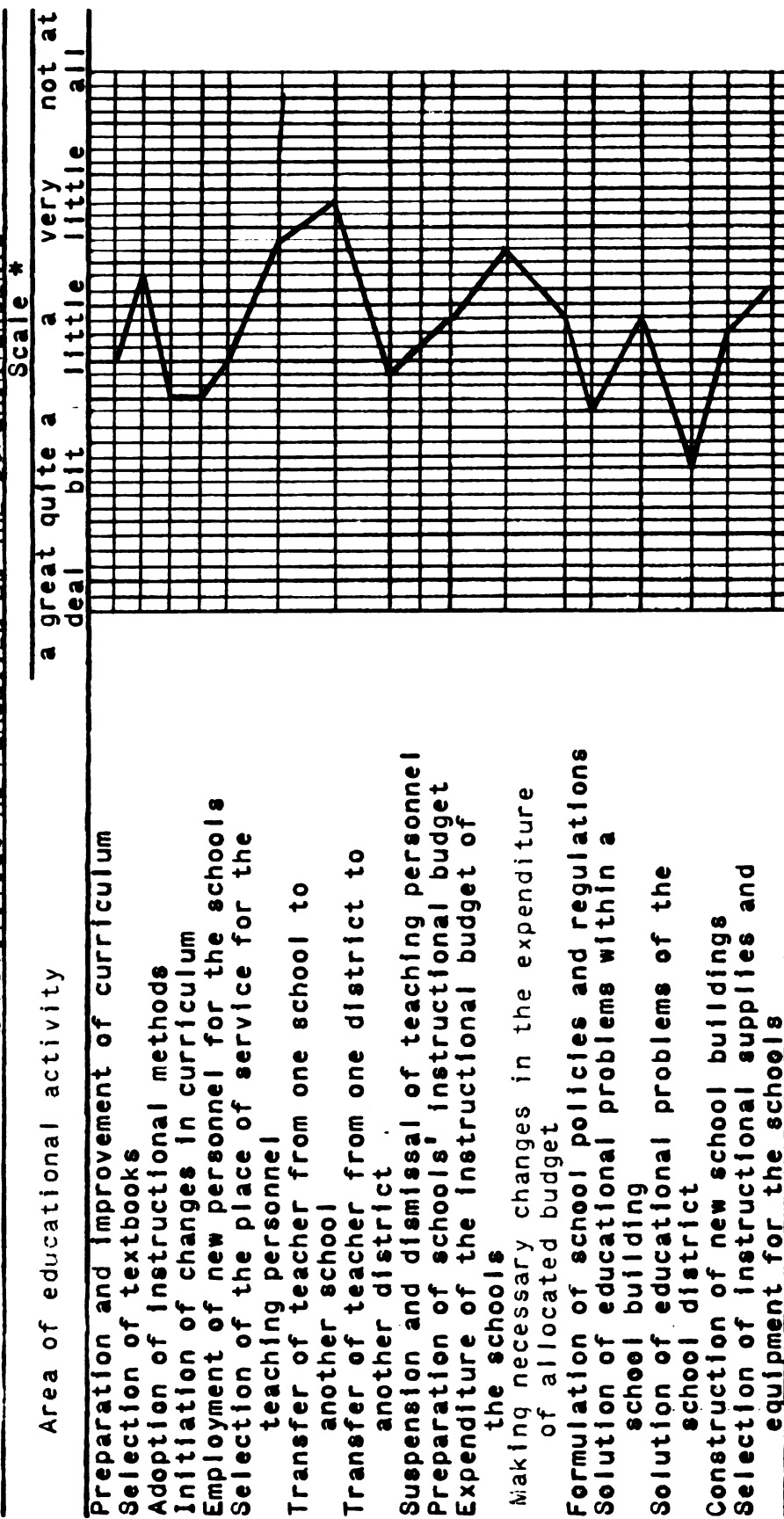
V. DATA CONCERNING THE MINISTRY OF EDUCATION'S ROLE

Data testing the hypothesis that professional preparation, teaching experience and district population are not associated with the superintendents' perceptions of the Ministry of Education's role regarding the seventeen educational activities. Table LXXXVII, LXXXVIII, and LXXXIX, pages 171 through 173, reveal that the superintendents' professional preparation, length of teaching experience, and district population are not associated with the superintendents' perceptions of the role of the Ministry of Education with respect to the seventeen areas of educational activities. The criterion of significance set for this study is at the five per cent level of confidence. Therefore, the null hypothesis of no association is upheld.

Data testing the hypothesis that age of the superintendents is not associated with the superintendents' perceptions of the Ministry of Education's role regarding the seventeen educational activities. Table XC, page 174, provides two areas of educational activities in which the perceptions of the superintendents of the Ministry of Education's role seem to be influenced by the superintendents' age. The chi-squares of 3.85 and 4.01, both significant at the five per

FIGURE 5

DISTRIBUTION OF PROVINCIAL GENERAL-DIRECTOR'S ROLE IN EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITIES AS PERCEIVED BY THE SUPERINTENDENTS



* In preparing this graph the values of 4, 3, 2, 1, and 0 have been respectively given to five points of "a great deal", "quite a bit", "a little", "very little", and "not at all", of the opinion scale used in the questionnaire. The numerical values for each educational activity is the arithmetic mean of the frequencies for that area calculated on the basis stated above.

TABLE LXXXVII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE OF MINISTRY
OF EDUCATION REGARDING EACH OF THE SEVENTEEN AREAS
OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS'
PROFESSIONAL PREPARATION OF TEACHER TRAINING
COLLEGE VERSUS UNIVERSITY COLLEGE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.42
Selection of textbooks	.71
Adoption of instructional methods	.11
Initiation of changes in curriculum	1.10
Employment of new personnel for the schools	1.07
Selection of the place of service for the teaching personnel	1.01
Transfer of a teacher from one school to another school	1.41
Transfer of a teacher from one district to another district	1.39
Suspension and dismissal of teaching personnel	.01
Preparation of schools' instructional budget	2.93 +
Expenditure of the instructional budget of the schools	1.24
Making necessary changes in the expenditure of allocated budget	.66
Formulation of school policies and regulations	.62
Solution of educational problems within a school building	1.71
Solution of educational problems of the school district	.80
Construction of new school buildings	.74
Selection of instructional supplies and equipment for the schools	1.46

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE LXXXVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
 SUPERINTENDENTS' PERCEPTIONS OF THE ROLE OF MINISTRY
 OF EDUCATION REGARDING EACH OF THE SEVENTEEN AREAS
 OF EDUCATIONAL ACTIVITIES AND SUPERINTENDENTS'
 TEACHING EXPERIENCE OF 10 YEARS OR LESS
 VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.39
Selection of textbooks	.02
Adoption of instructional methods	.84
Initiation of changes in curriculum	2.83 +
Employment of new personnel for the schools	.01
Selection of the place of service for the teaching personnel	.23
Transfer of a teacher from one school to another school	2.41
Transfer of a teacher from one district to another district	.00
Suspension and dismissal of teaching personnel	2.39
Preparation of schools' instructional budget	.27
Expenditure of the instructional budget of the schools	.28
Making necessary changes in the expenditure of allocated budget	.04
Formulation of school policies and regulations	.16
Solution of educational problems within a school building	1.97
Solution of educational problems of the school district	1.19
Construction of new school buildings	1.98
Selection of instructional supplies and equip- ment for the schools	.02

