

This is to certify that the

thesis entitled
The Role of the Superintendent in Collective
Bargaining: A Comparison of Perceptions Held
By Superintendents and Teachers With Respect
to Role Satisfaction, Situational Conditions-
Factors, and Leader Behavior
presented by

Kenneth Lee Deal

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educ. Admin.

A large, stylized handwritten signature in black ink, appearing to read "Santner".

Major professor

Date December 4, 1975



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ABSTRACT

THE ROLE OF THE SUPERINTENDENT IN COLLECTIVE
BARGAINING: A COMPARISON OF PERCEPTIONS
HELD BY SUPERINTENDENTS AND TEACHERS
WITH RESPECT TO ROLE SATISFACTION,
SITUATIONAL CONDITIONS-FACTORS,
AND LEADER BEHAVIOR

By

Kenneth Lee Deal

In this study the author sought to compare perceptions of superintendents and teacher chief negotiators to determine if superintendents who perform the role of chief negotiator for the board of education differ from superintendents who perform a non-negotiator role, with respect to behavior as the educational leader of the teaching staff. Secondly, an attempt was made to determine whether the answer to the primary objective of this study might be related to situational factors and conditions which prevailed during the collective bargaining process.

In analyzing the superintendent's role and frequency of actual behavior, five specific areas were examined. The areas studied were:

1. To determine the extent to which negotiating and non-negotiating superintendents differ in their self-described perceptions of role satisfaction with respect to the collective bargaining process;

2. To identify
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2. To identify and describe actual leader behavior perceptions of negotiating and non-negotiating superintendents. In obtaining these perceptions a modified version of the Leader Behavior Description Questionnaire, with respect to the dimensions of Consideration and Initiating Structure, was used;

3. To compare the actual leader behavior perceptions held by superintendents with the perceptions held by their teacher chief negotiators;

4. To identify and describe selected situational factors and conditions associated with the collective bargaining process and

5. To determine the extent to which superintendents and teacher negotiators differ in their perceptions with respect to the role which the superintendent should perform in the collective bargaining process.

This was a descriptive study in which data were secured from superintendents and teachers from a selected sampling of Michigan public school districts. This study included only superintendents who had a minimum of two years tenure in position, and, in addition, included only K-12 school districts which had a student enrollment between 500 and 2500 and which engaged in bargaining a board-teacher association master contract for the 1973-74 school year.

The samples consisted of 80 matched pairs of superintendents and teacher chief negotiators. The superintendents' sample was

divided into two groups
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divided into two groups, 40 negotiating and 40 non-negotiating superintendents, depending on the role which was performed in the board-teacher association collective bargaining process. The data from 68 matched pairs, or 85 per cent of the questionnaires sent, were used in this study.

Two instruments were used to obtain data with respect to these samples. One instrument was developed by the writer and used to obtain perceptions about the superintendents role, his satisfaction, and the situational conditions and factors associated with collective bargaining. A modified version of the 40-item Leader Behavior Description Questionnaire (LBDQ) developed by the Personnel Research Board of The Ohio State University was used as a second data gathering instrument in obtaining perceptions about superintendents' leader behavior.

Twenty hypotheses were developed for testing and the Control Data Corporation 6500 computer at Michigan State University was used in obtaining the statistical print-out data. The statistical analyses of the data included independent and dependent two-tailed t tests, and the chi-square test for homogeneity (X^2). The .05 level of significance was used for purposes of this study.

In analyzing the remaining hypotheses, the proportion of matched pairs in agreement served as the method of measurement. When 75 per cent of the matched pairs were in agreement significant

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The following conclusions were made as a result of this study:

(1) Superintendents who perform the role "chief negotiator for the board" do not differ from superintendents who perform a "non-negotiator role" with respect to their perceptions of satisfaction with their role in board-teacher association collective bargaining.

(2) Negotiating superintendents do not differ from non-negotiating superintendents with respect to their perceptions of frequency of actual leader behavior with their teaching staffs as measured by the LBDQ dimensions, Consideration and Initiating Structure.

(3) Negotiating superintendents differ in their reported self-described perceptions as compared to the reported perceptions of their teacher chief negotiators with respect to the superintendents' actual leader behavior as measured by the LBDQ dimensions, Consideration and Initiating Structure.

(4) Non-negotiating superintendents differ in their reported self-described perceptions as compared to the reported perceptions of their teacher chief negotiators with respect to the superintendents' actual leader behavior as measured by the LBDQ dimensions, Consideration and Initiating Structure.

(5) Negotiating superintendents do not differ from non-negotiating superintendents with respect to their reported perceptions

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(6) Negotiating superintendents do not differ from non-negotiating superintendents with respect to their reported perceptions of the situational factors which existed in bargaining the 1973-74 master contract.

(7) Negotiating superintendents do not differ in their reported perceptions as compared to non-negotiating superintendents reported perceptions with respect to their satisfaction with the situational factors which existed in bargaining the 1973-74 master contract.

(8) As matched pairs, negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to the situational factors which existed in bargaining the 1973-74 master contract.

(9) As matched pairs, negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to their satisfaction with the situational factors which existed in bargaining the 1973-74 master contract.

(10) As matched pairs, non-negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to the situational factors which existed in bargaining the 1973-74 master contract.

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(11) As matched pairs, non-negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to their satisfaction with the situational factors which existed in bargaining the 1973-74 master contract.

(12) As matched pairs, negotiating superintendents and their teacher chief negotiators tend to disagree in their perceptions on the role (A) the superintendents should perform and (B) the role the teacher association prefers the superintendent perform in the collective bargaining process. Negotiating superintendents and their teacher chief negotiators tend to agree in their perceptions on the role which the board of education prefers the superintendent perform in collective bargaining.

(13) As matched pairs, non-negotiating superintendents and their teacher chief negotiators tend to disagree in their perceptions on the role the superintendent should perform; the role the board of education prefers, and the role the teacher association prefers for the superintendent in collective bargaining.

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SITUATIONAL CONDITIONS-FACTORS,
AND LEADER BEHAVIOR

By

Kenneth Lee Deal

A DISSERTATION

Submitted to
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DOCTOR OF PHILOSOPHY

College of Education

1975

Dedicated to Luisa, Pamela,
Mark and Paula

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CHAPTER I

THE PROBLEM

Statement of the Problem

The problem researched was to compare the perceptions of superintendents and teacher negotiators to determine if superintendents who perform the role of chief negotiator for the board of education differ from superintendents who perform a non-negotiator role with respect to behavior as the educational leader of the teaching staff. Secondly, an attempt was made to determine whether the answer to the primary objective of this study might be related to situational factors and conditions which prevailed during the collective bargaining process.

Purpose of the Study

The writer's purpose was to analyze the role of the superintendent in board-teacher collective bargaining and to obtain and compare perceptions with respect to the frequency with which the superintendent acts as the educational leader of the teaching staff. In analyzing the superintendent's role and frequency of actual behavior, five specific

areas were examined

1. To determine

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1. To determine the extent to which negotiating and non-negotiating superintendents differ in their self-described perceptions of role satisfaction with respect to the collective bargaining process;
2. To identify and describe actual leader behavior perceptions of negotiating and non-negotiating superintendents. In obtaining these perceptions, a modified version of the Leader Behavior Description Questionnaire, with respect to the dimensions of Consideration and Initiating Structure, was used;
3. To compare the actual leader behavior perceptions held by superintendents with the perceptions held by their teacher chief negotiators;
4. To identify and describe selected situational factors and conditions associated with the collective bargaining process and
5. To determine the extent to which superintendents and teacher negotiators differ in their perceptions with respect to the role which the superintendent should perform in the collective bargaining process.

Need for the Study

In 1965 the Michigan State Legislature passed Public Act 379 which provided employees the rights of organization and of collective bargaining. Prior to this time, interaction between local teacher

associations and school boards took place on a continuous basis in the form of consultation between the superintendent of schools and the teacher association leaders. Through the collective bargaining process, teachers found an avenue by which they could represent themselves and their interests directly to the board of education.

The advent of teacher collective bargaining with boards of education disrupted the traditional role of school administrators as being the official spokesmen for the interests of teachers. As a result, superintendents were confronted with uncertainty and confusion as to their proper role in the collective bargaining process. The problem of role definition was further punctuated by the conflicting attitudes and policies of the National Education Association, the American Federation of Teachers, as well as by policies and beliefs of the National School Board Association and the American Association of School Administrators.

Whether the superintendent should be involved in the collective bargaining process and, if so, to what extent are subjects which have received considerable attention in the professional literature. A divergence of opinion exists as to the desirability of the superintendent being actively engaged in the collective bargaining process; however, there seems to be general agreement that the process of collective bargaining is of an adversarial nature.

Lieberman, in an article in School Management, views collective bargaining as an adversary process and states that the

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superintendent's ability to administer his district "depends on his effectiveness as a negotiator and his job may depend upon how effectively he manages negotiations and on the kind of contract he negotiates."¹

In a study of how preparation programs in school administration are affected by collective negotiations, Scott makes the following observations with respect to the superintendent's dual role:

The role of the superintendent becomes confused as he is caught in the struggle of attempting to be the professional leader of the teachers as they engage in conflict with the board whom he serves as chief executive.² It is questioned if he can serve effectively as the executive officer of the board and provide professional as well as administrative direction to the staff.³

Ashby contends that if the superintendent and his administrative staff negotiate for the board, this tends to place the administrator in an adversarial position with the staff and "adversarial relationships in bargaining may jeopardize the day-to-day working relationships of administrators and teachers."⁴

¹Myron Lieberman, "Avoid These Costly Mistakes," School Management, XII (February, 1969), 42.

²Walter W. Scott, "A Study of Preparation Programs in School Administration as Affected by Collective Negotiations," (unpublished Ph.D. dissertation, Michigan State University, 1966), p. 48.

³Ibid., p. 7.

⁴Lloyd W. Ashby, James E. McGinnis, and Thomas E. Persing, "Who Should Do The Negotiating?," Common Sense in Negotiations (Danville: The Interstate Printers and Publishers, Inc., 1972), p. 32.

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In an article by Skowneski, it was recommended that the Board and the superintendent not be at the bargaining table since it is the superintendent who loses a good deal if he is at the table in any adversary capacity.¹

Garver recommends that boards of education consider hiring a full-time negotiator to represent them during negotiations since "the demands that negotiations place on the superintendent are such that his time and effectiveness will be drastically reduced if he is going to remain the chief negotiator for the board of education."²

Without much question, the advent of collective bargaining has had a significant impact on the role performed by the superintendent of schools. In fulfilling his role in the collective bargaining process, a superintendent's behavior may affect his working relationships and effectiveness as an educational leader.

Significance of the Problem

The significance of this research problem may be demonstrated by describing, through a single vignette, the events which occurred in

¹Edward Skowneski, "Board of Education: Negotiation," Michigan School Board Journal, XVIII (April, 1971), 27.

²George G. Garver, "A Study of the Relationship Between Selected Variables and the Attitudes of Public School Principals in Oakland County, Michigan, Concerning Collective Bargaining for Public School Teachers," (unpublished Ed. D. dissertation, Michigan State University, 1967), p. 211.

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bargaining the 1973-74 board-teacher master contract in one smaller school district in Michigan.

Vignette

Collective bargaining between the board and the teacher association commenced as early as 1966 and these parties entered into single year agreements for five consecutive years. Of the agreements each was settled by the process of collective bargaining prior to the opening day of school.

Prior to the beginning of the 1970-71 school year, the board and association commenced collective bargaining and terminated their negotiations in mid-November with a two-year agreement covering the 1970-71, 1971-72 school years. This two-year contract called for re-openers on salary, extra duty salary, and the school calendar.

Negotiations on the re-opened items in 1972 continued past the opening day of school in September and a settlement was finally reached in October.

Conditions which Occurred in Bargaining the 1973-74 Master Agreement:

Collective bargaining for the 1973-74 school year commenced in May of 1973 and had not resulted in any significant progress prior to July 1. In mid-July, the board of education requested mediation which was not successful in ending this dispute. Negotiations continued past the opening day of school in September which has been unilaterally

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determined by the board of education in mid-August. In September, after a prolonged weekend of bargaining, the members of the association withheld their services. The board requested the circuit court to issue its injunction ordering the striking teachers back to work.

During this time, the teachers voluntarily returned to work with agreement by both parties to extend the 1972-73 contract providing the increments on the salary schedule were granted.

Following a return to work in late September, both parties again engaged in collective bargaining but were unable to reach agreement on the issues in dispute. In October, the board agreed to meet again only when the association was willing to make substantial changes in its position. These changes were not forthcoming and the board requested fact finding on its list of issues. The association filed a response to the request for fact finding and stated the issues it considered to be in dispute. The association also stated that in its opinion mediation had not failed and that it could serve a useful purpose and objected to fact finding. The fact finding hearing was held in early December and in January, 1974. Each side presented exhibits supported by oral presentation and witnesses as well as cross-examination. In February, 1974, the state-appointed fact finder presented his recommendations to both parties. Between mid-February and March, both parties continued to negotiate the outstanding issues. A tentative agreement was reached in late March and a single year contract was ratified by the board and the teacher association prior

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Implications

If the public school superintendent is to be an effective administrator, it is important that his subordinates view his leadership behavior in a favorable light.

How the administrator customarily responds to day-in-day-out requests for assistance from subordinates; the extent to which he renders intellectual and emotional support to members of his group in carrying out the educational problems; the degree to which he permits latitude to subordinates in performing their responsibilities; how frequently and how meaningfully he encourages subordinates to participate in planning; how available he is to the staff for solving problems; how sincere he is in getting feedback from individuals; how motivated he is in helping others to help themselves--these are illustrative of the day-to-day events which create interaction between superior and subordinate and out of which the quality of working relationships is fashioned.¹

The growing concern with accountability in education and particularly in Michigan, not only portends serious implications for teachers but for administrators as well.

In the booklet, The Common Goals of Michigan Education, accountability is depicted as an important means by which there might be an upgrading in the performance of teachers and administrators.

¹William B. Castetter and Helen R. Burchell, Educational Administration and the Improvement of Instruction, Educational Research and Service Bureau (Danville: Interstate Printers and Publishers, 1967), p. 64.

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The following statement reflects the viewpoint of the Michigan State Department of Education:

Michigan education must move toward establishing responsibility and accountability standards for the performance of administrators and teachers. Procedures must be established according to which the performance of administrators and teachers would be evaluated relative to applicable job descriptions and to the circumstances within which the individual functions.¹

In a resolution submitted to its membership in 1973, the American Association of School Administrators believe that:

. . . all school personnel must be specifically answerable for their performance. An indispensable component of any accountability process is an effective program of performance evaluation.²

In an article appearing in The Michigan Elementary Principal The Michigan Forum of Educational Organizations suggest that "the local school district should have the primary responsibility for the development and implementation of an accountability plan."³

As boards of education undertake the responsibility of analyzing the elements of accountability, consideration will ultimately be given to the role performed by the superintendent in the collective

¹Michigan State Department of Education, The Common Goals of Michigan Education, 1971, p. 9.

²American Association of School Administrators, The School Administrator, Resolution 23 (December, 1972), 16.

³Michigan Forum of Educational Organizations, "Criteria for Developing an Educational Accountability Plan," The Michigan Elementary Principal, L (April, 1974), 23.