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE LXXXIX

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE MINISTRY
OF EDUCATION SHOULD PLAY REGARDING EACH OF THE
SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND
THE DISTRICT POPULATION OF 20,000 OR LESS
VERSUS 20,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.73
Selection of textbooks	.31
Adoption of instructional methods	.57
Initiation of changes in curriculum	.24
Employment of new personnel for the schools	3.53 +
Selection of the place of service for the teaching personnel	2.80 +
Transfer of teacher from one school to another school	.93
Transfer of a teacher from one district to another district	.22
Suspension and dismissal of teaching personnel	3.60 +
Preparation of schools' instructional budget	.72
Expenditure of the instructional budget of the schools	3.54 +
Making necessary changes in the expenditure of allocated budget	1.74
Formulation of school policies and regulations	.87
Solution of educational problems within a school building	1.24
Solution of educational problems of the school district	1.58
Construction of new school buildings	.01
Selection of instructional supplies and equipment for the schools	.17

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

TABLE XC

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
 SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY
 OF EDUCATION SHOULD PLAY REGARDING EACH OF THE
 SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES
 AND THE SUPERINTENDENTS' AGE OF 30-38
 VERSUS 39 OR OVER

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.11
Selection of textbooks	1.29
Adoption of instructional methods	1.38
Initiation of changes in curriculum	3.85 *
Employment of new personnel for the schools	.06
Selection of the place of service for the teaching personnel	.03
Transfer of a teacher from one school to another school	.27
Transfer of a teacher from one district to another district	.42
Suspension and dismissal of teaching personnel	1.30
Preparation of schools' instructional budget	1.89
Expenditure of the instructional budget of the schools	.00
Making necessary changes in the expenditure of allocated budget	1.40
Formulation of school policies and regulations	2.41
Solution of educational problems within a school building	4.01 *
Solution of educational problems of the school district	1.66
Construction of new school buildings	.65
Selection of instructional supplies and equip- ment for the schools	.35

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

cent level of confidence, reveal that there is an association between the superintendents' age and their perceptions of the Ministry of Education's role in "initiation of changes in curriculum" and "solution of educational problems within a school building." Therefore, the null hypothesis of no association between the age of superintendents and their perceptions of the Ministry of Education's role is rejected in two and upheld in fifteen areas of educational activities. In the first area where the association is established, an examination of the pattern of frequencies, reported in Table XCI, page 176, indicates that most older superintendents, those who are more than thirty-nine, tend to hold that the Ministry of Education should have more influence in "initiation of changes in curriculum." In the second area of association, an inspection of the pattern of frequencies, given in Table XCII, page 177, indicates that most older superintendents, those who are thirty-nine or more, tend to hold that the Ministry of Education should have little influence in "solution of educational problems within a school building."

Data testing the hypothesis that length of administrative experience is not associated with the perceptions of the superintendents of the Ministry of Education's role regarding the seventeen educational activities. Table XCIII, page 178, provides two areas of educational activities in which the superintendents' perceptions of the role of the Ministry of Education seem to be influenced by the superintendents'

TABLE XCI

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "INITIATION OF CHANGES IN CUR-
RICULUM" AS PERCEIVED BY THE SUPERINTENDENTS

Age	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
30-38	15 (11.1)	22 (25.9)
39 or more	7 (10.9)	29 (25.1)

$$\chi^2 = 3.85$$

$$p < .05$$

TABLE XCII

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "SOLUTION OF EDUCATIONAL PROBLEMS
WITHIN A SCHOOL BUILDING" AS PERCEIVED BY
THE SUPERINTENDENTS

Age	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
30-38	32 (28.3)	5 (8.7)
39 or more	24 (27.7)	12 (8.3)
$\chi^2 = 4.01$ $p < .05$		

TABLE XCIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE
SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY
OF EDUCATION SHOULD PLAY REGARDING EACH OF THE
SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES
AND THE SUPERINTENDENTS' ADMINISTRATIVE
EXPERIENCE OF 10 YEARS OR LESS
VERSUS 11 YEARS OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.03
Selection of textbooks	4.09 *
Adoption of instructional methods	.16
Initiation of changes in curriculum	2.05
Employment of new personnel for the schools	.30
Selection of the place of service for the teaching personnel	.04
Transfer of a teacher from one school to another school	3.70 +
Transfer of a teacher from one district to another district	.44
Suspension and dismissal of teaching personnel	.95
Preparation of schools' instructional budget	1.16
Expenditure of the instructional budget of the schools	.58
Making necessary changes in the expenditure of allocated budget	.47
Formulation of school policies and regulations	1.42
Solution of educational problems within a school building	4.51 *
Solution of educational problems of the school district	.14
Construction of new school buildings	3.39
Selection of instructional supplies and equip- ment for the schools	.00

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of
confidence

administrative experience. The chi-squares of 4.09 and 4.51, both significant at the five per cent level of confidence, indicate that there is an association between the superintendents' length of administrative experience and their perceptions of the Ministry of Education's role in "selection of textbooks" and "solution of educational problems within a school building." Consequently, the null hypothesis of no association between the superintendents' length of administrative experience and their perceptions of the role of the Ministry of Education is rejected in two and upheld in fifteen areas of educational activities. In the areas where the association is established, an examination of the pattern of frequencies, shown in Tables XCIV and XCV, pages 180 and 181, indicates that most inexperienced superintendents, those who have less than eleven years of administrative experience, tend to hold that the Ministry of Education should have little influence in "selection of textbooks" and "solution of educational problems within a school building."

Data testing the hypothesis that previous position of principalship is not associated with the perceptions of the superintendents of the role of the Ministry of Education regarding the seventeen educational activities. Table XCVI, page 182, provides one area of educational activity in which the perceptions of the superintendents of the role of the Ministry of Education seem to be influenced by the superintendents' previous position of principalship. The chi-square of 4.54, significant at the five per cent level of confidence,

TABLE XCIV

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "SELECTION OF TEXTBOOKS" AS
PERCEIVED BY THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	35 (31.6)	11 (14.4)
11 years or more	9 (12.4)	9 (5.6)

$$\chi^2 = 4.09$$

$$p < .05$$

TABLE XCV

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "SOLUTION OF EDUCATIONAL PROB-
LEMS WITHIN A SCHOOL BUILDING" AS PERCEIVED BY
THE SUPERINTENDENTS

Administrative Experience	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
10 years or less	46 (42.1)	9 (12.9)
11 years or more	10 (13.9)	8 (4.1)

$$\chi^2 = 4.51*$$

$$p < .05$$

* Corrected for continuity by Yates' method

TABLE XCVI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY OF EDUCATION SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITION OF PRINCIPALSHIP VERSUS NO PREVIOUS POSITION OF PRINCIPALSHIP

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.01
Selection of textbooks	.73
Adoption of instructional methods	4.54 *
Initiation of changes in curriculum	2.59
Employment of new personnel for the schools	1.25
Selection of the place of service for the teaching personnel	3.66 +
Transfer of a teacher from one school to another school	.30
Transfer of a teacher from one district to another district	.99
Suspension and dismissal of teaching personnel	.28
Preparation of schools' instructional budget	.27
Expenditure of the instructional budget of the schools	.06
Making necessary changes in the expenditure of allocated budget	.04
Formulation of school policies and regulations	2.96 +
Solution of educational problems within a school building	.04
Solution of educational problems of the school district	1.01
Construction of new school buildings	3.68 +
Selection of instructional supplies and equipment for the schools	.54

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

reveals that there is an association between the superintendents' previous position of principalship and their perceptions of the Ministry of Education's role in "adoption of instructional methods." Consequently, the null hypothesis of no association between the superintendents' previous position of principalship and their perceptions of the role of the Ministry of Education is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, reported in Table XCVII, page 184, indicates that most superintendents with previous experience of principalship tend to hold that the Ministry of Education should have more influence in "adoption of instructional methods."