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bargaining process. If the superintendent is to develop an effective day-to-day working relationship with the staff, his role in the collective bargaining process needs to be clarified. The task of clarifying the superintendent's role in the bargaining arena ought to be a prerequisite to adapting his leadership role to an accountability plan.

Sample

The sample for this study consisted of eighty K-12 public school districts in Michigan. The schools were selected from a larger random sampling of districts listed in Bulletin 1011 which was published by the Michigan State Department of Education.¹ The procedure used in selecting the sample is discussed in Chapter III.

Delimitations

The data obtained for this study were the perceptions held by incumbents of two matched pair positions, the superintendent of schools and the teacher chief negotiator.

This study included only superintendents who had a minimum of two years tenure in position. In addition, this study included only public school districts K-12, in Michigan which had a student enrollment between 500 and 2500 and which engaged in bargaining a board-teacher association master contract for the 1973-74 school year.

In comparing the superintendents' leader behavior scores, this study included only two dimensions of the Leader Behavior Description Questionnaire, CONSIDERATION AND INITIATING STRUCTURE.

¹Michigan State Department of Education, "Grouping of Districts by Pupil Membership," Analysis of Michigan Public School Revenues and Expenditures, Bulletin 1011, 1972-73, pp. 8-11.

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Hypotheses

The following hypotheses were examined in this study:

Hypothesis 1:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to ROLE SATISFACTION in collective bargaining.

Hypothesis 2:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to actual leader behavior as measured by the dimension of CONSIDERATION.

Hypothesis 3:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to actual leader behavior as measured by the dimension of INITIATING STRUCTURE.

Hypothesis 4:

A significant difference will exist between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendent's actual leader behavior as measured by the dimension of CONSIDERATION.

Hypothesis 5:

A significant difference will exist between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendent's actual leader behavior as measured by the dimension of INITIATING STRUCTURE.

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Hypothesis 6:

A significant difference will exist between the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendent's actual leader behavior as measured by the dimension of CONSIDERATION.

Hypothesis 7:

A significant difference will exist between the reported perceptions of NON-NEGOTIATING superintendents and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendent's actual leader behavior as measured by the dimension of INITIATING STRUCTURE.

Hypothesis 8:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to the actual occurrence of SITUATIONAL CONDITIONS in bargaining the 1973-74 master contract.

Hypothesis 9:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to SITUATIONAL FACTORS which existed in the collective bargaining process.

Hypothesis 10:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process.

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Hypothesis 11:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO AGREE with respect to the SITUATIONAL FACTORS which existed in the collective bargaining process.

Hypothesis 12:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in collective bargaining.

Hypothesis 13:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO AGREE with respect to the SITUATIONAL FACTORS which existed in the collective bargaining process.

Hypothesis 14:

There will be no significant difference in the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process.

Hypothesis 15:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO DIFFER with respect to the ROLE of the superintendent SHOULD PERFORM in collective bargaining.

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Hypothesis 16:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO DIFFER with respect to the superintendent's ROLE in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION.

Hypothesis 17:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO DIFFER with respect to the superintendent's ROLE in collective bargaining as PREFERRED BY THE TEACHERS ASSOCIATION.

Hypothesis 18:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO DIFFER with respect to the ROLE the superintendent SHOULD PERFORM in collective bargaining.

Hypothesis 19:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO DIFFER with respect to the superintendent's ROLE in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION.

Hypothesis 20:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend TO DIFFER with respect to the superintendent's ROLE in collective bargaining as PREFERRED BY THE TEACHERS ASSOCIATION.

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Definition of Terms

Bargaining Agent. -- An association or union that is named as the exclusive representative for all of the people covered or who will be covered by the Master Agreement.¹

Binding Arbitration. -- A method of settling disputes of the parties to a contract by having an outside third party hear the grievance and render a decision.²

Collective Bargaining. -- The process by which teachers, through their designated representatives, negotiate with the board of education, through its designated representative(s), with reference to salary, working conditions, and other matters of interest to the negotiating parties.³ In this study this definition also applies to Professional Negotiations and Collective Negotiations.

Fact Finding. -- A process of investigation of an impasse in negotiation for the purpose of ascertaining the relevant facts and analyzing the issues that underlie the dispute, so that a report may be filed with recommendations for settlement.⁴

¹Michigan Education Association, Negotiation Terms and Definitions, Office of Professional Negotiations (undated), p. 1.

²Ibid.

³American Association of School Administrators, The School Administrator and Negotiation (Washington: AASA, 1968), p. 77.

⁴Ibid., p. 78.

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¹ Ibid.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

Good-Faith Negotiation. -- Negotiation that is conducted honestly and forthrightly and that avoids any attempt to subvert the process or to put obstacles in the path toward a satisfactory agreement.¹

Grievance. -- A claim by any member of the bargaining unit or by the bargaining agent that there has been a misinterpretation or misapplication of the master agreement or any other rule, order, or policy of the board.²

Grievance Procedure. -- The sequential steps through which aggravated complaints may go in being satisfactorily resolved, the progression being upward through the hierarchical ranks of the organization.³

Impasse. -- A point reached in the process of negotiation where both parties agree that they can go no further in the process of proposal and counter-proposal.⁴

Injunction. -- A court order restraining individuals or groups from committing acts which the court determines will do irreparable harm or where the health and welfare of the community may be imperiled.⁵

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

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Master Agreement. -- A document which contains the terms of the negotiated contract and which binds the parties to certain actions for a specified period of time.¹ In this study, this definition also refers to Master Contract.

Mediation. -- Assistance by an impartial third party to reconcile an impasse through interpretation, suggestion and advice.²

Negotiation Teams. -- Individuals engaged in actual negotiations. One group representing teachers and the other representing the board of education.³

Strike. -- The concerted failure to report for duty, for the purpose of inducting, influencing or coercing a change in the conditions, or compensation, or the rights, privileges or obligations of employment.⁴ In this study, this definition also refers to the term Withholding of Services.

Consideration. -- ". . . refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between

¹Ibid.

²Ibid.

³Ibid., p. 79.

⁴Roger B. Tilles, A Study of Michigan Law relating to Public Employment of Teachers, Michigan Association of School Administrators (undated), p. 4.

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the leader (superintendent) and the members of his staff (teachers)."¹

Educational Leadership Behavior. -- The behavior of an individual (superintendent) when he is helping a group of people (teachers) to arrive at educational goals which are increasingly mutually acceptable.²

Initiating Structure. -- ". . . refers to the leader's behavior (superintendent) in delineating the relationship between himself and members of the work-group (teachers), and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure."³

Leadership Behavior Description Questionnaire. -- Designed to obtain descriptions of a leader (superintendent) by the members of the group (teachers) he leads.⁴ In this study, this instrument is also referred to as the LBDQ.

LBDQ-Actual. -- The perceived frequency with which a leader actually engages in specific forms of behavior.

¹Andrew W. Halpin, "How Leaders Behave," in Organization and Human Behavior by Fred D. Carver and Thomas J. Sergiovanni, editors, (McGraw-Hill Book Company, New York, 1969), p. 290.

²Harold W. Boles, "Educational Leadership," Western Michigan University, Faculty Seminar, Mimeograph Report (undated), p. 1.

³Halpin, op.cit., p. 290.

⁴Ralph M. Stogdill, Manual for the Leader Behavior Questionnaire--Form XII, An Experimental Revision, Bureau of Business Research (Columbus: The Ohio State University, 1962), p. 1.

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Leadership. -- The process of helping a group of people to arrive at goals which are increasingly mutually acceptable.¹

Role. -- The behavior which is expected from any incumbent of the position.²

Role Conflict. -- Exists when significant contradictory expectations are held for an occupant of a position.

Role Consensus. -- Exists when similar expectations are held for an occupant of a position.

Perception. -- Refers to the respondent's awareness of the elements of his environment.

Traditional Role of the Superintendent. -- Functions as the executive officer of the board and professional leader of the teaching staff.

Negotiating Superintendent. -- The chief school administrator who represents the board of education as spokesman in collective bargaining. In this study, this definition also refers to the term Chief Negotiator for the board.

Non-negotiating Superintendent. -- The role performed by the chief school administrator in collective bargaining other than Chief Negotiator for the board.

¹Boles, op.cit., p. 1.

²Christopher Sower, "How to Study an Organization," Mimeograph Guide Sheets (November, 1967), p. 1.

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Satisfaction with Role. -- Refers to the superintendent's self-described feeling of rated contentment or gratification with respect to fulfilling his role responsibilities.

Situational Conditions. -- Refers to the circumstances associated with the collective bargaining process. In this study, these conditions refer to: the grievance procedure, teacher strike, mediation, fact finding, court injunction, and mass resignations.

Perception of Situational Factors. -- Refers to the respondent's judgment about the nature of the situation. In this study, the situational factors refer to: the number of bargaining sessions, hours involved in sessions, number of proposals made, attitudes of negotiators, superintendent and board member attendance, use of media and bargaining atmosphere.

Satisfaction with Situational Factors. -- Refers to the respondent's self-described feeling of rated contentment or gratification with respect to the extent of the situation.

Small School District. -- A district with not less than 500 or more than 2500 pupils in enrollment.

Organization of the Study

In Chapter I, a discussion of the problem studied, the purposes, significance of the problem, need for the study, sample, delimitations, hypotheses and definition of terms were presented.

Chapter II contains a review of leadership theory and selected

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research studies of leadership behavior. In addition, the professional literature pertinent to the superintendents' alternative roles in collective bargaining and selected research studies are presented.

The remaining chapters contain the design of the study and data analyses. The concluding chapter provides a summary of the findings, conclusions and recommendations.

Summary

In summarizing the events which occurred in this case, the board and teacher association commenced collective bargaining in May of 1973 and a contract was finally ratified in April of 1974. Within this eleven month period, numerous meetings were held at the bargaining table, the services of a state mediator were obtained, the members of the teacher association withheld their services, the board of education sought a court injunction, and a state-appointed fact finder held a hearing on the issues in dispute and made recommendations to both parties.

In reference to this single case, the following questions were generated and served as the initial framework for this study:

1. As viewed by the superintendent, what role did he actually perform in the collective bargaining process?
2. How satisfied or dissatisfied was he with his actual role?

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3. As he viewed it, what role should he have performed in the collective bargaining process?

4. What methods were used to determine his actual role?

5. What situational factors and conditions existed during the collective bargaining process, and how satisfied or dissatisfied was he with them?

6. With respect to his actual behavior, how frequently did the superintendent interact with the teaching staff as the educational leader?

7. With respect to the superintendent's actual leader behavior, how frequently did the teacher chief negotiator perceive the superintendent fulfilling the role of educational leader of the teaching staff?

Through the vignette, the writer has identified and described selected situational factors and conditions associated with the collective bargaining process. The importance of including situational variables in a study of leader behavior is underscored by Hemphill:

The majority of studies of leadership have focused on the personal characteristics of the leaders. The demands which the social situation makes upon the behavior of the individual in the leadership role have not been thoroughly or systematically investigated.¹

In addition, the writer's primary purpose in conducting this study was to obtain perceptions to determine if negotiating

¹John K. Hemphill, Situational Factors in Leadership (Columbus: The Ohio State University, 1949), p. 6.

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superintendents differ from non-negotiating superintendents with respect to leader behavior. According to Hemphill " . . . what an individual actually does when acting as a leader is in large part dependent upon the characteristics of the situation in which he functions. "¹

¹Ibid., p. v.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Leadership has occupied the mind and imagination of man for a long time. Owens suggests that "if all the artistic, literary, and scholarly works which deal with leadership were brought together we would have a collection of mammoth proportions by any standard."¹

This concern with leadership has become considerably more acute during the past fifty years. Since 1925, hundreds of research studies on group characteristics, leader behavior, human relations, and formal and informal organization have been creating a new body of knowledge.²

Fielder contends that "we have yet to produce an acceptable theory" and believes that leadership research is plagued by a number of very difficult problems.

¹Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970), p. 118.

²Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration: Concepts, Practices, and Issues (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1974), p. 126.

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One of these is that leadership phenomena turn out to be highly complex social processes, and that . . . leadership has not kept pace with empirical research.¹

Bennis contends that more has been written and less is known about leadership than any other topic in the behavioral sciences. He views the lack of consensus not on the reluctance by social scientists to engage in empirical research but that the evidence appears to be so contradictory while some of the theorists have radically modified their own points of view.²

One major problem in the leadership field is that of definition. According to Morphet "there is no general agreement among researchers and writers on the meaning of the word 'leader'."³

Fielder included in his book the following definitions which were taken from a publication by R. E. Andrews, Leadership and Supervision.

Leadership is the exercise of authority and the making of decisions (Dubin, 1951).

Leadership is the initiation of acts which result in a consistent pattern of group interaction directed toward the solution of a mutual problem (Hemphill, 1954).

¹Fred E. Fielder, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Co., 1967), p. 4.

²Warren G. Bennis, "Leadership Theory and Administrative Behavior: The Problem of Authority," Administrative Science Quarterly, 4 (December, 1959), p. 259-60.

³Morphet, op. cit., p. 127.

The leader is the man who comes closest to realizing the norms the group values highest; this conformity gives him his right rank, which attracts people and implies the right to assume control of the group (Homans, 1950).

Leadership is an ability to persuade or direct men without use of the prestige of power of formal office or external circumstance (Reuter, 1941).

The leader is one who succeeds in getting others to follow him (Cowley, in Hemphill, 1954).

The leader is the person who creates the most effective change in group performance (Cattell, 1953).

The leader is one who initiates and facilitates member interaction (Bales and Strodtbeck, 1951).¹

Leadership, in group discussion, is the assumption of the tasks of initiating, organizing, clarifying, questioning, motivating, summarizing, and formulating conclusions; hence, the leader is the person who spends the most time talking to the group, since he carries out more of these verbal tasks (Bass, 1949).

Leadership is the process of influencing group activities toward goal setting and goal achievement (Stogdill, 1950).

The leader is the person identified and accepted as such by his followers (Sanford, 1949).²

Fielder defines the leader "as the individual in the group given the task of directing and coordinating task relevant group activities or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group."³

¹Fielder, op. cit., pp. 7-8.

²Ibid.

³Ibid.

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Carter, in writing Chapter III of The Study of Leadership edited by Browne and Cohn, prefers that a definition of leadership be based more on pragmatic considerations than on theory. He states:

I would define leadership in terms of leadership behaviors. Leadership behaviors are any behaviors the experimenter wishes to so designate or, more generally, any behaviors which experts in this area wish to consider as leadership behaviors. The point is that different kinds of behavior indicate leadership in different situations, and a behavioral definition of leadership can accommodate these differences.¹

In this research study, the term leadership is defined as "the process of helping a group of people to arrive at goals which are mutually acceptable."²

Two Theoretical Frameworks in the Study of Leadership

The Trait Approach

At one time, a popular concept of leaders was that they were people who were endowed with certain "traits or characteristics" that especially fitted them for their leadership roles.³ It was generally believed that intelligence, imagination, perseverance and emotional stability were among the many personal traits which characterized the

¹Launor F. Carter, The Study of Leadership by C. G. Browne and T. S. Cohn, editors, (Danville: Interstate Printers and Publishers, 1958), p. 24.

²Boles, op. cit., p. 1.

³Owens, op. cit., p. 119.

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individual qualified to exercise leadership.¹ Owens emphasizes that "although long lists of traits that seem to be associated with leadership have been compiled by researchers, psychologists have been unable to clarify which traits are most important in specific leadership positions."²

Prior to 1945, most of the studies of leadership were devoted primarily to the identification of the traits or qualities of leaders.³ In 1948, Stogdill examined 124 studies on the relationship of personality factors to leadership. The following conclusions are supported by uniformly positive evidence from fifteen or more of the studies surveyed:

The average person who occupies a position of leadership exceeds the average members of his group in the following respects: (1) intelligence, (2) scholarship, (3) dependability in exercising responsibilities, (4) activity and social participation, and (5) socioeconomic status.

The qualities, characteristics, and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.⁴

The following conclusions are supported by uniformly positive evidence from ten or more of the studies surveyed:

¹Ibid.

²Ibid.

³Morphet, op. cit., p. 130.

⁴Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, 25 (1948), 63.

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The average person who occupies a position of leadership exceeds the average member of his group to some degree in the following respects: (1) sociability, (2) initiative, (3) persistence, (4) knowing how to get things done, (5) self-confidence, (6) alertness to and insight into situations, (7) cooperativeness, (8) popularity, (9) adaptability, and (10) verbal facility.¹

Stogdill, however, after further study of the evidence, concluded:

"A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers. Thus, leadership must be conceived in terms of the interactions of variables which are in constant flux and change."²

In their book Educational Organization and Administration, Morphet, et.al., report the conclusions of a doctoral study by Myers. In summary, Myers analyzed more than two hundred studies of leadership that had been made between 1900 and 1954. His conclusions concerning the relationship of personality traits to leadership follow:

1. No physical characteristics are significantly related to leadership.
2. Although leaders tend to be slightly higher in intelligence than the group of which they are members, there is no significant relationship between superior intelligence and leadership.
3. Knowledge applicable to the problems faced by a group contributes significantly to leadership status.

¹ Ibid.

² Ibid.

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4. The following characteristics correlate significantly with leadership: insight, initiative, co-operation, originality, ambition, persistence, emotional stability, judgement, popularity, and communication skills.¹

In recent years, a number of generalizations and hypotheses concerning leadership and the relationship of leadership to the group have been proposed. Myers analyzed studies of leadership and proposed the following generalizations which are supported by two or more studies:²

1. Leadership is the product of interaction, not status or position.
2. Leadership cannot be structured in advance. The uniqueness of each combination of persons, of varying interactional patterns and of varying goal and means, and of varying forces within and without impinging upon the group will bring forth different leaders.
3. A leader in one situation will not automatically be a leader in another situation.
4. Leadership does not result from a status position, but rather (from how a person behaves in the organization).
5. Whether a person is a leader in a group depends upon the group's perception of him.
6. The way a leader perceives his role determines his actions.
7. Most groups have more than one person occupying the leadership role.

¹Morphet, op. cit., p. 131.

²Robert B. Myers, "A Synthesis of Research in Leadership," (unpublished paper presented to A.S. C.D., March, 1957), pp. 4-9 in Educational Organizations and Administration: Concepts, Practices, and Issues by Edgar Morphet and Others, Ibid., pp. 139-40.

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8. Leadership fosters positive sentiments toward the group activity and persons in the group.
9. Leadership may be democratic or autocratic but never laissez-faire.
10. Leadership protects the critical group norms.
11. Leadership is authority rendered to some who are perceived by others as the proper persons to carry out the particular leadership role of the group.
12. Program development that involves only persons of a single position (such as principals, or supervisors, or teachers) is not as comprehensive or lasting as that which involves people of various positions in the organization.

Berelson and Steiner made an extensive survey of the scientific findings in the behavioral sciences and formulated the following propositions and hypotheses related to leadership in small groups:¹

1. The closer an individual conforms to the accepted norms of the group, the better liked he will be; the better liked he is, the closer he conforms; the less he conforms, the more disliked he will be.
2. The higher the rank of the member within the group, the more central he will be in the group's interaction and the more influential he will be.
3. In general, the "style" of the leader is determined more by the expectations of the membership and the requirements of the situation than by the personal traits of the leader himself.

¹ Bernard Berelson and Gary A. Steiner, Human Behavior: An Inventory of Scientific Findings (New York: Harcourt, Brace and World, Inc., 1964), pp. 341-44 in Educational Organizations and Administration: Concepts, practices and Issues by Edgar Morphet and others, *Ibid.*, pp. 141-42.

4. The leadership of the group tends to be vested in the member who most closely conforms to the standards of the group on the matter in question, or who has the most information and skill related to the activities of the group.
5. When groups have established norms, it is extremely difficult for a new leader, however capable, to shift the group's activities.
6. The longer the life of the leadership, the less open and free the communication within the group and probably the less efficient the group in the solution of new problems.
7. The leader will be followed more faithfully the more he makes it possible for the members to achieve their private goals, along with the group's goals.
8. Active leadership is characteristic of groups that determine their own activities, passive leadership of groups whose activities are externally imposed.
9. In a small group, authoritarian leadership is less effective than democratic leadership in holding the group together and getting its work done.

Bavelas indicates that the objection to the trait approach is not on the question or the validity of the assumptions made but upon the nature of the "traits" themselves. Traits are statements about personal characteristics.¹ His objection to this is that "the degree to which an individual exhibits leadership depends not only on his characteristics, but also on the characteristics of the situation in which he finds himself."²

¹Alex Bavelas, "Leadership: Man and Function," in School Administration Selected Readings by Sherman H. Frey and Keith R. Getschman, editors, (New York: Thomas Y. Crowell Co., 1968), p. 257.

²Ibid.

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The Situational Approach

At one time an approach was taken in the literature that because individual characteristics are crucial for the leadership function there exists a set of traits that leaders possess. According to Hall, this approach failed for two reasons:

Common leadership traits could not be identified and there is no set of characteristics possessed by leaders and not by followers.¹

As a result of the second contributing factor, attention increasingly turned to the situation in which leadership was exhibited. In the situational approach the position is taken that the set of conditions of the moment--the situation--defines by whom and in what manner leadership will be expressed.² In discussing this approach, Hall observes:

. . . in one situation, one individual will emerge as the leader; in another situation, another individual. Leadership, therefore, depends on the congruence between the situation and the characteristics of the person who is appointed or elected, or who assumes leadership.³

Stogdill suggests that leadership is not a matter of passive status or the mere possession of some combination of traits but that "it appears to be a working relationship among members of a group, in

¹Richard H. Hall, Organizations, Structure and Process (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), pp. 246-48.

²Ibid.

³Ibid.

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which the leader acquires status through active participation and demonstration of his capacity of carrying cooperative tasks through to completion."¹

Hemphill comments that "unless one is able to find some situational characteristics which prove to be useful in predicting what behavior may be required of a leader in a given situation, one is left with the sterile conclusion that 'leadership is specific to the situation'."² He suggests the following:

1. A view of leadership which stresses the situational nature of the leader's behavior gives a sound behavioral foundation for practical programs in the selection and training of those who are to direct group activities. If we gain sufficient knowledge about the relation of leadership to the dimensions of the group, selection of leaders can be made with reference to the demands of the situation in which they are to lead.
2. From the situational viewpoint it would seem futile to search for a leadership trait that would distinguish among individuals likely to be good or bad leaders in all situations. However, this would not imply that a leader could not be trained to be effective in a wide range of situations if he knew the leadership roles required of an individual in adapting to various situations.
3. In the area of training for leadership, the situational approach would furnish suggestions for the content of the curriculum. If one knew the variety in constellations of group characteristics which the leader in

¹ Stogdill, op. cit., p. 71.

² Hemphill, op. cit., p. v.



training may expect to encounter after completing his training, the curriculum could be pointed to training modes of behavior likely to result in adequate leadership. Before real progress can be made in either the selection or training of leaders, however, basic work must be done to specify more carefully how factors in the situation create demands on the leader's behavior.¹

Bavelas summarizes the status of trait and situational leadership research in this way:

The unique characteristics of a particular organization make it necessary to analyze the situational factors that determine who is likely to become a leader in one particular organization.

When specific situational patterns are different from organization to organization, one cannot say what personal traits will lead to acknowledge leadership. One must try to define the leadership functions that must be performed in those situations and regard as leadership those acts which perform them.

This point of view suggests that almost any member of a group may become its leader under circumstances that enable him to perform the required functions of leadership and that different persons may contribute in different ways to the leadership of the group.²

Leadership Behavior and Research Studies

Campbell points out that leaders are persons who affect the behavior of others. He states that "this is true whether or not they occupy positions of status, belong to the power elite, make outstanding

¹Ibid., p. 100.

²Bavelas, op. cit., p. 258.

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contributions in their field of endeavor, or emerge within their groups as individuals whose insight and judgment command the respect of their peers. "¹

According to Stogdill:

It is primarily by virtue of participating in group activities and demonstrating his capacity for expediting the work of a group that a person becomes endowed with leadership status. ²

Campbell reacts to this view by saying "it is what a person does, rather than who he is or what position he holds, that makes him a leader. "³

Hemphill identified fifteen measures of group characteristics or dimensions, and studied leadership in relation to these dimensions. Hemphill's dimensions are size, viscosity, homogeneity, flexibility, permeability, polarization, stability, intimacy, autonomy, control, position, potency, hedonic tone, participation, and dependence. ⁴

Hemphill found that only two of these group dimensions had a significant positive correlation with leadership behavior. Those dimensions were

¹Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, Inc., 1966), p. 168.

²Stogdill, op. cit., p. 64.

³Campbell, op. cit., pp. 31-33.

⁴Hemphill, op. cit., pp. 51-57.

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viscidity which refers to the cohesion that group members feel and hedonic tone which refers to the feeling of satisfaction that individuals receive from being members of a group.¹

Numerous studies involving careful observation of leadership behavior has been reported by various types of organizations; military, educational and business. These studies suggest that leadership behavior falls into two general categories called dimensions.² Although no universally accepted labels for these two categories have yet appeared, the terms Structure and Consideration are widely used.³

The Leader Behavior Description Questionnaire was developed by John K. Hemphill and Alvin E. Coons at The Ohio State University. In its early stages of development it consisted of 150 items designed to measure nine dimensions of leader behavior (initiation, membership, representation, integration, organization, domination, communication, recognition, production).⁴

¹ Ibid.

² Owens, op. cit., p. 120.

³ Ibid.

⁴ John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire," in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, (Columbus: The Ohio State University, Bureau of Business Research Monographs, No. 88, 1957), pp. 10-11.

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A factor analysis of the intercorrelations among eight hypothesized dimensions of leader behavior resulted in the emergence of four factors--Consideration, Initiating Structure, Production Emphasis, and Social Awareness.¹

Two factors, Consideration and Initiating Structure accounted for 83 per cent of the total factor variance. Attempts to improve the contribution of the two remaining factors by increasing the number of items for their measurement proved unsuccessful. Efforts were then concentrated upon the task of developing the best possible short scales for describing Consideration and Initiating Structure. The next step taken was to construct an 80-item form of the LBDQ of which only 30 items were scored - fifteen items for Consideration and fifteen items for Initiating Structure.²

In the final form of the LBDQ, the number of items was reduced to 40, with fifteen items for measuring Consideration, fifteen items for measuring Initiating Structure, and ten buffer items to maintain the "tone" of the instrument.³ According to Halpin "the two scales are correlated to a moderate degree, but are sufficiently independent to permit the use of Consideration and Initiating Structure scales as

¹Andrew W. Halpin and B. James Winer, "A Factorial Study of the Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, Ibid., p. 51.

²Ibid., p. 47.

³Ibid., p. 51.

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measures of different kinds of behavior. Different persons describing the same leader show significant similarity in their descriptions."¹

Halpin provides a quadrant scheme, Figure 1, for describing Leaders' behavior on the Initiating Structure and Consideration dimensions. The ordinates are defined by the averages of the respective dimensions, and the four quadrants are designed by Roman numerals.

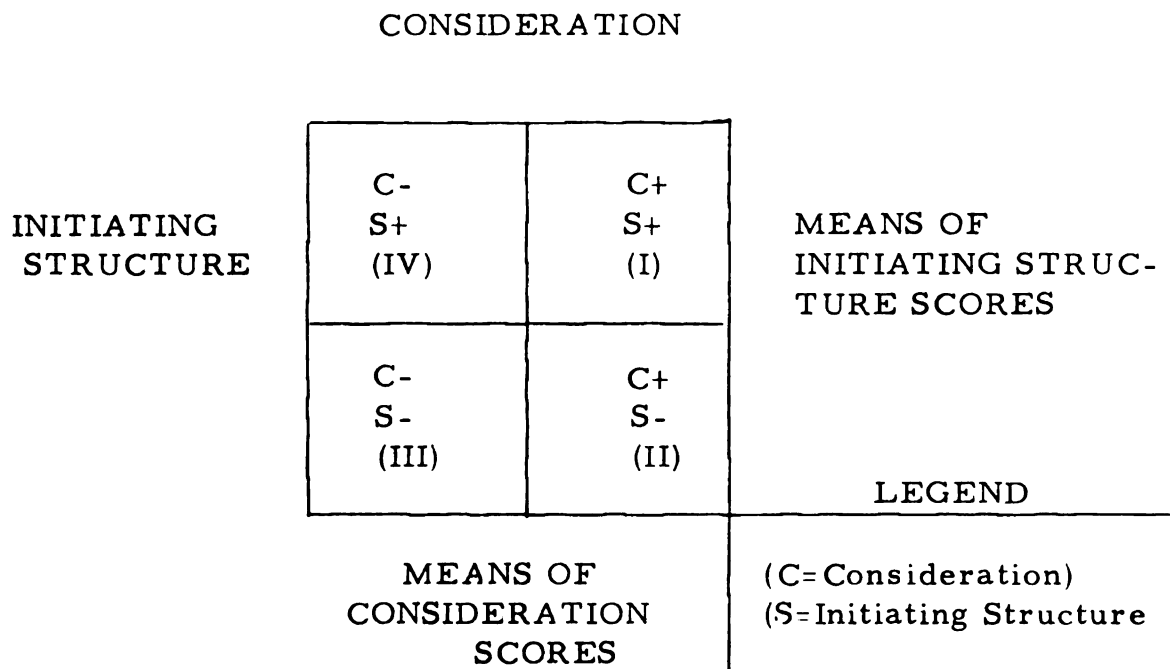


Figure 1 -- A quadrant scheme for describing Leaders' behavior on the Initiating Structure and Consideration Dimensions. (From Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, Vol. 7, No. 2, October, 1958).

The leaders described in Quadrant I are evaluated as highly "effective." The leaders in Quadrant II are evaluated as "ineffective." This behavior contributes little to effective performance unless the

¹ Ibid.

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behavior is accompanied by a required minimum of Initiating Structure behavior. Those in Quadrant III, whose behavior is usually accompanied by group chaos, are evaluated as most "ineffective." The leaders in Quadrant IV are the disciplinarians and "cold fish" who are so intent upon getting a job done that they forget they are dealing with human beings.¹

At a given point in time, a leader may exhibit a high degree of Consideration and a high degree of concern for Structure or he may demonstrate a high degree of Consideration and relatively low concern for Structure or vice-versa. It is also possible that he may simultaneously exhibit relatively low Consideration and relatively low concern for Structure. Where the leader behavior falls within the enclosed area depends upon the leader's assessment of the demands of the situation at the time.²

Halpin conducted a study dealing with the leader behavior and effectiveness of Aircraft Commanders. The Leader Behavior Description Questionnaire, an 80-item instrument adapted for the Air Force investigation, was used. Only 30 of the items were scored on the dimensions of Consideration and Initiating Structure.³

¹Ibid.