Data testing the hypothesis that previous position of high administrative responsibilities is not associated with the superintendents' perceptions of the Ministry of Education's role regarding the seventeen educational activities. Table XCVIII, page 185, provides one area of educational activity in which the perceptions of the superintendents of the Ministry of Education's role seem to be influenced by the superintendents' previous position of high administrative responsibilities. The chi-square of 5.06, significant at the five per cent level of confidence, indicates that there is an association between the superintendents' previous experience in high administrative responsibilities and their perceptions of the Ministry of Education's role in "selection of instructional supplies and equipment for the schools." Therefore,

TABLE XCVII

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "ADOPTION OF INSTRUCTIONAL METH-
ODS" AS PERCEIVED BY THE SUPERINTENDENTS

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Principalship	20 (24.1)	29 (24.9)
No principalship	15 (10.9)	7 (11.1)
$x^2 = 4.54$ $p < .05$		

the null hypothesis of no association between the superintendents' previous position of high administrative responsibilities and their perceptions of the role of the Ministry of Education is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, reported in Table XCIX, page 187, indicates that most superintendents with no previous experience in high administrative responsibilities tend to hold that the Ministry of Education should have little influence in "selection of instructional supplies and equipment for the schools."

Data testing the hypothesis that traveling abroad is not associated with the perceptions of the superintendents of the role of the Ministry of Education regarding seventeen educational activities. Table C, page 188, provides three areas of educational activities in which the superintendents' perceptions of the role of the Ministry of Education seem to be influenced by the superintendents' experience in traveling abroad. The chi-squares of 4.00, 4.97, and 7.45, the first two significant at the five and the third at the one per cent level of confidence, reveal that there is an association between the superintendents' experience in traveling abroad and their perceptions of the role of the Ministry of Education in "preparation and improvement of curriculum," "transfer of a teacher from one district to another district," and "solution of educational problems within a school building." Consequently, the null hypothesis of no association between the

TABLE XCVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY OF EDUCATION SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' PREVIOUS POSITIONS OF HIGH ADMINISTRATIVE RESPONSIBILITIES VERSUS NO PREVIOUS POSITION OF HIGH ADMINISTRATIVE RESPONSIBILITIES

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.36
Selection of textbooks	.31
Adoption of instructional methods	.07
Initiation of changes in curriculum	2.48
Employment of new personnel for the schools	1.28
Selection of the place of service for the teaching personnel	.83
Transfer of a teacher from one school to another school	.84
Transfer of a teacher from one district to another district	2.69
Suspension and dismissal of teaching personnel	.24
Preparation of schools' instructional budget	.01
Expenditure of the instructional budget of the schools	.24
Making necessary changes in the expenditure of allocated budget	1.10
Formulation of school policies and regulations	.00
Solution of educational problems within a school building	.00
Solution of educational problems of the school district	.07
Construction of new school buildings	.12
Selection of instructional supplies and equipment for the schools	5.06 *

* Significant at the .05 level of confidence

** Significant at the .02 level of confidence

*** Significant at the .01 level of confidence

**** Significant at the .001 level of confidence

+ Significant at between the .05 and .10 levels of confidence

TABLE XCIX

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "SELECTION OF INSTRUCTIONAL
SUPPLIES AND EQUIPMENT FOR THE SCHOOLS" AS
PERCEIVED BY THE SUPERINTENDENTS

Previous Position	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
High Administrative Responsibilities	27 (31.2)	16 (11.8)
No high administra- tive responsibilities	26 (21.8)	4 (8.2)

$$\chi^2 = 5.06$$

$$p < .05$$

TABLE C

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY OF EDUCATION SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE SUPERINTENDENTS' EXPERIENCE IN TRAVELLING ABROAD VERSUS NO EXPERIENCE IN TRAVELLING ABROAD

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	4.00 *
Selection of textbooks	.15
Adoption of instructional methods	1.50
Initiation of changes in curriculum	.05
Employment of new personnel for the schools	.30
Selection of the place of service for the teaching personnel	.29
Transfer of a teacher from one school to another school	.05
Transfer of a teacher from one district to another district	4.97 *
Suspension and dismissal of teaching personnel	.18
Preparation of schools' instructional budget	.00
Expenditure of the instructional budget of the schools	.49
Making necessary changes in the expenditure of allocated budget	.15
Formulation of school policies and regulations	.27
Solution of educational problems within a school building	7.45 ***
Solution of educational problems of the district	.14
Construction of new school buildings	.03
Selection of instructional supplies and equipment for the schools	1.23

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

superintendents' experience in traveling abroad and their perceptions of the Ministry of Education's role is rejected in three and upheld in fourteen areas of educational activities. In the areas where the association is established, an examination of the patterns of frequencies, reported in Tables CI, CII and CIII, pages 190, 191, and 192, indicates that most superintendents who have traveled abroad tend to hold that the Ministry of Education should have little influence in "preparation and improvement of curriculum," "transfer of a teacher from one district to another district," and "solution of educational problems within a school building."

Data testing the hypothesis that district total enrollment is not associated with the superintendents' perceptions of the Ministry of Education's role regarding the seventeen educational activities. Table CIV, page 193, provides one area of educational activity in which the perceptions of the superintendents of the role of the Ministry of Education seem to be influenced by the total pupil enrollment of the districts which the superintendents represent. The chi-square of 8.73, significant at the one per cent level of confidence, indicates that there is an association between the total pupil enrollment of the districts, which the superintendents represent, and the perceptions of the superintendents of the Ministry of Education's role in "employment of new personnel for the schools." Therefore, the null hypothesis of no association between the district pupil enrollment and the superintendents' perceptions of the role of the Min-

TABLE CI

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "PREPARATION AND IMPROVEMENT OF
CURRICULUM" AS PERCEIVED BY THE SUPERINTENDENTS

Travel Abroad	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
With	14 (10.3)	4 (7.7)
Without	28 (31.7)	27 (23.3)

$$\chi^2 = 4.00$$

$$p < .05$$

TABLE CII

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "TRANSFER OF A TEACHER FROM ONE
DISTRICT TO ANOTHER DISTRICT" AS PERCEIVED BY
THE SUPERINTENDENTS

Travel Abroad	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
With	15 (11.1)	2 (5.9)
Without	33 (36.9)	23 (19.1)
$\chi^2 = 4.97$ $p < .05$		

TABLE CIII

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "SOLUTION OF EDUCATIONAL PROB-
LEMS WITHIN A SCHOOL BUILDING" AS PERCEIVED BY
THE SUPERINTENDENTS

Travel Abroad	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
With	17 (12.4)	1 (5.6)
Without	33 (37.6)	22 (17.4)
$\chi^2 = 7.45$ $p < .01$		

TABLE CIV

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY OF EDUCATION SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT ENROLLMENT OF 5,000 OR LESS VERSUS 5,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.18
Selection of textbooks	2.47
Adoption of instructional methods	.08
Initiation of changes in curriculum	.01
Employment of new personnel for the schools	8.73***
Selection of the place of service for the teaching personnel	1.43
Transfer of teacher from one school to another school	3.74 +
Transfer of a teacher from one district to another district	.22
Suspension and dismissal of teaching personnel	.49
Preparation of schools' instructional budget	.63
Expenditure of the instructional budget of the schools	3.45 +
Making necessary changes in the expenditure of allocated budget	1.63
Formulation of school policies and regulations	.81
Solution of educational problems within a school building	1.26
Solution of educational problems of the school district	.01
Construction of new school buildings	1.68
Selection of instructional supplies and equipment for the schools	.00

- * Significant at the .05 level of confidence
 ** Significant at the .02 level of confidence
 *** Significant at the .01 level of confidence
 **** Significant at the .001 level of confidence
 + Significant at between the .05 and .10 levels of confidence

istry of Education is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of frequencies, reported in Table CV, page 195, indicates that most superintendents from larger districts, districts with more than five thousand pupil enrollment, tend to hold that the Ministry of Education should have little influence in "employment of new personnel for the schools."

Data testing the hypothesis that district secondary enrollment is not associated with the superintendents' perceptions of the role of the Ministry of Education regarding the seventeen educational activities. Table CVI, page 196, provides one area of educational activity in which the perceptions of the superintendents of the Ministry of Education's role seem to be influenced by the secondary enrollment of the districts which the superintendents represent. The chi-square of 4.19, significant at the five per cent level of confidence, reveals that there is an association between the secondary enrollment of the districts which the superintendents represent and the superintendents' perceptions of the role of the Ministry of Education in "employment of new personnel for the schools." Therefore, the null hypothesis of no association between the district secondary enrollment and the perceptions of the superintendents of the role of the Ministry of Education is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an inspection of the pattern of

TABLE CV

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "EMPLOYMENT OF NEW PERSONNEL
FOR THE SCHOOLS" AS PERCEIVED BY THE
SUPERINTENDENTS

District pupil Enrollment	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
5,000 or less	10 (16.1)	19 (12.9)
5,001 or more	30 (23.9)	13 (19.1)

$$\chi^2 = 8.73$$

$$p < .01$$

TABLE CVI

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE THE MINISTRY OF EDUCATION SHOULD PLAY REGARDING EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT SECONDARY ENROLLMENT OF 1,000 VERSUS 1,001 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	1.01
Selection of textbooks	.95
Adoption of instructional methods	.03
Initiation of changes in curriculum	.38
Employment of new personnel for the schools	4.19*
Selection of the place of service for the teaching personnel	.39
Transfer of teacher from one school to another school	.53
Transfer of a teacher from one district to another district	.05
Suspension and dismissal of teaching personnel	1.21
Preparation of schools' instructional budget	1.19
Expenditure of the instructional budget of the schools	2.24
Making necessary changes in the expenditure of allocated budget	.90
Formulation of school policies and regulations	.39
Solution of educational problems within a school building	.37
Solution of educational problems of the school district	1.33
Construction of new school buildings	.00
Selection of instructional supplies and equipment for the schools	.23

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 levels of confidence

frequencies, reported in Table CVII, page 198, reveals that most superintendents from larger districts, districts with more than one thousand secondary enrollment, tend to hold that the Ministry of Education should have little influence in "employment of new personnel for the schools."

Data testing the hypothesis that degree-holding instructional staff of the district is not associated with the perceptions of the superintendents of the role of the Ministry of Education regarding the seventeen educational activities. Table CVIII, page 199, provides one area of educational activity in which the perceptions of the superintendents of the Ministry of Education's role seem to be influenced by the size of the degree-holding instructional staff of the districts which the superintendents represent and the superintendents' perceptions of the Ministry of Education's role in "solution of educational problems of the school district." Consequently, the null hypothesis of no association between the degree-holding instructional staff of the districts and the perception of the superintendents of the role of the Ministry of Education is rejected in one and upheld in sixteen areas of educational activities. In the area where the association is established, an examination of the pattern of frequencies, given in Table CIX, page 200, indicates that most superintendents from districts with larger degree-holding instructional staff, fifteen and more, tend to hold that the Ministry of Education should have more influence in "solution of educational problems of the school district."

TABLE CVII

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "EMPLOYMENT OF NEW PERSONNEL
FOR SCHOOLS" AS PERCEIVED BY THE SUPERINTENDENTS

District Secondary Enrollment	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1,000 or less	22 (26.1)	25 (20.9)
1,001 or more	18 (13.9)	7 (11.1)

$$\chi^2 = 4.19$$

$$p < .05$$

TABLE CVIII

CHI-SQUARE VALUES TESTING THE RELATIONSHIP BETWEEN THE SUPERINTENDENTS' PERCEPTIONS OF THE ROLE OF THE MINISTRY OF EDUCATION IN EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AND THE DISTRICT DEGREE-HOLDING INSTRUCTIONAL STAFF OF 1-14 VERSUS 15 OR MORE

Area of Educational Activity	Chi-Square Value
Preparation and improvement of curriculum	.26
Selection of textbooks	.58
Adoption of instructional methods	.35
Initiation of changes in curriculum	.95
Employment of new personnel for the schools	2.40
Selection of the place of service for the teaching personnel	.39
Transfer of teacher from one school to another school	.53
Transfer of a teacher from one district to another district	.05
Suspension and dismissal of teaching personnel	1.21
Preparation of schools' instructional budget	.78
Expenditure of the instructional budget of the schools	2.24
Making necessary changes in the expenditure of allocated budget	.90
Formulation of school policies and regulations	.39
Solution of educational problems within a school building	.00
Solution of educational problems of the school district	4.44*
Construction of new school buildings	.26
Selection of instructional supplies and equipment for the schools	2.48

- * Significant at the .05 level of confidence
- ** Significant at the .02 level of confidence
- *** Significant at the .01 level of confidence
- **** Significant at the .001 level of confidence
- + Significant at between the .05 and .10 level of confidence

TABLE CIX

PATTERN OF FREQUENCIES FOR THE ROLE OF THE MINISTRY OF
EDUCATION REGARDING "SOLUTION OF EDUCATIONAL PROB-
LEMS OF THE SCHOOL DISTRICT" AS PERCEIVED BY
THE SUPERINTENDENTS

Degree-holding instructional staff	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
1 to 14	21 (16.8)	27 (31.2)
15 or more	5 (9.2)	21 (16.8)

$$\chi^2 = 4.44$$

$$p < .05$$

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Further possible significant tendencies in the data concerning the Ministry of Education's role. An examination of the data reported in Tables LXXXVII, LXXXVIII, LXXXIX, XCIII, XCVI, and CIV reveals that there are a number of areas of educational activities in which the superintendents' perceptions of the Ministry of Education's role appear to show a relationship statistically significant at between the five and ten per cent levels of confidence. Although these findings are not statistically significant in terms of the criterion set for this study, they are indicative of possible relationships.

Further analysis of the data concerning the Ministry of Education's role in relation to no specific independent variable. An inspection of the dichotomized distribution of the frequencies of the superintendents' perceptions of the Ministry of Education's role in the seventeen educational activities, reported in Table CX, page 202, reveals that on the whole, most superintendents tend to hold that the Ministry of Education should have little influence on educational activities closely related to the school districts or school buildings in the district. However, in areas of national scope such as "initiation of changes in curriculum," "formulation of school policies and regulations," and "solution of educational problems of the school districts," most superintendents tend to hold that the Ministry of Education should have more influence. In a number of areas of educational activities it appears that there is no decisive and conclusive

TABLE CX

DICHOTOMIZED DISTRIBUTION OF THE FREQUENCIES OF THE
SUPERINTENDENTS' PERCEPTIONS OF THE MINISTRY OF
EDUCATION'S ROLE IN SEVENTEEN AREAS OF EDU-
CATIONAL ACTIVITIES