²Ibid.

³Andrew W. Halpin, "The Leader Behavior and Effectiveness of Aircraft Commanders," in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, Ibid., p. 54.

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The sample consisted of 89 commanders of B-29 aircraft. Data were gathered based upon the responses of 662 crew members describing their 89 respective aircraft commanders. The number of descriptions per commander ranged from four to ten. In addition, ratings of the commander's performance were secured from his squadron and wing administrative superiors. Ratings were obtained on 87 of the 89 aircraft commanders in the sample. Fourteen of these 87 were evaluated by one superior, 48 by two, and 25 by three. A 9-point scale was used by the raters in evaluating commanders on each of six performance characteristics.¹

The following hypotheses were tested and supported:

1. We would expect squadron and wing superiors to rate favorably the performance of these commanders who show high Initiating Structure behavior.
2. That crews will prefer as aircraft commanders those leaders who are high in Consideration behavior.
3. That commanders who are rated highest by their superiors on 'overall' effectiveness in combat are those who score above the mean on both leader behavior dimensions, and that the commanders who are rated lowest by their superiors on this same criterion are those who will score below the mean on both dimensions.²

¹Ibid., p. 55.

²Ibid., pp. 53-54.

It was found that, in general, the ratings of the commanders by their superiors correlated significantly with the Initiating Structure scores, and that the ratings of commanders by crew members correlated highest with Consideration scores.¹

Both dimensions were seen as integral components of a leader's behavior. In evaluating the commander's behavior, superior's and crew members each perceived one dimension as more important than the other. However, in neither case was the second dimension viewed adversely. According to Halpin ". . . our findings suggest that to select a leader who is likely to satisfy both his crew and his superiors, we do best by choosing an aircraft commander who is above average on both leader behavior dimensions."²

Hemphill used the Leader Behavior Description Questionnaire in a study of twenty-two departments in a Liberal Arts College. The purpose was to explore the relationship between the leader behavior of the departmental administrator and the reputation of his department for being well administered. The twenty-two department chairmen described their own behavior. Their behavior was also described by the faculty members of their departments. In addition, one-third of the members selected at random from each department used the questionnaire to describe both the Actual and the Ideal behavior of the

¹Ibid., p. 64.

²Ibid.

chairmen of their departments. The other instruments used were: a Background Information Questionnaire, Group Dimensions Questionnaire and a Reputational Ranking Form.¹

One Conclusion was:

'Reputation' for being well administered is related to the leadership behavior of department chairmen as this behavior is described by department members. Those departments with best 'reputations' for good administration have chairmen who are described as above the average on both Consideration and Initiating Structure and as more nearly² meeting the behavior expected of an ideal chairman.

According to Halpin, this series of leader behavior studies can be summarized into five principal findings:

1. The evidence indicates that Initiating Structure and Consideration are fundamental dimensions of leader behavior, and that the LBDQ provides a practical and useful technique for measuring the behavior of leaders on those two dimensions.
2. Effective leader behavior is associated with high performance on both dimensions.
3. There is some tendency for superiors and subordinates to evaluate oppositely the contribution of the leader behavior dimensions to the effectiveness of leadership. Superiors are more concerned with the Initiating Structure aspects of the leader's behavior, whereas subordinates are more concerned with the Consideration the leader extends to them as group members.

¹John K. Hemphill, "Leader Behavior Associated with the Administrative Reputations of College Departments" in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, Ibid., p. 74.

²Ibid., pp. 84-85.

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4. High Initiating Structure combined with high Consideration is associated with favorable group attitudes and with favorable changes in group attitudes.
5. There is only a slight positive relationship between the way leaders believe they should behave and the way in which their group members describe them as behaving. For this reason, those engaged in leadership training programs should be especially wary of accepting trainees' statements of how they should behave as evidence of parallel changes in their actual behavior.¹

From the studies and summary statements cited, it has been found that the most effective leaders are those who score high on both dimensions of the Leader Behavior Description Questionnaire, Initiating Structure and Consideration.²

Christner and Hemphill studied the "Leader Behavior of B-29 Commanders and Changes in Crew Members' Attitudes Toward the Crew." The researchers theorized that the development of desired attitudes among members of a new crew is in part a function of leader behavior. They found that leadership style did in fact influence the early group learning experience. Specifically, a high Consideration score was directly related to a more rapid development of mutual confidence and willingness to enter combat. A high Initiating Structure score was closely related to the growth of friendship and

¹Halpin, "How Leaders Behave," op. cit., p. 296.

²Ibid., p. 297.

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confidence among crew members.¹

Carl H. Rush, Jr., studied "Leader Behavior and Group Characteristics." He administered the LBDQ and Hemphill's Group Dimensions Description Questionnaire to the members of 21 air crews. Fifty-two of these crews were newly formed, 70 were previously established crews, and 90 crews had been in a combat situation. In each instance, the crews displaying positive group descriptions rated their commander high in both Initiating Structure and Consideration. The new crews valued Consideration more than Initiating Structure; the older crews and combat crews emphasized Initiating Structure more than did the new crews.²

The LBDQ has also been used in industrial situations. Fleishman was instrumental in the development of the Supervisory Behavior Description, or SBD. This scale, which is an adaptation of the LBDQ consists of a series of 136 short statements descriptive of supervisory behavior. Twenty-eight of these items are scored for the dimension of Consideration, and 20 are scored for the dimension of Initiating Structure. The SBD is regarded as a valid and reliable measure of

¹Charlotte A. Christner and John K. Hemphill, "Leader Behavior of B-29 Commanders and Changes in Crew Members' Attitudes Toward the Crew," Sociometry, XVIII (February, 1955), 82-87.

²Carl H. Rush, Jr., "Leader Behavior and Group Characteristics," in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, op.cit., pp. 69-73.

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frequency of specific supervisory behaviors.¹

Fleishman also used the LBDQ in an effort to measure leadership attitudes in industry. He administered the LBDQ to foremen, supervisors, and workmen, asking for their perceptions of ideal leader behavior. He found that the dimensions of Consideration and Initiating Structure appeared to be independent with intercorrelations clustering about zero. Fleishman decided that Consideration and Initiating Structure were meaningful dimensions in the attitudinal realm as well as the behavioral. Scores on one dimension did not predict scores on the other dimension.

The results of Fleishman's study indicated that the higher the position of power, the lower the scores on Consideration, and the higher the scores on Initiating Structure. In addition, supervisors displayed higher Consideration in their dealings with foremen than with workmen. The supervisors displayed the same amount of Initiating Structure for both foremen and workmen.²

In 1955, Halpin conducted a study to determine whether two groups of leaders, 64 educational administrators and 132 aircraft commanders, differed significantly in their leadership ideology and

¹Edwin A. Fleishman, "A Leader Behavior Description for Industry," in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, Ibid., pp. 103-19.

²Edwin A. Fleishman, "The Measurement of Leadership in Industry," Journal of Applied Psychology, XXXVII (June, 1953), 153-58.

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their leadership style. The 64 educational administrators consisted of Ohio principals, superintendents and supervisors. On the average, 6.7 descriptions were secured for each administrator and 8.3 descriptions were secured for each commander. The Leader Behavior Description Questionnaires were scored on the dimensions of Consideration and Initiating Structure. For each leader, and on each dimension, one score (the LBDQ-Ideal) expressed his own ideology, and another (the LBDQ-Real) described his behavior as perceived by the members of his own group.¹

The following hypothesis was tested and supported:

That educational administrators will demonstrate in both leader behavior and leadership ideology, more Consideration and less Initiation of Structure than aircraft commanders.²

The findings indicate that the administrators showed greater Consideration and less Initiating of Structure than did the commanders. Halpin explained this result in terms of contrasting roles that are required of two differing managers. Emphasizing the marked situational differences between the two positions, Halpin also believes that at least part of the difference could be attributed to the influence of the human

¹Ibid.

²Andrew W. Halpin, "The Observed Leader Behavior and Ideal Leader Behavior of Aircraft Commanders and School Superintendents," in Leader Behavior: Its Description and Measurement by Ralph M. Stogdill and Alvin E. Coons, editors, op.cit., p. 68.

relations movement so current among superintendents of that time.

In discussing the findings, Halpin observes:

It may be said, in general, that a leader's beliefs about how he should behave as a leader are not highly associated with his behavior as described by his followers.¹

In his study, The Leadership Behavior of School Superintendents, Halpin used the LBDQ. His sample consisted of 50 Ohio school superintendents who were selected from a list of 100 volunteers. He examined the following relationships:

- A. the relationships between the descriptions of the superintendents' behavior as perceived by his school board, his immediate staff, and himself, characterized as the LBDQ-Real.
- B. the relationships between the descriptions of ideal superintendent behavior as perceived by the board, the staff, and the superintendent, characterized as LBDQ-Ideal.
- C. the relationships between the real and ideal descriptions of superintendents behavior as perceived by the boards, the staffs, and the superintendents.

These relationships were examined for each of the 50 superintendents individually, and also for the superintendents as a group.²

The examination of LBDQ-Real scores for each superintendent revealed a high degree of within-group agreement for data received.

¹Ibid.

²Andrew W. Halpin, The Leadership Behavior of School Superintendents (Chicago: University of Chicago, 1956), pp. 74-86.

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from the board and the staff. The board as a whole agreed on their perceptions of the superintendent's behavior on the dimensions of Initiating Structure and Consideration. The staff basically agreed in their perceptions. However, the between-group variances were significant for the dimension of Consideration. In general, the superintendents perceived themselves as more considerate than either their board or staff did, and the staff ratings were lower than the board ratings.¹

On the dimension Initiating Structure, the board rated the superintendent higher than either the staff or the superintendent himself. Since the school board perceived the superintendent as rating higher in both dimensions, Halpin proposed that superintendents may possibly "play up" to their boards.²

The LBDQ-Ideal scores for each of the superintendents revealed a basic agreement in leadership ideology between the boards, the staff and the superintendent. There was a difference in the emphasis given to each dimension, with boards generally stressing Initiating Structure more heavily, and staffs expecting higher Consideration ratings. All three groups agreed that ideal leader behavior would be characterized by high scores in both dimensions.³

¹Ibid.

²Ibid.

³Ibid.

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In summarizing the results of this study, Halpin drew several conclusions which have since become a part of educational leadership theory. These conclusions include:

- A. Effective leader behavior is characterized by high scores on both Initiating Structure and Consideration.
- B. Ineffective leader behavior is characterized by low scores on both Initiating Structure and Consideration.
- C. Initiating Structure and Consideration are independent dimensions of leader behavior.
- D. Initiating Structure and Consideration are not incompatible. For the Board Ideal Scores, the interdimensional correlation was .61 (significant at .05). Therefore, both dimensions can and should be stressed.
- E. Superintendents tend to play different roles with their boards and their staff as revealed by the lack of relationship between staff and board.¹

Getzels and Guba studied administrative behavior in the social setting and have explained leader behavior (Figure 2) in much the same way as Halpin.

¹
Ibid.

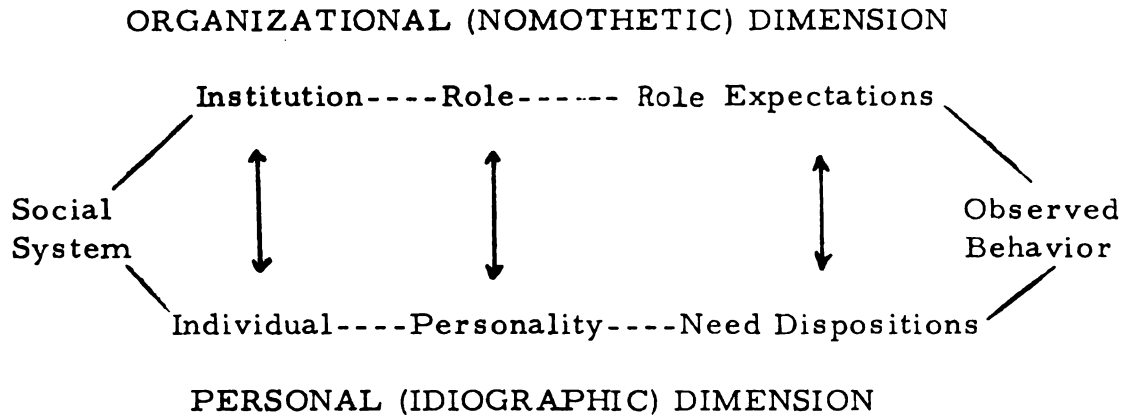


Figure 2--Getzels-Guba model showing dimensions of social behavior.

According to Getzels, the social system creates institutions to perform particular roles and with specific expectations for those within the institution. In each institution there are individuals with unique personalities and unique needs. There often develops conflicts between the expectations of the institution and the needs of the individual. The job of the leader is to mediate between the two dimensions of the model in such a way as to minimize conflict. In so doing, according to Getzels, the leader tends to make decisions either in favor of the institution (nomothetic style) or in favor of the individual (idiographic style).¹

Ideally, the leader uses the style most appropriate to the situation in which case he is a "transactional" stylist.

¹R. J. Hills, "A New Concept of Staff Relations," Administrator's Notebook, Midwest Administration Center, The University of Chicago, VIII (March, 1960).

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Getzels believes that most leaders tend to have a dominate style--one which they use more frequently than another. However it is implied that effectiveness in a leadership role requires that the leader be able to utilize a variety of styles and be able to use the appropriate style in a particular situation.¹

As Getzels and Guba have indicated, a knowledge or manipulation of the concepts as described will not automatically improve administrative practice.

Hills suggests that these concepts can assist the practicing school administrator in the following ways.²

1. It can provide the administrator with a framework within which he may systematize many seemingly unrelated experiences and observations. It can provide a reference point to which he may relate a wide range of knowledge.
2. The clarity and precision with which these concepts are defined can enable the administrator to think about and discuss ideas which, while already intuitively known to him, were somewhat vague and ambiguous.
3. The administrator may find such concepts useful in revealing his blind spots--situations and factors to which he might profitably devote more attention.

As Getzels and Guba have pointed out, the relevance of this model for administration becomes apparent when it is seen that the administration process deals with the mediation between institutional

¹Ibid.

²Ibid.

expectations and personality needs to achieve the goals of the school.¹

Ideally the individual should be able to fulfill both the expectations held for him by the institution and the needs of his own personality. ²⁰⁰ According to Hills, however, the model points to three primary sources of conflict. He states:

1. Role-personality conflicts occur in situations in which there are discrepancies between the expectations held for a given role and the personality needs of the role incumbent.
2. Role conflicts may arise as a consequence of differences of opinion among the members of a group which holds expectations for a given role.
3. Role conflict may exist when two or more roles are occupied by the same person at the same time.²

Bobbitt, et.al., suggest that in order to understand the concept of role, it is essential to investigate its component parts. They are as follows:

<u>Role expectation</u>	"... the prescriptions for a particular position in a social system. Members of the group let the role incumbent know what is expected of him. Those who prescribe behavior are the role senders; the prescription is the sent expectations." ³

¹ Ibid.

² Ibid.

³ H. Randolph Bobbitt, Jr., et.al., Organizational Behavior (Englewood Cliffs; New Jersey: (Prentice-Hall, Inc., 1974), p. 118.

<u>Role interpretation</u>	" . . . individual's understanding of the group's or role sender's expectations of him. " ¹
<u>Role conception</u>	" . . . refers to the incumbent's own ideas about the behavior appropriate to the role. " ²
<u>Role acceptance</u>	" . . . the willingness with which an incumbent embraces the various aspects of both his role interpretation and his role conception. " ³
<u>Role behavior</u>	" . . . the actual behavior of the incumbent in his role, may or may not conform to the role expectation. " "In many cases this difference in behavior will be caused by personal factors or situational factors that restrict the incumbent's behavior. " ⁴
<u>Observed role behavior</u>	" . . . is the role sender's perscriptions of the incumbent's behavior. "

The writers continue by saying:

In most cases, individuals will receive multiple role expectations and occupy multiple roles. Often this leads to an incongruence of fit among the role components and personal or interpersonal difficulties create tension for the role incumbents. When this occurs, we say the individual is experiencing role conflict--intrarole conflict or outer-role conflict.⁵

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid. , p. 119.

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Intra-role conflicts may occur "when the role senders send different expectations simultaneously, making it impossible for the incumbent to satisfy all. "¹

Inter-role conflicts take place "when someone occupies many roles simultaneously and some of these present conflicting expectations."²

Gross believes that the school superintendent frequently faces intra-role conflict situations and states the following:

The teachers, he feels, expect him to be their spokesman and leader, to take their side on such matters as salary increases and institutional policy. On the other hand, he feels that the school board members expect him to represent them, to 'sell' their views to the staff because he is the executive officer and the administrator of school board policies. Since their incompatible expectations devolve upon him as the occupant of a single position, it is an intra-role conflict situation.³

Gross, Mason and McEachern explored the role expectations for school superintendents of school board members in about 50 per cent of the school districts in Massachusetts. Using the chi-square criterion, no differences in distributions were found for 37 per cent of the items and significant differences on 63 per cent of the items. They

¹Ibid.

²Ibid., p. 120.

³Neal Gross, Ward S. Mason and Alexander W. McEachern, Exploration in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 81.

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conclude that in school organizations there are inherent forces which create conflicts between policy makers (the board) and the administrator (superintendent).¹

Gross concludes: "Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves are the individuals: (1) in social locations, (2) behave, (3) with reference to expectations."²

Hencley states this about the superintendent's role:

The superintendent interacts with various reference groups and is seen functioning in various roles: as the chief executive of the board of education, as the status leader of the school organization, as a member of the profession. It seems logical that reference groups would hold expectations relating to the behavior of superintendents in each of these role areas.³

The Superintendent - Board - Staff Relationships

In this research study, the traditional role of the school superintendent is viewed as the individual who functions as the executive officer of the board and professional leader of the teacher staff.

In a recent search for superintendency candidates, the Independence Public Schools brochure indicated the following:

¹Ibid., 249.

²Ibid., p. 17.

³Stephen P. Hencley, "The Conflict Pattern of School Superintendents," Administrator's Notebook, Midwest Administration Center, The University of Chicago, VIII (May, 1960).

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The Superintendent is the Chief Executive Officer of the Board of Education and, in addition to the usual administrative duties, will be expected to indicate the accomplishment of the following: -- provide aggressive and dynamic leadership.¹

The Goleta Union School District:

The Superintendent will be expected to be an educational leader.²

The Neenah Joint School District:

The primary qualification is an educational leader.³

The Coldwater Community School District:

A leader who demonstrates trust and . . . who has a calm, decisive and effective leadership style.⁴

The Williamston School District:

The candidates must understand their role as the educational leader of the professional staff and as the professional advisor and educational statesman for the School Board.⁵

¹Board of Education Superintendent Brochure, Independence Public Schools, Independence, Missouri, (March, 1975).

²Board of Education Brochure, Goleta Union School District, Goleta, California, (1974).

³Board of Education Brochure, Neenah Joint School District, Neenah, Wisconsin, (July, 1974).

⁴Board of Education Brochure, Coldwater Community Schools, Coldwater, Michigan, (November, 1974).

⁵Board of Education Brochure, Williamston Public Schools, Williamston, Michigan, (March, 1972).

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The Ecorse Public School District:

A candidate for the superintendency should possess the ability to develop efficient working relationships between the Board, as policy maker, and the Superintendent, as educational leader and Chief Executive Officer.¹

In an article appearing in the Michigan School Board Journal, Moore writes that "we must ask ourselves whether it is our intent to identify a superintendent who will provide leadership--or, do we really want someone who will administer well?"² He continues:

My guess is that we are more concerned with engaging a sound administrator than we are in employing an educational leader. If the superintendent also turns out to have leadership abilities, we are that much ahead.³

Moore suggests that the board-superintendent relationship is more important than the superintendent-staff relationship and reasoned "that if the superintendent cannot work successfully with the board, his relationships with staff are of little consequence."⁴

One aspect of the role of the superintendent that has changed is his relationships with the professional staff.

Langer expresses an opinion about the changing role of the superintendent in relation to his teaching staff:

¹Board of Education Brochure, Ecorse Public Schools, Ecorse, Michigan, (January, 1975).

²Samuel A. Moore, II, "So We're Looking for a New Superintendent," Michigan School Board Journal, XX (March, 1973), 12.

³Ibid.

⁴Ibid.

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The superintendent must . . . cast his lot with the school board. He can no longer play the role of benevolent father, asking the public (through its board of education) for sufficient funds to meet the next year's needs, and then going back to approving or disapproving requisitions, attending conferences and luncheons, keeping his board informed and putting out occasional notes of encouragement.¹

Gessner's comment summarizes the change in relationships between the teachers and the superintendent quite well when he writes:

A few years ago the superintendent's role in the salaries and welfare of teachers was determined by custom and there seemed little need to question it. Today, that role is dubbed--with varying inferences--as 'paternalistic' and is probably quite properly in the past. Teachers groups have grown much less willing to accept 'father's advice.'²

With this brief introduction concerning the role of the superintendent in relation to the board of education and the professional staff, a review of the professional literature pertinent to the role of the superintendent in the collective bargaining process follows.

The Superintendent and Collective Bargaining

In Michigan, the Hutchinson Act of 1947 set the guidelines, statutes and machinery for collective bargaining in the private sector and

¹ John H. Langer, "The Emerging Elementary Principalship in Michigan," Phi Delta Kappan, 48 (December, 1966), 161.

² W. A. Gessner and E. D. Williams, "Negotiations: Key to Agreement from the Viewpoint of Superintendents," Minnesota Journal of Education, 47 (October, 1966), 15.

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public utilities. Public Act 379, passed in 1965, amended the Hutchinson Act and extended the rights of public employees to organize for the purpose of collective bargaining negotiations. This act placed a mandate upon public employers to recognize employee bargaining units and to enter into collective negotiations at the request of a duly organized unit.¹

The result of Public Act 379 in Michigan was an immediate response by public employees, particularly in public schools, to organize. The Michigan Federation of Teachers, and the Michigan Education Association, were active in this drive, particularly in organizing professional employees. Other employee organizations, such as the Teamsters Union, the American Federation of State, County, and Municipal Employees, AFL-CIO, and the United Mine Workers, were active in organizing non-professional employees, such as maintenance workers, cafeteria employees, and other service employees.²

As a result, collective negotiations has brought about important changes in the role definition of school administrators. These changes have restricted traditional unilateral decision-making and forced school administrators to deal with teachers through collective units

¹Charles T. Schmidt, Jr., Hyman Parker and Bob Repas, A Guide to Collective Negotiations in Education, Social Science Research Bureau (East Lansing: Michigan State University, 1967), pp. 17-18.

²Ibid.

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One of the most difficult problems confronting the superintendent of schools in the process of collective bargaining is that of role definition. According to Allen, "whichever role the superintendent assumes, his leadership . . . will continue to be just as necessary, and perhaps more so, in the process of collective negotiations as it has been in other issues related to school administration."²

In 1961, four years prior to the adoption of the Michigan Statute, the American Association of School Administrators indicated two extreme positions relative to the superintendent's role in negotiations: "(a) that he be completely bypassed and have no part in negotiations process, and (b) that he be the chief negotiator representing only the board of education in all of its dealings with the staff."³

In this document it is also stated:

¹Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers (Chicago: Rand McNally and Company, 1966), p. 369.

²Roy B. Allen, "Implications of Collective Negotiations for the Role of Superintendent," Collective Negotiations and Educational Administration (Columbus, Ohio: The University Council for Educational Administration, 1966), p. 126.

³American Association of School Administrators, School Administrators View Professional Negotiation (Washington: AASA, 1961), p. 54.

The association does not believe either of these positions will contribute to the long-term good of the school district or its educational program. . . He should be an independent third party in the negotiation process.¹

In a 1963 publication of the AASA, Roles Responsibilities, Relationships of the School Board, Superintendent and Staff, a dual role concept for the superintendent is advocated. In this publication, the following statement provides additional insight into what is considered to be an appropriate role for the superintendent in collective bargaining:

Today, the superintendent of schools occupies a complex and demanding position. He is often torn between diverse alternatives, obligations, and responsibilities. Yet it seems clear that the superintendent has one allegiance that transcends all other commitments. Although he is a devoted member of his professional group and deeply concerned with the success of his associates, his allegiance to the learner supersedes all other loyalties. This commitment need not and should not place him in conflict with his colleagues. Its very nature makes him seek assiduously and vigorously to maintain environmental circumstances which his associates desire, need, and must have to work to best advantage. One of the major concerns of the superintendent always has been and always should be to help provide those conditions which enable teachers and all other staff members to achieve their professional goals.²

In 1965, the AASA adopted two resolutions with reference to the superintendent's role in collective bargaining. The first resolution stated:

¹ Ibid.

² American Association of School Administrators, Roles Responsibilities, Relationships of the School Board, Superintendent, and Staff (Washington: AASA, 1963), pp. 8-9.

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p. 12.

We believe that teachers, school boards, and administrators are all committed to the advancement of public education and that the goals and interests of these groups are highly interrelated. We believe strongly that the development of school policies and programs and the solution of school problems can best be accomplished by these groups working in harmony and with respect for the roles of each. We believe that effective policy development is a professional concept requiring a unique professional approach. We maintain that the superintendent of schools has a unique responsibility to provide leadership in these matters.¹

A second resolution provided the following guidelines:

The superintendent of schools is the chief executive officer of the board of education. He is the professional leader of the board, the leader of the staff, and the focal point of educational responsibility within the district. The superintendent occupies a unique position. He assists the board of education, the staff (singly and in groups), and the citizens of the community as they work through educational problems. He is the chief professional advisor to the board in policy development. He is responsible for developing appropriate educational opportunities to meet the needs of all children. He is a professional educator and a professional school administrator. That which strengthens his effectiveness in any of these roles automatically strengthens the schools.²

By 1968, the position of the AASA had changed with reference to the superintendent's role in collective bargaining. The position of the AASA at that time was:

¹American Association of School Administrators, Resolutions, Platform, Constitution, Bylaws, Ethics (Washington: AASA, 1965), p. 12.

²Ibid., p. 11.

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Perhaps the best that can be said is that the superintendent should be responsible for seeing that negotiation is conducted as an administrative function. His own role may be any of the following:

1. Chief negotiator, representing the board.
2. Member of the administrative negotiating team, but not its chief spokesman.
3. Consultant to board and administrative team.
4. Consultant to an "outside" negotiator designated to conduct negotiations for the board.

When negotiation is conducted between teacher representatives and board members, the superintendent may function as a consultant for both groups. However, this role is more common in 'around-the-table' administrative consultation than in 'across-the-table' negotiation.¹

As a result of the superintendent's new role in collective bargaining, Grieder states:

It is becoming apparent that the Superintendent's proper role is to represent management, i. e., the board of education, and through it, the public. He cannot be a go-between-the man in the middle between teaching personnel, other employee groups, and the board of education.

In many cases, teachers' groups have demanded and won the right to deal directly with the board, bypassing the board's chief executive. This is analogous to a labor union's insisting on collective bargaining with a company board of directors, which is rare, if indeed it is ever done. Unions bargain with company executives or their bargaining representatives, not with the board of directors.²

¹American Association of School Administrators, The School Administrator and Negotiation, op. cit., p. 38.

²Calvin Grieder, "Superintendents Cannot Face Union Bargaining Teams Alone," The Nation's Schools, 78 (July, 1966), 6.

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Steffensen indicates that the AFT's position on the superintendent's role is that he should be part of the Board's negotiating team.

He states:

The proposals currently being made either state or imply that the two parties will be the teachers and their boards. As much as any other individual within a school community, or as much as any other group, the Superintendent is deeply involved in group, the Superintendent is deeply involved in discussions between the teachers and their boards. Both teacher organizations call for direct fact-to-face communications with the board of education. The AFT, as a proponent of collective bargaining, regards the Superintendent as the employer at the negotiation session. The superintendent's role needs to be define just as concisely and clearly for the board as ¹it is for the teachers - and for the Superintendent.

In 1963, the National School Boards Association adopted a resolution about the superintendent's new role in collective bargaining. The NSBA stated that ". . . the superintendent as an administrative office can function as an interpreter of teacher concerns to the board and the board responsibilities and concerns to the teacher." In addition, the NSBA policy states:

. . . NSBA urges each local board to review its policies, procedures and activities and to give careful consideration to incorporating the following items if they are not included:

- (a) Procedures which will actively involve school boards administrative staff, and teachers in discussing total budget needs with particular emphasis on the determination of salaries and the handling of grievances.

¹ James P. Steffensen, "Board-Staff Negotiation," School Life, 47 (October, 1964), 2.

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- (b) Written policies concerning the above procedures that are widely disseminated, and presented in such a way that they are clearly understood by all parties concerned - the teachers, administrative staff, the board of education, and the general public.
- (c) Policies whereby the superintendent, as administrative officer of the board, can function as a channel and interpreter of teacher concerns to the board and the board responsibilities and concerns to the teacher. Direct hearings with the board should be arranged through the superintendent if this provides inadequate. . .¹

In 1965, the NSBA passed a resolution which amended their position taken two years earlier.

School boards, subject to the requirements of an applicable law, should refrain from compromise agreements based on negotiation or collective bargaining, and should not resort to mediation or arbitration, nor yield to threats or reprisal on all matters affecting local public schools, including the welfare of all personnel. They should also resist by all lawful means the enactment of laws which would compel them to surrender any part of their responsibility.²

The National Education Associations' position in 1965 was that the superintendent should play a dual role in the negotiating process; that is, he should be the executive officer of the board and professional leader of the teachers. Guidelines for Professional Negotiation, the principal organ for the NEA on negotiations, states:

The superintendent of schools should seek ways to bring the local association and the school board together so that

¹ National School Board Association, "Beliefs and Practices," (Washington: NASB, 1965).