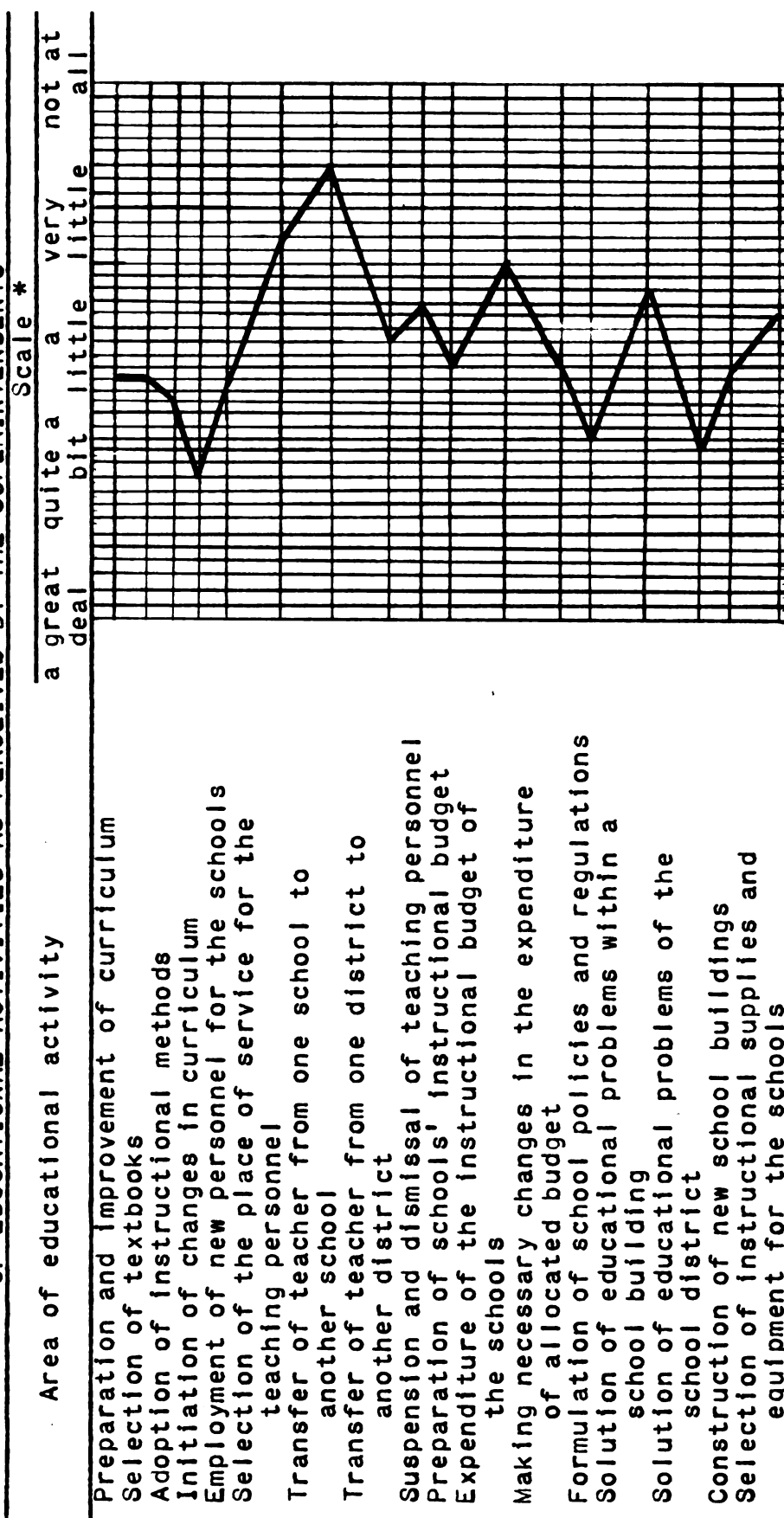
Area of Educational Activity	Opinion Scale	
	A little to not at all	Quite a bit to a great deal
Preparation and improvement of curriculum	42	31
Selection of textbooks	44	30
Adoption of instructional methods	35	37
Initiation of changes in curriculum	23	50
Employment of new personnel for the schools	40	32
Selection of the place of service for the teaching personnel	62	12
Transfer of teacher from one school to another school	69	5
Transfer of a teacher from a dis- trict to another district	49	24
Suspension and dismissal of in- structional personnel	42	33
Preparation of schools' instruc- tional budget	45	29
Expenditure of the instructional budget of the school	61	12
Making necessary changes in the ex- penditure of allocated budget	41	33
Formulation of school policies and regulations	25	49
Solution of educational problems within a school building	56	17
Solution of educational problems of the school district	26	48
Construction of new school buildings	44	29
Selection of instructional supplies and equipment for the schools	55	18

tendency in the perceptions of the superintendents regarding the role of the Ministry of Education. A graphic presentation of the superintendents' perceptions concerning the role of the Ministry of Education in seventeen areas of educational activities is given in Figure 6, page 204.

Summary. In this chapter the statistical analysis of the data concerning the role of superintendent, teacher, principal, provincial general-director of education, and the Ministry of Education as it relates to the process of decision-making in seventeen areas of educational activities was presented. The findings of the study were treated statistically for their significance. In the next chapter the implications of the findings will be discussed.

FIGURE 6

DISTRIBUTION OF THE MINISTRY OF EDUCATION'S ROLE IN EACH OF THE SEVENTEEN AREAS OF EDUCATIONAL ACTIVITIES AS PERCEIVED BY THE SUPERINTENDENTS



* In preparing this graph the values of 4, 3, 2, 1, and 0 have been respectively given to five points of a great deal, quite a bit, a little, very little, and "not at all", of the opinion scale used in the questionnaire. The numerical values for each educational activity is the arithmetic mean of the frequencies for that area calculated on the basis stated above.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This final chapter contains a summary of the sequential presentation of major findings and conclusions of the research, their implications and significance, and recommendations based on and directed by the results of the study.

Purpose of the study. The purpose of this study was to examine the pattern of administrative practices in the Iranian educational system with special attention on the analysis of the role of five important educational positions in respect to the performance of the educational activities in the system. Further purposes were to review the literature and to trace the development of the role concept which served as a pivotal theoretical tool for this research.

Procedure. The study was conducted in Iran on a nation-wide sampling basis. The subjects were the school superintendents in one hundred and thirty school districts.

The questionnaire technique was used for the collection of information and a simple chi-square test was applied for the analysis of the collected data.

The hypothesis of no association between eleven independent variables and the perceptions of the school superintendents was tested in each of the seventeen areas of educational activities specified in the questionnaire.

Major Findings and Conclusions. The following major findings are drawn from the analysis of the school superintendents' perceptions of the role of superintendent, teacher, principal, provincial general-director of education, and the Ministry of Education in the performance of certain educational activities.

1. The analysis of the data revealed that in more areas of educational activities, the independent variable of length of administrative experience made a significant difference in the perceptions of the superintendents of the role of one or more of the five educational positions. In all instances where an association between the superintendents' length of administrative experience and their perceptions of the role of any one of the five educational positions in respect to any one of the educational activities was upheld, comparatively more superintendents of longer administrative experience tended to perceive greater participation for the position concerned.
2. The independent variable of experience in traveling abroad consistently influenced the superintendents' perceptions of the role of the Ministry of Education. In three areas of educational activities where the experience in traveling abroad made a significant difference in the superintendents' perceptions of the role of the Ministry of

Education, it was the superintendents with experience in traveling abroad who tended to hold that the Ministry of Education should have little influence. One of the three areas of educational activities was "preparation and improvement of curriculum." However, the perceptions of the superintendents of their own role in the area of "preparation and improvement of curriculum," as influenced by the independent variable of traveling abroad, were in contrast to their perceptions of the Ministry of Education's role.

3. Evidence obtained from the analysis of the data indicate that in more areas of educational activities the role of superintendent and the Ministry of Education is influenced by the eleven independent variables than the role of teacher, principal, and provincial general-director of education.
4. The analysis of the collected data revealed that superintendents' professional preparation is an insignificant independent variable in the perceptions of the superintendents of the role of five educational positions in performance of the various educational activities. Consequently, this part of the findings of the study was at variance with the assumption which holds that the greater the homogeneity of the training required of in-

cumbent for occupancy of a particular position, the more consensus they will have on the expectations for their own and other positions.

5. In areas related to instruction and school curriculum, a significant number of superintendents perceived considerable role for teachers. This portion of the findings was in agreement with evidence obtained in other investigations and supported the hypothesis that 'incumbent of both superordinate and subordinate positions will assign relatively greater responsibility to the subordinate for actions requiring greater technical competence than for actions requiring less technical competence.'
6. The more experienced superintendents in teaching career expect a greater role for its teacher in areas related to instruction.
7. The more experienced superintendents in administrative background expect a greater role for teacher in areas related to personnel and administration.
8. The superintendents perceived a highly significant role for superintendent in nearly all areas of educational activities. This portion of the findings is in agreement with the evidence obtained in other investigations and supported the hypothesis that in 'specifying the division of responsibility between subordinate and superordinate, incumbents of each of these positions will assign more re-

sponsibility to their own position than incumbents of other positions assign to it.'

9. The examination of the superintendents' perceptions of the provincial general-director of education's role revealed that in most areas of educational activities their perceptions tended to favor a limited participation for the provincial general-director of education.
10. The analysis of the data concerning principal's role in areas of educational activities indicated that in areas related to instruction, personnel, and general administration of the school building, the perceptions of the superintendents strongly favored considerable participation for the principal.
11. Superintendents from more populated districts, districts with more degree-holding instructional staff, and districts with more secondary enrollment expect the building principal to play a greater role in "making necessary changes in expenditure of allocated budget."
12. The analysis of the data concerning the role of the Ministry of Education in areas of educational activities indicated that in most areas the perceptions of the superintendents either favor limited participation or remain indecisive in direction.

13. More aged and more administratively experienced superintendents expect the Ministry of Education to play a greater role in areas of educational activities where age and administrative experience make a difference in superintendents' perceptions.
14. The larger districts, districts with more pupil enrollment and more secondary enrollment, expect the Ministry of Education to play a lesser role in "employment of new personnel for schools."

Minor Findings and Conclusions. The analysis of the general information collected in the first part of the questionnaire revealed the following factors:

1. Most district superintendents in Iran are in their thirties or forties.
2. Nearly half of the superintendents have only their subject matter specialization as professional preparation for the position of superintendency.
3. Very few superintendents are members of any professional educational organizations or associations.
4. Very few superintendents indicated any professional writings or publications in the field of education.
5. Nearly half of the superintendents indicated their academic specialization in Persian literature, geography and history, or physics and chemistry.
6. All the superintendents indicated teaching experi-

ence prior to their administrative responsibilities.

7. Very few superintendents indicated experience other than educational prior to their chief administrative position in the school district.

Implications for Education and Educational Administration. The findings reported in this study have profound implications for teachers, principals, superintendents, provincial general-directors of education, and above all, the national Ministry of Education. The significance and import of the findings come to the fore when the perceptual expectations of the superintendents are compared with the officially prescribed responsibilities of each one of the five positions.⁵¹ The comparison will clearly point out that in many areas there are incompatible behavioral expectations for an individual in a given position. The data concerning teacher's role in areas of educational activities provided conclusive evidence that the teacher is expected to maintain an important role in the instructional phases of education. However, the high expectations for teacher's participation in the conduct of instructional activities of the school, as perceived by the superintendents, do not have any provision in the official job description of teacher. The findings of the study also unequivocally supported the leadership position of the principal in all areas of educational activities related to instruction. Nevertheless, the official expectations of a principal are defined in terms of "supervision in execution of the official school curriculum." Consequently, it is apparent that there

⁵¹See page 6 and Appendices A, B, C, D, and E.

is a disparity between the role of some of the position incumbents as defined by the Ministry of Education and as perceived by the superintendents. Since the immediate results of exposure to incompatible behavioral expectations would reduce the efficiency in the performance of the assigned tasks, and unless such conflicts can be resolved, the position incumbents function under a heavy handicap. Therefore, it is the belief of the writer that the existing conflicting role expectations are of a serious nature in the structure of the educational system of Iran. It causes worry, reduces job satisfaction, and builds up an ambivalent attitude among the position incumbents. It is on the basis of the present findings that further research in the analysis of the role of educational positions is recommended.

The evidences presented by the study has another significant implication for the Ministry of Education. The superintendents' perceptions of a considerable role for the teachers, principals, and the chief school administrators of the districts are indicative that the school superintendents may accept certain administrative autonomy for the educational affairs of the districts. However, the desirability of such measure should be carefully evaluated in light of social, cultural, economic, and political conditions of the districts and the nation at large.

The superintendents' perceptions of the role of teacher and principal in the conduct of the instructional aspect of education have deep implications for school administration

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at the local level. A conservative interpretation of the data would support the position of providing the individual school buildings with a certain amount of self-direction and instructional leadership. At the same time, an extensive and intensive professional preparation is required to safeguard the best possible education for the nation.

Recommendations. In light of the data collected and the findings reported, two kinds of recommendations for study and actions will be made.

1. Recommendations for Further Theoretical Research.

Further research is required to complete the role analysis of the educational incumbent in a centralized system of relationships in order to provide an accurate knowledge of the behavior of position incumbents. On the theoretical basis, the following areas of research are recommended:

1. To explore the power referents in decision-making on the part of superintendents. To investigate whether they perceive the power referent in the profession or in institutionalized authority.
2. To identify the legitimizing sources for the educational decisions through the perceptions of the school superintendents in order to accurately allocate the areas of educational responsibilities--either on the basis of source of competence or authority of office.
3. To explore the "zone of acceptance" of the subordinate positions in the educational system as per-

ceived by the subordinate and superordinate in the hierarchy of educational offices.

4. To investigate the "level of awareness" of the subordinate position incumbents of the superordinate self perceived expectations held for the subordinates with comparison to the formally prescribed expected role behavior.
5. To conduct studies similar in nature to this study to investigate the perceptual expectations of teachers, principals, provincial general-directors of education, and top administrators in the Ministry of Education of their own and others' role in formulation of policies regarding areas of educational activities.
6. To investigate thoroughly the relationship between the pedagogical program of teacher training colleges and professional role perceptions of their graduates.
7. To investigate the role of informal educational organizations such as professional associations and their influence on the behavior of the membership in the conduct of educational affairs.
8. To study comprehensively the role perception of educational leaders who have been to other countries for either professional training or visitation.
9. To explore and determine objectively the extent to which past role behavior is reflected in current

attitudes and perceptions of important educational positions.

10. To complete the role analysis, the students' expectations of the school administration should be thoroughly investigated.

II. Recommendations for Administrative Actions.

1. In cooperation with teacher training colleges, a new professional training program for school administrators should be launched to provide a solid philosophical, psychological, and sociological ground for the educational administration. The program should include provisions for adequate knowledge of the essentials in research and educational investigations. It should encourage the development of intellectual inquisitiveness, sensitivity to meanings, applications of scientific method to thought and action, and clarification of values. It should aim at moving the educational administration into heights of social engineering and educational statesmanship. It should include systematic preparation in school finance, group dynamics, public relations, personnel administration, business management, and modern administrative theories and practices.
2. For present educational administrators, a one year program, which could be divided into three

summer programs, should be offered. The strength of the one year program should be in its in-service quality which provides the entrants to the program significant training and opportunities to act upon problems, rather than studying and contemplating them. The program should eliminate the dichotomy of theory and practice by interrelating them in continuous purposeful and responsible training program.