² National Education Association, Guidelines for Professional Negotiation (Washington: NEA, 1965), p. 9.

they can develop a professional negotiating agreement. In assuming his responsibilities as the executive officer of the board and as a member of the profession, he recognized that shared responsibility in policy determination is a professional concept. He can be of great assistance by helping the board to recognize that the achievement of educational goals requires this joint approach.¹

According to Ashby, McGinnis, and Persing, the superintendent's role in negotiations cannot be considered separate from such roles as that of (a) chief executive officer of the board; (b) responsible educational leader; (c) decision maker, and (d) responsible fiscal agent.²

Accordingly, they believe that the superintendent's role in formal negotiations is effected by the manner in which he carries out these roles. They suggest the following:

1. If the superintendent has the full confidence of the board as its chief executive in all - or most - other matters, then his negotiating role will be more effective than if confidence is lacking in any significant degree.
2. If the superintendent has - in the eyes of the board, staff and community - established himself as a high-level, responsible educational leader, then his posture at negotiation time can be one of strength. What he says or does will carry weight with all factions.
3. If the superintendent has organized the decision-making roles of the entire staff effectively to the end that employees generally feel a distinct and

¹National Education Association, Guidelines for Professional Negotiation (Washington: NEA, 1965), p. 9.

²Ashby, McGinnis, Persing, op.cit., pp. 77-78.

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genuine part of decision-making, then the negotiations road will be considerably smoother than would otherwise be the case. In this event, decision-making in connection with most problems will be on a board participatory base.

4. If the superintendent has established himself as a responsible fiscal agent in terms of what is best for the educational program, then his influence will be greater than otherwise. To have established himself in this manner, the superintendent will at times have had to disagree with both board and staff. But unless he has done this as occasion demanded, there can be little reason for either board or staff to have great faith in his role in the negotiations process at a critical juncture.¹

van Zwoll, in his book, School Personnel Administration, sees the superintendent as the leader and spokesman of the certificated teaching staff. His reasoning for this is that the superintendent was once a teacher, and therefore, is still part of the professional staff. van Zwoll sees the teachers as part of the executive branch of school operation. He says:

The two chief parties to possible collective agreement or joint action relative to school operation are the employer and the employee, i. e., the board of education on the one hand and the employed executive agents (all employees) on the other. In view of the essential unity of the executive group in the school situation, the role of the administrator is logically that of chief advocate for his executive family in terms of the needs voiced by its members.

The superintendent, in this concept of the role in negotiation, would be the chief spokesman for the teachers in joint discussion

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Dr. Harry Becker, former Superintendent of Schools in Norwalk, Connecticut, states, "that the superintendent is an agent and not the principal party in the negotiations process." Further, "the principal party is the board of education, and it is only natural for the teachers' organization to want to communicate directly with the school board."²

As a result, the superintendent serves as a resource person to both the school board and the teacher group.

In this dual role the superintendent (a) serves as a resource person who makes information available to both parties, (b) persuades both parties to reduce excessive demands, and (c) maintains discussion with both groups on an informal and formal basis.³

Reporting on the superintendent's role in The Journal of Educational Research, Caldwell states that "teachers are significantly more satisfied when the superintendent is a non-participant to negotiations, less satisfied when the superintendent is in an advisory

¹ James a van Zwoll, School Personnel Administration (New York: Appleton-Century-Crofts, Inc., 1964), p. 218.

² Harry Becker, "The Role of School Administrators in Professional Negotiations," The American School Board Journal, 150 (May, 1965), 9-10.

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role to the board of education, and dissatisfied when he acts as chief negotiator.¹ The direct implication of these findings suggest, as already stated by Becker, that ". . . it is only natural for the teachers' organization to want to communicate directly with the school board."²

The following Table indicates the negotiation roles of superintendents in the 272 school districts that Caldwell surveyed.

¹William E. Caldwell, "The Superintendent's Negotiation Role," The Journal of Educational Research, 64 (October, 1970), 73-77.

²Becker, op. cit., p. 9.

TABLE 1.1
NEGOTIATIONS ROLES ASSIGNED THE
SUPERINTENDENT BY THE BOARD OF
EDUCATION^a

Role	Number	Per Cent
Non-Participant	1	.4
Adviser to Teachers' Organization Only	0	0.0
Adviser to both the Teachers' Organization and the Board of Education	109	43.4
Adviser to Board Only	48	19.1
Negotiator for Board with Limited Authority	79	31.5
Negotiator for Board with Full Authority	14	5.6
Total	251	100.0

^aData compiled by William E. Caldwell and reported in The Journal of Educational Research, October, 1970.

Calvin Gross, a former New York City superintendent, in response to the question, "once the sole bargaining agent had been selected, what is the role of the superintendent?" offers the following advice:

Get some good advice from a competent, professional labor relations expert, a man who has had experience in actual bargaining. I mean a guy who has conducted negotiations. Otherwise you're a babe in the woods, because the other side will certainly have their professional advice.¹

In response to another question asking whether the superintendent should be the representative of the teachers and professional leader of the staff, Gross states:

. . . I think the superintendent can prevent role conflict by the way he handles himself. I think that as teachers become more demanding, more militant, better organized, more powerful, then their organization begins to assume the role of professional leadership for salaries and working conditions, a role the superintendent has traditionally had. It couldn't develop in any other direction. This means that the superintendent will gravitate closer to the school board. He is more in that orbit and becomes the chief negotiator there.²

Lieberman and Moskow state their position as follows:

The superintendent's role must be clearly defined and commonly understood. This will be virtually impossible

¹ Calvin Gross, "Ways to Deal with Teacher Militancy," Phi Delta Kappan, 46, (December, 1964), 147-48.

² Ibid.

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if he tries to serve as the representative of the school board in some communities. . . the teachers others . . . and as a neutral advisor in others. . . many superintendents who sincerely proclaim their identification with the teachers eventually find it necessary to oppose policies supported by their teachers in order to keep their own jobs.¹

Charles Wilson, writing in Phi Delta Kappan, recommends a "middle of the road" approach for the superintendent. He states the following:

The superintendent cannot abrogate his function as an educational leader of his professional staff, nor can he renounce his role as professional advisor to his board of education. Unless he performs this extremely difficult dual role, he is powerless to provide the type of leadership that is demanded in these dynamic times. The superintendent must be his own man, not just an 'owned' man. He must maintain a posture of true objectivity. He must be a man of intelligence, integrity, and conviction; and he must operate within the confines.²

Geisert reacts to the "middle of the road" approach by saying:

No one is interested in listening to a go-between. A superintendent following the 'man in the middle' line in collective negotiations will find that he will not be accepted by either side. He will become a non-participant, A Mr. Nobody, unable to exert the executive leadership required to improve and strengthen the educational program of his district.³

¹Lieberman and Moskow, op. cit., p. 377.

²Charles Wilson, "Whose Man is the Superintendent?", Phi Delta Kappan, 48 (December, 1966), 156-57.

³Ibid., p. 158.

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Negotiation Models

The professional literature describes two contrasting approaches for making educational determinations. The first approach is termed "cooperative administration," and can be described as "around the table consultation." The second approach is termed "across the table negotiation." Around the table consulting is an informal process in which the cooperative participation of all parties to the discussion is stressed. The latter approach, across the table negotiation, is more of an adversary-type process which moves from divergence to consensus or impasse if agreement cannot be reached. The "around the table" approach avoids many problems that must be resolved in negotiation, e. g., defining the role of the superintendent.¹ Both of these approaches are visually depicted in Figures 3 and 4.

Metzler and Knade indicate that cooperative administration has been successfully used in school systems across the country; however, the rate at which formalized negotiation has become the accepted method of decision making in school systems is rapidly accelerating.² The American Association of School Administrators has detailed models that clarify role definition in the negotiation process.

¹American Association of School Administrators, The School Administrator and Negotiation, op. cit., p. 29.

²John H. Metzler and Oscar Knade, "A Tranquilizer for Negotiations," American School Board Journal, 155 (December, 1967), 12-13.

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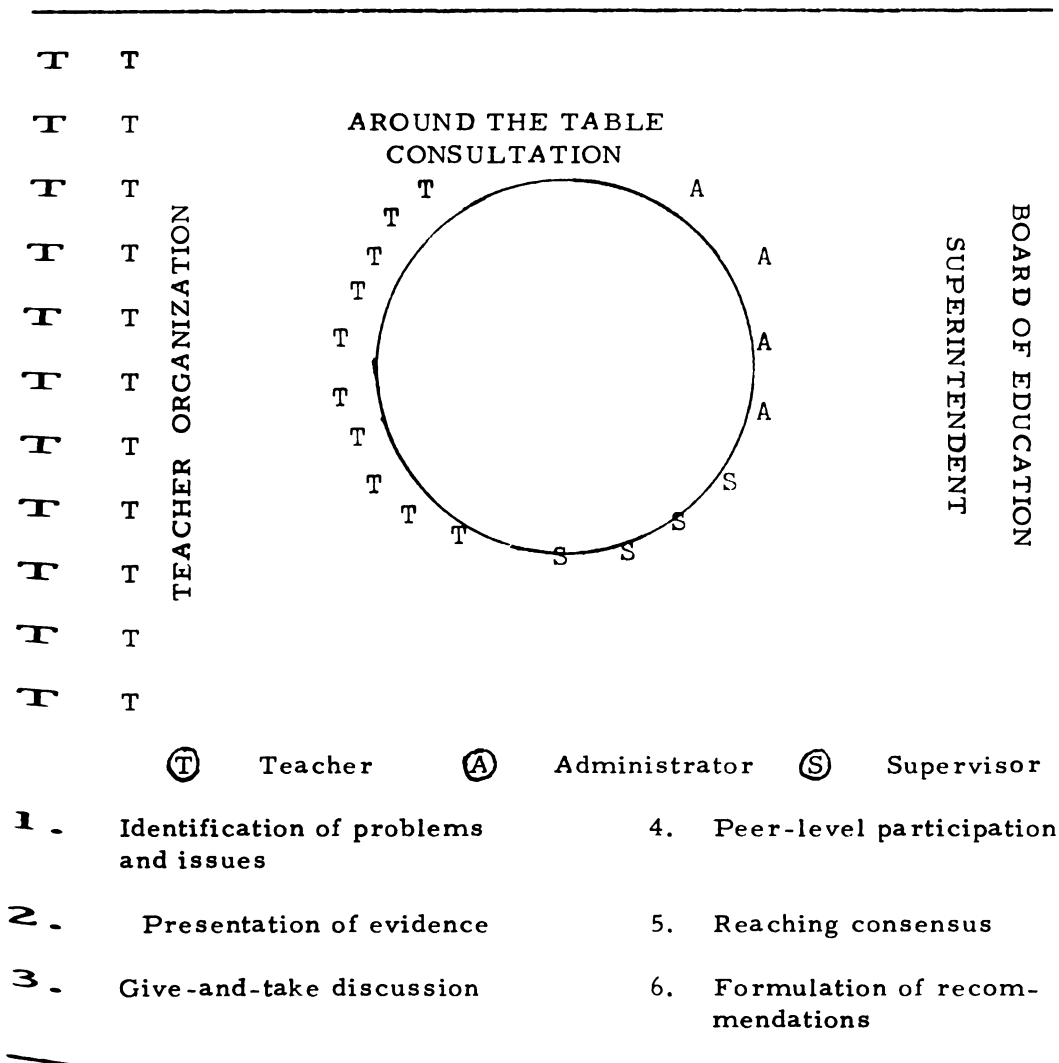
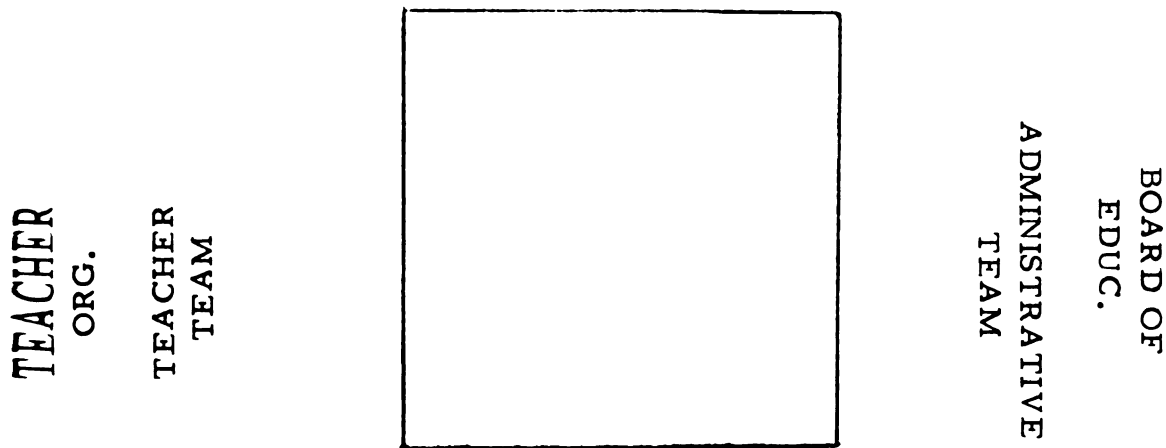
COOPERATIVE ADMINISTRATION¹

Figure 3 -- Cooperative Administration

¹ American Association of School Administrators, The School Administrator and Negotiation, op. cit., p. 30.

NEGOTIATION¹NEGOTIATION ACROSS THE
TABLE NEGOTIATION

Presentation of proposals
(demands)

5. Employment of tactics
and strategies

Submission of counter pro-
posals

6. Reaching consensus or
impasse

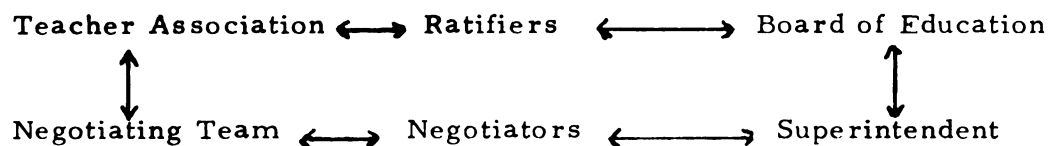
Pro-and-con arguments
and supportive data

7. Signing an agreement
(contract or resolving
an impasse)

Figure 4 -- Negotiation

¹
Ibid.

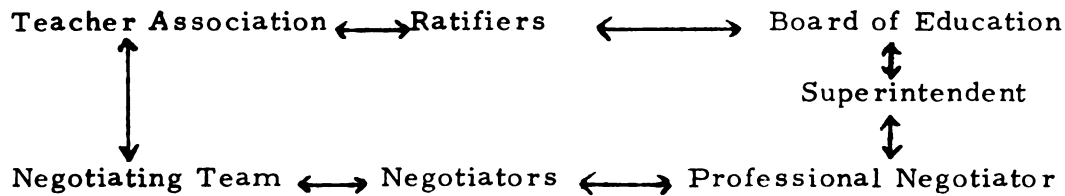
Model I



Model I. This is a simple format for negotiation wherein the superintendent and teacher team do the negotiating while the teacher association and board of education are the ratifying bodies. The characteristics of this model are that it (a) places the superintendent on the management team; (b) puts the superintendent in a position of having to do the negotiating; (c) creates an adversary relationship between the teacher team and superintendent, and (d) presumes that the superintendent has the knowledge, skill, and temperament to be a negotiator.¹

¹ Ibid.