3. Informal educational organizations and associations should be encouraged, promoted, and supported.
4. Recognition of the superintendents' educational services should not aim at moving the superintendent up to other administrative position in the Ministry of Education. The position of superintendency should possess a certain extent of stability in order to provide opportunity for the superintendent to plan long-range educational programs and also use the experience gained in the office.

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APPENDIX

APPENDIX A

Function and responsibilities, provincial department of education.

There shall be one of the distinguished officers of the Ministry of Education in each province in charge of instructions for the districts within the boundaries of the province. The chief educational officer of the province will act in his capacity as a representative of the Minister of Education and may be called general-director of education.

1. The provincial department of education is only responsible for the supervision of instructions within the framework of official regulations. Participation and supervision in the administrative and financial matters of the school districts are only within the stated limits of the regulations or as assigned by the Ministry of Education.
2. The provincial department of education consists of a Secretariat and the three following offices:
Office of Teacher Training and In-service Growth.
Office of Student Educational matters.
Office of Inspection.
3. With cooperation of the district superintendents and school principals the provincial general-director of education will be responsible for the physical, mental, and spiritual training of the pupils. Hence, training of teachers, formation of summer camps, selection and appointment of teachers, and preparation of the necessary tools and equipment for training of teachers are the responsibilities of provincial general-director of education.
4. The general-director of education shall have a group of inspectors who will supervise and guide the instruction in the districts. The reports of the inspectors regarding the educational standards and achievements of the schools will serve for commendation and promotion of teachers, principals, and district superintendents. The Ministry of Education will be kept informed of these reports.
5. The general-director of the province is responsible for the establishment of the agricultural, trade, and technical schools within the province.
6. Besides the necessary budget for the office personnel, the provincial department of education will be allocated funds to be spent for the procurement of instructional supplies and equipment as necessitated by the needs of the districts.
7. The general-director of education in province is required to inspect every district in his province either in per-

son or through his inspectors. The results shall be reported to the Ministry of Education periodically and annually.

8. Inter-province educational relationships, and preparation for field trips to other provinces of the country is the responsibility of the provincial general-director of education. For any programs involving more than one province the prior approval of the Ministry of Education is required.
9. The provincial general-director of education may inform the Ministry of Education of his opinion regarding the district superintendents.
10. For the progress and improvement of education in the province the provincial general-director of education shall cooperate with other state, local, and private agencies.
11. Correspondence with the Ministry of Education shall be directed to the proper departments. Reports or correspondence of special significance shall be directed to the Ministry of Education.
12. Violations or abuses of the responsibilities will cause the court prosecution according to the mandate of laws and regulations.
13. In addition to the above-mentioned responsibilities the general-director of education is responsible for the execution of all orders and regulations emanated to him from the Ministry of Education.*

* Translated from Persian text

APPENDIX B

Function and responsibilities, school district superintendent.

Any district which is the seat of a district governor operates an office of education with an independent budget and administrative unit. Each district owns a separate budget which shall be spent only for the educational needs of the district. The dependent districts when administratively controlled by the district office of education, own and operate their separate budget.

1. The district superintendent is responsible for the educational matters of the district. All the appointments within the school district will be made by him in accordance with the laws and regulations of the Ministry of Education.
2. In each district individual school buildings form an educational unit whose principal will be appointed by the district superintendent in conformity with laws and regulations of the Ministry of Education. The principal is responsible to the district superintendent and the Ministry of Education.
3. Opening of the new schools and classes, employment of teachers, office personnel, and custodians are the district superintendent's responsibilities within the limits of allocated budget.

The files of the school personnel employed by the district should be sent to the General Department of Personnel, Ministry of Education, for confirmation and retirement processes.

Leave request, excuse for absence, applications for fringe benefits, excluding the technical increments on the salary, must be approved by the district superintendent within the limits set by the regulations.

Since the appointment of the teacher training college graduates is the responsibility of the General Department of Education of the Districts, Ministry of Education, the individual district may request the assignment of needed teaching personnel within their allocated budget.

4. The district superintendent is required to execute the technical recommendations of the provincial general-director of education in whose province the district is located. However, the district superintendent may reflect his opinion to the provincial general-director of education or to the Ministry of Education concerning the recommendations made by the provincial general-director of education.

The district superintendent is also required to receive the inspectors of the provincial department of education

- and make necessary provisions for their operations.
5. Within the frame of the allocated budget, it is the responsibility of the district superintendent to transfer school personnel within the district and its dependent districts. Transfer of teachers from one school district to another district within the boundaries of the province depends upon the recommendations of the districts involved and the approval of the provincial general-director, and required budgetary provisions.
6. Investigation into any violations committed by the school district personnel is the responsibility of the district superintendent. However, violations requiring administrative court action will be referred to court by the district superintendent.
Execution of court decisions, commendations and punishments, order of dismissal or suspension of the school district personnel will be requested by the superintendent of the district and approved by the provincial general-director of education.
A copy of the administrative actions, or the complete history of the actions taken by the provincial general-director of education shall be filed with the General-Department of Personnel, Ministry of Education.
7. At the end of each year the district superintendent is required to prepare and submit a budget proposal to the Ministry of Education for the district and its dependent district. Proposal for extra allocations shall be submitted to the Ministry of Education with a copy filed with provincial general-director of education.
8. The district superintendent may send inspectors to dependent districts and schools...In important cases a brief report of the inspection must be filed with the province general-director of education and the Ministry of Education.
9. The district superintendent is required to inform the provincial department of education of any important educational activities within his district. The Ministry of Education may also be informed of the events.
10. The district superintendent is responsible for the maintenance and protection of all historical and ancient monuments.
11. Maintenance, repair, and protection of buildings are the responsibilities of the district superintendent. Acquisition of site for school and sports stadium and construction of buildings within the limits of local revenue is also the responsibility of the district superintendent.
(Five per cent of the district municipal revenues is allocated for the construction of schools within the district.)
12. In light of the district population and the expansion of educational services, the Ministry of Education decides on the administrative and instructional organization of

each district. The district superintendent is required to plan his district organization accordingly.

13. Violations or abuses of the responsibilities shall cause prosecution in court and may result in disqualification for superintendency for definite or indefinite period of time.
14. Correspondence with the Ministry of Education shall be channeled to proper departments. However, reports or correspondence of great importance shall be sent directly to the Minister of Education.*

*Translated from Persian text

APPENDIX C

Functions and responsibilities, elementary principals.

1. Supervision in execution of official school curricula, educational regulations, and ministerial decrees.
2. Preparation of any kind of information or explanation requested by the district office of education and educational inspectors.
3. Preparation of monthly report for the district office of education on the overall operation of school; and, the annual report of the results of the examinations.
4. Regulation of the school financial matters.
5. Presence at school before and after the pupils.
6. Supervision of the pupils' behavior and their school belongings.
7. Conducting classes in the absence of teachers.
8. Forbidding pupils to stay at school building during noon recess unless prior permission is obtained from the district office of education.
If pupils wish to stay at school during the noon recess, the principal is responsible to assign a faculty personnel for their supervision.
9. Preparation of class schedule.
10. Informing pupils of all the regulations pertaining to them.
11. Reporting absences of the staff personnel to the district office of education.
12. Protection of the school building, furniture, and equipment.
13. Supervision of the cleaning and maintenance of the building.
14. Keeping the class enrollment below 35.
15. Formation of teachers' councils.
16. Keeping the school building open half-day a week during summer.
17. Preparation of report cards.

Manual for Elementary Schools, General Department of Elementary Education, Ministry of Education, Tehran, Iran, 1960, pp. 6-9.*

*Translated from Persian text

APPENDIX D

Functions and Responsibilities, secondary principal.