Model II

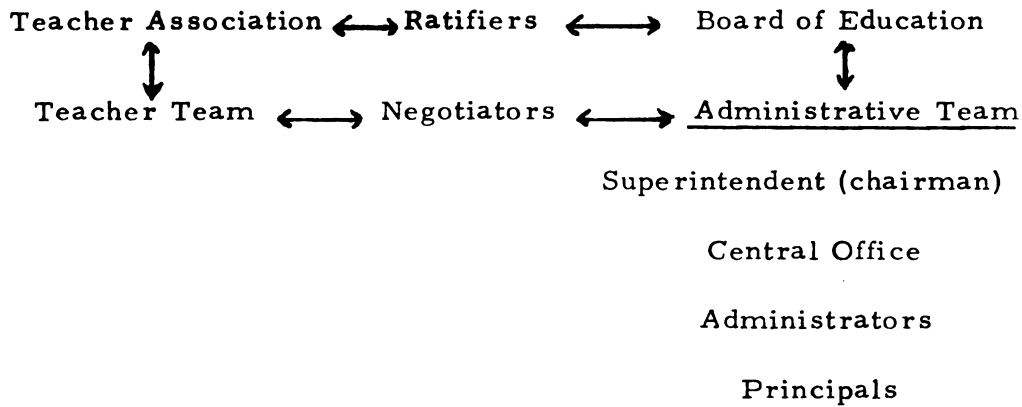


Model II. The main difference between Models I and II is that in Model II a professional negotiator is employed by the board. The superintendent assumes the position of liaison representative between the board and the professional negotiator. The characteristics of this model are that it (a) has a reasonably simple format; (b) places the superintendent in close proximity to the process but does not force him into the role of chief negotiator, (the superintendent provides the educational expertise that the professional negotiator needs); (c) places the superintendent on the management team, and (d) assumes that there are an ample supply of "professional negotiators."¹

¹

Ibid., p. 34.

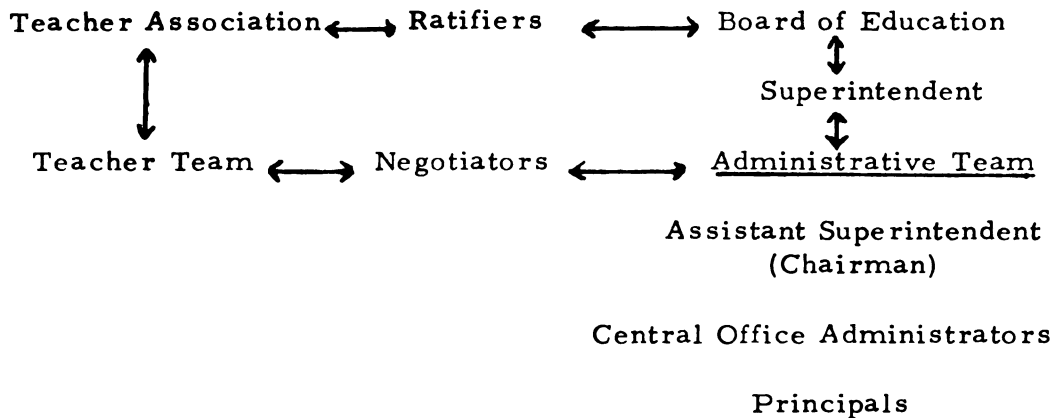
Model III



Model III. Model III resembles Model I except that the superintendent forms an administrative team to negotiate with the teacher team. The characteristics of Model III are that (a) role relationships are clear-cut; (b) the team concept introduces the involvement of other administrators wherein the superintendent gains assistance and support; (c) it provides balance between the teacher team and the administrative team, and (d) it provides the superintendent with enough flexibility to perform in the team capacity best suited to his desires and capabilities.¹

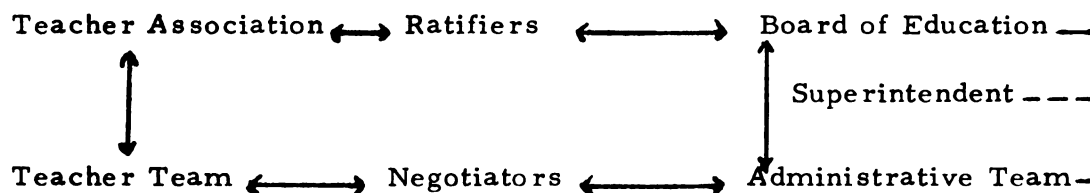
¹ Ibid., pp. 34-35.

Model IV



Model IV. The difference between this model and Model III is that the superintendent designates one of his assistant superintendents as chief negotiator. The characteristics of Model IV are that (a) it releases the superintendent from the time requirement to conduct negotiation; (b) it removes the superintendent from a role in which he may or may not wish to perform, and (c) it maintains the administrative team approach in the process of negotiation.¹

Model V



¹Ibid., pp. 35-36.

Model V. This model places the superintendent in the role of consultant to the board and administrative team. As such, a designated representation from the superintendent's staff is the chief negotiator with other members serving in a team capacity. The characteristics of this model are that (1) it enables the superintendent to be very close to the policy-makers and negotiators; (b) it does not oblige the superintendent to be committed in terms of time and effort; (c) it places the superintendent in the role of "coach" and the chief spokesman in the role of "captain," and (d) it maintains the administrative team approach to negotiation.¹

The superintendent's role, as described in the previous five models may be any of the following:

1. Chief negotiator, representing the board.
2. Member of the administrative negotiating team, but not its chief spokesman.
3. Consultant to the board and administrative team.
4. Consultant to an "outside" negotiator representing the board.
5. Consultant to both the teacher team and the board.²

Selective Research

In his doctoral study, Scott hypothesized that: (1) the traditional role of the school superintendent had changed as a result of

¹Ibid.

²Ibid., p. 38.

the collective negotiation movement, and (2) graduate preparation programs offered by selected universities generally failed to reflect the new and different social and political conditions which prevailed in the school and community environment. Professors of educational administration in eleven midwestern universities were interviewed, and 98 public school superintendents from districts that had experience in collective negotiations were interviewed by a structured telephone interview.¹

Scott's summary of the findings of the professors of educational administration were:

All of the professors of educational administration agreed that the superintendent should be knowledgeable in the area of collective bargaining. They did not agree on whether or not the superintendent should negotiate for the board. There were as many who felt that he should be the board's negotiator as there were those who felt that he should not negotiate for the board under any circumstances. Another group felt that he should serve in that capacity under some conditions and still others felt that only in small school systems should the superintendent represent the board as negotiator.²

Scott's summary of the findings of what the school superintendents said were:

Eighty-five of the ninety-eight superintendents claimed their traditional role had been changed as a result of the negotiation movement. A variety of responses described the new role, the most frequent being as negotiator for the board of education.³

¹Scott, op. cit., p. 158.

²Ibid., p. 159.

³Ibid., p. 161.

In the section of his study entitled "Crucial Issues to Affect Future Decisions," Scott cites the following issues which he believes "will have future significance to preparation programs for school administration as they relate to collective negotiations."¹ He states:

"The role of the school administrative official in public education today is uncertain and confused. Such importunate questions as these arise:"

- (a) Is the superintendent an educational leader because of the status position he holds?
- (b) Is the superintendent an educational leader because of his persuasive influence with citizens and organized groups in the community who give him sources of power through their support and backing?
- (c) Is the superintendent conceded the role of leadership because of his extensive knowledge in education and personal influence with teachers?
- (d) Is the superintendent in a position to evaluate the teachers or is his role solely that of being the executive officer of the board.²

Heim conducted a study to determine what selected school superintendents, board of education presidents, and teacher representatives (chairmen of negotiating committees or association presidents) think the role of the superintendent should be in the negotiating process. This study was limited to selected school districts in the nineteen states which were members of the North Central Association of

¹Ibid., p. 169.

²Ibid.

Colleges and Secondary Schools. From the total of 1227 school districts with K-12 school enrollment of 2000 or more students, 490 districts were selected on a random basis. From the 490 districts surveyed, 270 districts returned usable questionnaires (three from each district) making a 56 per cent return.¹

The major findings of the study follows:

1. The role that selected superintendents, board presidents, and teachers indicated they thought the superintendent should play in the negotiating process is a dual one. The dual role item received 65.8 per cent of the 810 responses.
2. The managerial role received the second highest number of selections, 20.3 per cent, from the three groups of respondents.²
3. The pragmatic role was the third choice of the respondents. Twelve per cent of the superintendents, 5.9 per cent of the board presidents, and 14.9 per cent of the teachers felt the pragmatic role for the superintendent was desirable.
4. Only 14 or 1.8 per cent, of the 810 respondents selected the no role concept.
5. The professional staff leader role received only 1.0 per cent support from the 810 respondents who participated in the study.³

¹Max Otto Heim, "A Study of what Selected Respondents Think the Role of the Superintendent should be in the Negotiating Process," (unpublished Ed. D. dissertation, University of Kansas, 1967), pp. 110-11.

²Ibid.

³Ibid., pp. 112-16.

In concluding this section of selected research studies, Cave identified ten Michigan school districts in which there was conflict between school administrators and the teachers' union. School board members, teachers' union representatives, and the school administrator himself were asked to describe the leader behavior of an ideal administrator by means of a Leader Behavior Description Questionnaire (Form XII). They were also asked to respond again to the questionnaire to describe the type of leader behavior practiced by their administrator. The major objective of this research study was to identify those leader behavior dimensions which contribute to the presence of conflict.¹

The conclusions reached in this study were:

School administrators, school board members, and teachers' union representatives similarly described the ideal leader behavior an administrator should practice.

. . . at the present time the leader behavior of administrators is in fact contributing to the presence of conflict with teachers' unions.

Those leader behavior dimensions. . . contributing the most to conflict were (1) consideration, (2) initiation of structure (3) integration, (4) demand reconciliation, (5) tolerance of freedom, and (6) production emphasis.

Cave concluded the study by saying: "Improvement in these

¹ David Raymond Cave, "A Critical Study of the Leader Behavior of School Administrators in Conflict with Teachers' Unions," (unpublished Ed. D. dissertation, Michigan State University, 1967), p. 73.

behavior dimensions is essential before conflict can be satisfactorily resolved."¹

Summary

In this chapter the author has presented an overview of the literature pertinent to the study of leadership and leadership behavior. Particular attention was focused upon leadership behavior studies and the development of the Leader Behavior Description Questionnaire. In addition, the literature relative to the role of the public school superintendent in the collective bargaining process as advocated by boards of education, administrators, and teachers' associations was presented. Finally, a series of negotiation models and a review of selected research studies pertinent to the role and leadership behavior of the superintendent in collective bargaining were discussed.

¹ Ibid., p. 3.

CHAPTER III

DESIGN OF THE STUDY

Best describes descriptive research as being concerned with practices that prevail, attitudes that are held, points of view, or trends that are developing.¹ He continues by stating that "knowledge of present status is a necessary first step in problem solving."²

This was a descriptive study in which data were secured from superintendents and teachers from a small sampling of Michigan public school districts. The writer's primary objective in this study was to compare perceptions and to determine if superintendents who perform the role of chief negotiator for the board of education differ from superintendents who perform a non-negotiator role with respect to frequency of behavior as the educational leader of the teaching staff. Secondly, it was a descriptive study since an attempt was made to determine whether the primary objective might be related to certain situational conditions and factors associated with the collective

¹John W. Best, Research in Education (New Jersey: Prentice-Hall, Inc., 1970), p. 116.

²Ibid., p. 137.

bargaining process.

Procedure in Selecting the Sample

At the time this research problem was identified (July, 1973) there were 602 public school districts in Michigan. Since the writer was concerned with comparing perceptions held by negotiating superintendents with perceptions held by non-negotiating superintendents, it was necessary to conduct a preliminary survey to determine the actual role superintendents were performing in bargaining the 1973-74 board-teacher master agreement.

In the collective bargaining process, a superintendent may perform either an active or an inactive role. He may serve as the chief negotiator for the board, consultant to the board, or he may be completely by-passed in the collective bargaining process.

In the handbook, Helping Administrators Negotiate, a study was conducted by the University of Oregon and it was found that superintendents employed in school districts with a student population of 2500 and below tend to perform the management-employee relations tasks.¹ One of the findings of the study revealed that "as size of system increases the tasks tend to be delegated to assistants and associates."²

¹American Association of School Administrators, "The University of Oregon Study, "Helping Administrators Negotiate (Washington: AASA, 1974), pp. 5-6.

²Ibid., p. 6.

In a doctoral study conducted by Scott, four possible roles the superintendent could assume in the negotiation process were set forth: 1) the superintendent as an independent professional, 2) the superintendent as a mediator between teachers and the board of education, 3) the superintendent as negotiator, and 4) the superintendent and the development of policy.¹

In an attempt to determine which role a superintendent was performing in the collective bargaining process, the writer secured a copy of Bulletin 1011, 1972-73, from the Michigan State Department of Education.² The Bulletin contained the name of each school district in Michigan and the number of pupils enrolled. Although there were 602 school districts in Michigan, 281 districts had a pupil enrollment between 500 and 2500.

A questionnaire was devised by the researcher and mailed to a random sampling of 200 superintendents who were selected from the 281 listed school districts. The questionnaire was designed to elicit superintendents' normative data and to obtain information about their actual role in collective bargaining, the status of the 1973-74 master contract, and titles of members on the board negotiating team.

The questionnaire (Appendix A) was accompanied by a cover letter and each superintendent also was asked to indicate whether he

¹Scott, op. cit., pp. 164-65.

²Michigan State Department of Education, op. cit., pp. 8-11.

would be willing to take part in this study by completing a second questionnaire in the future. In July, 1973, a total of 200 questionnaires were mailed and a return of 132 or 66 per cent was realized.

The role chosen by the sampled superintendents and the frequency of responses is shown in Table 2.1.

TABLE 2.1
ROLE PERFORMED BY 132 SUPERINTENDENTS
IN THE COLLECTIVE BARGAINING PROCESS

Role Choice	Number	Per cent
Chief negotiator representing the Board at the bargaining table	57	43.2
Member of the Board negotiating team at the bargaining table	33	25.0
Consultant to the Board negotiating team but not present at table	13	9.8
Consultant to "outside" negotiator	8	6.1
Member of Board team at the table but using "outside" negotiator	15	11.4
Consultant to Board/Teacher teams	6	4.5
Totals	132	100.0

Preliminary data further revealed that of the 57 negotiating superintendents who completed and returned a questionnaire, two were unwilling to be a part of the study; five had a multi-year agreement

with the teacher association and would not be bargaining a 1973-74 master agreement; two indicated that salary and fringe benefits were the only bargainable issues, and three superintendents were newly employed and had received limited exposure in bargaining the new master agreement.

An analysis of the data from the 75 non-negotiating superintendents revealed circumstances which were similar to those described by the negotiating superintendents. Due to these circumstances, the number of participating school districts was limited to 80 which included 40 negotiating superintendents and 40 non-negotiating superintendents.

The researcher was concerned with comparing perceptions held by superintendents, and it was believed that these perceptions should be contrasted with the perceptions held by the teacher who served as the chief negotiator for the teacher association in bargaining the 1973-74 master contract. In this study, both the superintendent of schools and the teacher chief negotiator were asked to complete a questionnaire. In conducting this study, it was essential that both respondents complete a questionnaire since perceptions were to be compared on a matched-pair basis.