1. Supervision in execution of the official school curricula, educational regulations, and ministerial decree.
2. Preparation of any kind of information or explanations requested by the district office of education, school counselor, or educational inspectors.
3. Preparation of monthly report for the office of education on the overall operation of school and an annual report on individual teaching personnel.
4. Preparation of the class schedule.
5. Reporting the schedule of examination to faculty personnel.
6. Presence in school building before and after pupils.
7. Protection of the school building, furniture, and equipment.
8. Investigation into the absences and their causes with a report to the district office of education.
9. Supervision in administrative, instructional, educational matters, and the examinations.
10. Keeping the school building open one day a week during summer.
11. Supervision in the preparation of pupils' report card.
12. Formation of general and special school councils.
13. Attempt in strengthening the pupils' religious belief and encouraging them in upholding the religious, moral, and traditional mores.
14. Protecting the school against political activities and uneducational matters.
15. Preparation of the budget and formation of the finance council of the school.
16. Facilitation of the guidance personnel's work and supervision in their counselling.
17. Planning the parent-teacher meetings and supervision in the activities of other school sponsored associations.
18. In the execution of the above-enumerated responsibilities, the principal is responsible to the district office of education.

Manual for Secondary School, General Department of Secondary Education, Ministry of Education, Tehran, Iran, 1959, pp. 4-5.*

* Translated from Persian text

APPENDIX E

Functions and responsibilities, teachers.

1. Execution of the official school curricula and principal's recommendations concerning matters of educational importance for the pupils.
2. Regular attendance in classroom and school councils.
3. Signing teachers' attendance book upon arrival and departure from school.
4. Entering the classroom before the pupils and leaving the class after them. Recording pupils' absences in the book.
5. Reporting to principal or his assistant any pupil's misbehavior or disturbing actions.
6. Preparation and planning of the daily program.
7. Recording a resume of the daily lesson in the class book.
8. Cooperation with the counselor and guidance personnel.
9. Cooperation with principal and assistant principal in execution of administrative details.
10. Reporting slow achievers every six weeks.

Manual for Secondary School, General Department of Secondary Education, Ministry of Education, Tehran, Iran, 1959, pp. 6-7.*

*Translated from Persian text

APPENDIX F

Sample questionnaire sent to the district superintendents

(Cover Letter)

Dear Superintendent of

This study is being conducted as a project in educational administration at the Michigan State University, East Lansing, Michigan. You can cooperate in the project by completing and returning the attached questionnaire at your earliest convenience. Your replies will be kept strictly confidential, and no individual or school district will be named in the final report of the research. Since the response will be mainly used for the purposes of statistical analysis we do not ask you to sign your name on the questionnaire unless you wish to.

We would like to add that your cooperation will help us to implement a project which concerns the educational system of Iran and consequently of importance to all people in the field of education.

Thank you very much for your help and assistance.

Mohammad Ali Toussi
Student in Education

Floyd G. Parker
Associate Professor

APPENDIX F (Continued)

Follow-up correspondence

Dear Superintendent of

Some time ago we sent you a questionnaire regarding the educational administration of Iran. Inasmuch as your response is vital to the result of the project, we would like to urge you to complete and return the questionnaire to us. Enclosed please find a copy of the questionnaire for your convenience.

Once again we take the opportunity to express our deep appreciation for your cooperation in this study.

Mohammad Ali Toussi
Student in Education

Floyd G. Parker
Associate Professor

APPENDIX F. (continued)

General Information

1. Age
2. Marital Status.....
3. Field of training.....
4. Amount of training
5. Years of experience and service in education:
 Teaching.....years
 Administration....years
6. Previous positions in education (please specify):
7. Work experience in fields other than education:
 Kind.....
 Years.....
8. Experience or training abroad (please specify):
 Kind.....
 Years.....
 Country.....
9. Travel abroad (please specify):
 Country(ies).....
 Length of travel: Years.....Months.....
10. Knowledge of foreign languages:
 English.....
 French.....
 German.....
 Others.....

11. Membership in educational organization:

Name of organization.....

Length of membership.....

12. Publications (please specify):

13. Size of the school district:

Number of elementary schools.....

Number of elementary pupils.....

Number of secondary schools.....

Number of secondary pupils.....

14. Number of teachers:

With Master's or Doctor's degree.....

With Bachelor's degree.....

Without college degree.....

15. Population of the district.....

- - - - -

Instruction: There are five different possible responses to each of the following questions. Please select the one which reflects your feeling by putting a check mark in the proper column. The responses listed are:

<u>Response</u>	<u>Key</u>
A great deal	GD
Quite a bit	QB
A little	AL
Very little	VL
Not at all	NA

Area of educational activity

GD QB AL VL NA

Regarding preparation and improvement
of Curriculum:

To what extent should the superintendent participate?

Appendix F. (continued)

Area of educational activity	GD	QB	AL	VL	NA
To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-director participate? To what extent should Ministry of Education participate?					
<u>Regarding selection of textbooks:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-director participate? To what extent should Ministry of Education participate?					
<u>Regarding the adoption of instructional method:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-director participate? To what extent should the Ministry of Education participate?					
<u>Regarding the initiation of changes in curriculum:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-director participate?					

Appendix F. (continued)

Area of educational activity	GD QB AL VL NA
To what extent should the Ministry of Education participate?	
<u>Regarding the employment of new personnel:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	
To what extent should provincial general-director participate?	
To what extent should the Ministry of Education participate?	
<u>Regarding the selection of the place of service:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	
To what extent should provincial general-director participate?	
To what extent should the Ministry of Education participate?	
<u>Regarding the transfer of a teacher from one school to another school:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	
To what extent should provincial general-director participate?	
To what extent should the Ministry of Education participate?	
<u>Regarding the transfer of a teacher from one district to another district:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	

Appendix F. (continued)

Area of educational activity	GD QB AL VL NA
To what extent should provincial general-director participate? To what extent should the Ministry of Education participate?	
<u>Regarding the formulation of school policies and regulations:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	
To what extent should provincial general-director participate?	
To what extent should the Ministry of Education participate?	
<u>Regarding solution of educational problems within a school building:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	
To what extent should provincial general-director participate?	
To what extent should the Ministry of Education participate?	
<u>Regarding solution of educational problems of the school district:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	
To what extent should principal participate?	
To what extent should provincial general-director participate?	
To what extent should the Ministry of Education participate?	
<u>Regarding construction of new school buildings:</u>	
To what extent should the superintendent participate?	
To what extent should teacher participate?	

Appendix F. (continued)

Area of educational activity	GD	QB	AL	VL	NA
To what extent should provincial general-director participate? To what extent should the Ministry of Education participate?					
<u>Regarding the suspension and dismissal of instructional personnel:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-general-director participate? To what extent should the Ministry of Education participate?					
<u>Regarding the preparation of schools' instructional budget:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-director participate? To what extent should the Ministry of Education participate?					
<u>Regarding the expenditure of instructional budget of schools:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate? To what extent should provincial general-director participate? To what extent should the Ministry of Education participate?					
<u>Regarding making necessary changes in the expenditure of allocated budget:</u>					
To what extent should the superintendent participate? To what extent should teacher participate? To what extent should principal participate?					

Appendix F. (continued)

Area of educational activity	GD	QB	AL	VL	NA
To what extent should principal participate?					
To what extent should provincial general-director participate?					
To what extent should the Ministry of Education participate?					
<u>Regarding the selection of instructional supplies and equipment for the schools:</u>					
To what extent should the superintendent participate?					
To what extent should teacher participate?					
To what extent should principal participate?					
To what extent should provincial general-director participate?					
To what extent should the Ministry of Education participate?					

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