In March, 1974, a letter (Appendix B) was sent to the selected 40 negotiating and 40 non-negotiating superintendents indicating that a questionnaire would soon be forthcoming and requested that they assist in obtaining the cooperation of their teacher chief negotiator.

One non-negotiating superintendent contacted the writer and requested his name be removed from participation in the study. From the remaining list of 75 non-negotiating superintendents who qualified for participation in the study, another name was selected at random. The superintendent was then contacted and agreed to take part in the study. In May, 1974, questionnaires were mailed to 80 public school superintendents in Michigan.

Instruments used in Data Collection

Two instruments were used to gather the data in this study. One instrument was developed by the writer and used to obtain perceptions about the superintendent's role, satisfaction, and situational conditions and factors associated with collective bargaining. A modified version of the Leader Behavior Description Questionnaire was used as a second data gathering instrument in obtaining perceptions about superintendents' leader behavior.

The questions and statements contained in the instrument which was designed by the writer were generated both from a review of the professional literature and from the writer's personal experience in collective bargaining. Prior to submitting the instrument to the selected sample, six elementary and secondary public school principals and three public school teachers (all with experience in the collective bargaining process) reviewed the items in the instrument and made their recommendations.

Each superintendent and each teacher negotiator responded to identical questions and statements. The respondents indicated their perceptions of which role the superintendent should perform in collective bargaining, and which role they believed the board of education and the teacher association preferred. In addition, each respondent indicated his perception of the situation as it existed during the collective bargaining process and further indicated his degree of satisfaction or dissatisfaction with each situation.

Each respondent reacted to twelve situational factors by selecting one of two possible choices. Depending on the situation in this section of the questionnaire (Appendix C), the respondent selected only one of the following combinations: "Frequent" or "Infrequent;" "Excessive" or "Limited;" "Positive" or "Negative;" "Relaxed" or "Tense." The perceptions obtained from each matched pair, superintendent-teacher negotiator, were compared for agreement-disagreement analysis.

The superintendents in the study were asked to indicate their satisfaction or dissatisfaction with their role in collective bargaining; their satisfaction or dissatisfaction with the overall position of superintendent; the methods used in determining their role in collective bargaining; the status of board-association collective bargaining prior to 1973-74, and if selected situational conditions existed prior to and during the 1973-74 school year.

In addition, the normative data obtained from the respondents include age, sex, highest degree held, tenure as a superintendent,

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years as a classroom teacher, number of subordinate administrators in the school system, and years as a teacher chief negotiator.

Leader Behavior Description Questionnaire

The instrument used in obtaining perceptions about superintendents' leader behavior was a modified version of the Leader Behavior Description Questionnaire (LBDQ).

The LBDQ is a product of The Ohio State Leadership Studies, a research program started in 1946, and conducted by the staff of the Personnel Research Board of The Ohio State University. The LBDQ was developed originally by the staff of the Personnel Research Board, particularly by Hemphill and Coons.¹ In its early stages of development it consisted of 150 items designed to measure nine dimensions of leader behavior. In subsequent use of the questionnaire, (Appendix C) Halpin and Winer identified Initiating Structure and Consideration as two fundamental dimensions of leader behavior.² These dimensions were identified on the basis of a factor analysis of the responses of 300 B-29 crew members who described the leader behavior of their 52 aircraft commanders. Initiating Structure and Consideration accounted for 49.6 and 33.6 per cent, respectively, of the common

¹Hemphill and Coons, "Development of the Leader Behavior Description Questionnaire, " op. cit. , p. 35.

²Andrew W. Halpin, Manual for the Leader Behavior Description Questionnaire (Columbus: The Ohio State University, Bureau of Business Research, 1957), p. 1.

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variance. As these two factors accounted for 83.2 per cent of the common variance, the original 150 item LBDQ was revised to a 30 item form, with fifteen items appearing for each category. The estimated reliabilities for Consideration and Initiating Structure are .93 and .86 respectively.¹

The LBDQ is a forty-item questionnaire. Fifteen items are used for measuring Consideration, and fifteen items are used for measuring Initiating Structure. The additional ten items are included for the purpose of maintaining instrument tone.² The respondent answers the LBDQ by indicating the frequency with which the leader behaves in the fashion described by each item. The respondent's task is to check the frequency with which a given leader displays each kind of behavior: "always," "often," "occasionally," "seldom," or "never." Weights of zero to four are assigned to item alternatives, and a simple sum over items will yield a score on each dimension which will range from a low of zero to a high of 60. Items 12, 18 and 20 are scored in reverse.³

Stogdill points out that the subscales, Consideration and Initiation of Structure, have been widely used in empirical research,

¹Halpin, "How Leaders Behave," op. cit., pp. 290-91.

²Halpin and Winer, "A Factorial Study of the Leader Behavior Descriptions," op. cit., p. 41.

³Halpin, Manual for the Leader Behavior Description Questionnaire, op. cit., p. 1.

particularly in military organizations, industry and education.¹ He continues by stating that "the questionnaire can be administered individually or in groups, and with proper changes in instructions, the questionnaire can also be used by a leader to describe his own behavior."²

In this study, each item of the LBDQ was modified. For example, a superintendent in describing his own behavior responded to the statement, "I put suggestions made by the teachers into operation," whereas the teacher chief negotiator responded to the statement, "He puts suggestions made by the teachers on this staff into operation." According to Halpin: "The LBDQ technique provides one method for evaluation certain aspects of the superintendent's effectiveness as a leader."³

Identification of Variables

The perceptions of superintendents and teacher chief negotiators were compared for significant differences with respect to the variables outlined below. The hypotheses which are stated in testable form can be found in Chapter I.

¹Stogdill, op.cit., p. 1.

²Ibid., p. 12.

³Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, VII, No. 2 (October, 1958).

<u>Variable</u>	<u>Respondents*</u>	<u>Stated as Hypothesis</u>
Role Satisfaction	NS - NNS	1
Consideration	NS - NNS	2
Initiating Structure	NS - NNS	3
Consideration	NS - TCN	4
Initiating Structure	NS - TCN	5
Consideration	NNS - TCN	6
Initiating Structure	NNS - TCN	7
Situational Conditions	NS - NNS	8
Situational Factors	NS - NNS	9
Satisfaction with Situational Factors	NS - NNS	10
Situational Factors	NS - TCN	11
Satisfaction with Situational Factors	NS - TCN	12
Situational Factors	NNS - TCN	13
Satisfaction with Situational Factors	NNS - TCN	14
Role Superintendent Should Perform	NS - TCN	15
Role Preferred by Board of Education	NS - TCN	16
Role Preferred by Teacher Association	NS - TCN	17
Role Superintendent Should Perform	NNS - TCN	18
Role Preferred by Board of Education	NNS - TCN	19
Role Preferred by Teacher Association	NNS - TCN	20

*NS - Negotiating Superintendents
 NNS - Non-negotiating Superintendents
 TCN - Teacher Chief Negotiators

Procedure for Data Collection

Questionnaires were mailed on May 26, 1974, to 80 selected public school superintendents in Michigan. Each of the superintendents

received a packet of materials. The superintendent's packet included the following:

1. A cover letter describing the purpose of the study and the procedure to be followed in returning the completed questionnaires.
2. A superintendent questionnaire form.
3. A small manila envelope on which was printed the words, "Superintendent Questionnaire Form," and a requested return date and specific instructions were also imprinted on the front of the envelope.

The teacher chief negotiator's packet included the following:

1. A cover letter describing the purpose of the study and the procedure to be followed in returning the completed questionnaire to his school superintendent.
2. A teacher chief negotiator questionnaire form.
3. A small manila envelope on which was printed the words, "Teacher Negotiator Questionnaire Form," and a requested return date and specific instructions were also detailed.

In addition, the writer included in the packet of materials a large, self-addressed, postage-paid, envelope which was used by the superintendent to return both sealed manila envelopes containing the respondents' completed questionnaires.

On June 3, 1974, superintendents who had not complied with the requested questionnaire return date (May 28, 29, 30) was sent a follow-up letter (Appendix D) indicating that their assistance was necessary in order to complete the study. In this letter, the

superintendents were encouraged to return both questionnaires within two or three days shown at the time of mailing.

By June 14, 1974, of the 80 questionnaires sent, a return of 73 was realized. The following outline indicates the responses and the number of usable returns included in this study.

Matched Pair Respondents	Potential	Returned	Usable Returns	Per cent Usable
Negotiating Superintendents/TCN	40	36	34	85.0
Non-negotiating Superintendents/TCN	40	37	34	85.0
Totals	80	73	68	85.0

Procedure for Data Analysis

After discussing the design of the study with a consultant at the Michigan State University Office of Research Consultation, it was decided that in order to facilitate the ease and accuracy of computations the Control Data Corporation 6500 computer at Michigan State University would be used.

The Leader Behavior Description Questionnaire items were scored manually by the researcher and a total score for each respondent was determined. The researcher and consultant also developed a numerical coding scheme for each item included in the Superintendent

and Teacher Chief Negotiator Questionnaire Forms. The code numbers were assigned to the sections of the questionnaires and the results were placed on a Computer Laboratory Data Coding Form. These forms were taken to a commercial data processing service where the information was keypunched and verified on IBM 29 cards. In addition, the consultant at Michigan State University prepared the computer programs which were used in obtaining the statistical printout data.

Hypothesis 1 was tested by using an INDEPENDENT TWO-TAILED t test. Best observes: ". . . that two tailed test estimates the probability that a sample mean will depart in either direction from its predicted value."¹ Role satisfaction scores in collective bargaining were determined by each superintendent checking one of six possible categories designated: Very Satisfied; Satisfied; Fairly Satisfied; Fairly Dissatisfied; Dissatisfied; and Very Dissatisfied. The categories were assigned numerical quantities six through one beginning with the Very Satisfied Category. The mean scores, standard deviations, and an F Statistic were obtained from the computer printout. From the F Statistic given, the researcher manually calculated the t value. The calculated t was compared with Table F, Distribution of t , in W. James Popham's book, Educational Statistics,² and, whenever possible, the exact number of degrees of freedom were used. The

¹Best, op. cit., p. 273.

²W. James Popham, Educational Statistics (New York: Harper and Row Publishers, 1967), p. 398.

results of the statistical tests used in this study were deemed significant if the .05 level of confidence was attained. According to Turney and Robb:

When an observed difference between means is reported to be significant at the 5 per cent level of significance we are saying that such a difference should occur by chance only 5 times out of 100.¹

Hypotheses 2, 3, and 10 were tested by using INDEPENDENT TWO-TAILED t tests. For hypotheses 2 and 3, group mean scores, standard deviations, and an F Statistic were obtained from the computer printout. The researcher manually calculated the $\pm t$ value to determine whether the two groups (negotiating superintendents and non-negotiating superintendents) differed in their self-described perceptions of leader behavior as measured by the dimensions of CONSIDERATION and INITIATING STRUCTURE.

With respect to the LBDQ data, numerical scores were derived for each respondent for the dimensions of CONSIDERATION AND INITIATING STRUCTURE. These scores were generated from the following scale developed by the Personnel Research Board of The Ohio State University:

¹Billy Turney and George Robb, Research in Education (Hinsdale, Illinois: The Dryden Press, Inc., 1971), p. 93.

four points for each "Always" response;
three points for each "Often" response;
two points for each "Occasionally" response;
one point for each "Seldom" response;
zero points for each "Never" response.

Thirty items on the LBDQ (15 for Consideration and 15 for Initiating Structure) were scored on the basis of this point scale. The ten buffer items were retained in the LBDQ to maintain instrument tone and were not scored. The possible range of scores for each of the two dimensions extends from zero to 60.

With respect to hypothesis 10, the superintendents' sample responded to twelve separate situational factors by selecting one of two possible choices. Depending on the situation given, the respondent selected only one of the following combinations: "Frequent" or "Infrequent;" "Excessive" or "Limited;" "Positive" or "Negative;" "Relaxed" or "Tense."

Satisfaction scores were determined by each superintendent checking one of six possible categories on a satisfaction scale. The six categories were designated: Very Satisfied; Satisfied; Fairly Satisfied; Fairly Dissatisfied; Dissatisfied, and Very Dissatisfied. The categories were assigned numerical quantities six through one beginning with the Very Satisfied category.

A group mean satisfaction score was determined for those superintendents who responded to the situational factor as "Frequent." The

same procedure was used in determining a satisfaction score for the group of non-negotiating superintendents. An INDEPENDENT TWO-TAILED t test value was calculated from the computer printout F Statistic to determine whether the two groups differed in satisfaction on a particular situational factor. The procedure described above was followed in determining differences between groups of superintendents who responded to the situational factor as "Infrequent." The remaining portion of this section of the instrument was analyzed as discussed above.

Hypotheses 4, 5, 6, and 7 were tested by using DEPENDENT TWO-TAILED t tests. With respect to the Leader Behavior Description Questionnaire data, the self-described negotiating and non-negotiating group mean scores were compared with their respective teacher chief negotiators' group mean scores. The group mean scores, mean differences, and standard deviations were obtained from the computer printout. The researcher manually calculated the $\pm t$ value for each matched group by taking the square root of N times the mean difference score and dividing by the standard deviation. Whenever possible, the exact number of degrees of freedom was used in obtaining the tabled $\pm t$ value to determine significance at the .05 level.

The procedure outlined above was used in measuring group mean differences for the matched pairs of negotiating superintendents - teacher chief negotiators, and the non-negotiating superintendents and their teacher chief negotiators on the leader behavior dimensions of

CONSIDERATION and INITIATING STRUCTURE.

Hypotheses 8 and 9 were analyzed by using the chi square (X^2) test for homogeneity. The calculated values were obtained from the computer program printouts and the tabled values were determined.

Elzey comments that "a statistical technique appropriate for data in the form of frequencies is called the chi square tests."¹ He continues by saying:

Chi square tests can be employed with frequencies that are divided into a number of categories. The only requirement for the appropriate use of the chi square test is that the frequencies be independent of each other.²

With respect to hypothesis 8, each superintendent indicated whether the condition stated did occur during the 1973-74 school year. The respondent checked either "Yes" or "No." Each superintendent was asked the following: whether he had been unable to open school in August/September without a master agreement with the teachers; had services withheld; used mediation; used fact finding; sought a court injunction; obtained a court injunction, or had mass teacher resignations.

The reported perceptions of the negotiating group of superintendents were compared with the reported perceptions of the non

¹Freeman F. Elzey, Statistics (Belmont, California: Brooks-Cole Publishing Company, Inc., 1967), p. 64.

²Ibid., p. 66.

negotiating group of superintendents with respect to the frequency of actual occurrences.

Hypothesis 9 compared the reported perceptions of negotiating superintendents with the reported perceptions of non-negotiating superintendents with respect to twelve selected situational factors which exists in the collective bargaining.

The superintendents' responded to each situational factor by indicating whether they perceived the situation as Frequent or Infrequent; Excessive or Limited; Positive or Negative; Relaxed or Tense.

The chi square calculations were obtained from the computer printout and were checked with tabled values to determine significant differences at the .05 level.

Hypotheses 12 and 14 were tested by using DEPENDENT TWO-TAILED t tests. Initially, each superintendent and his teacher chief negotiator responded to twelve separate situational factors. Each in turn, responded by indicating the degree of satisfaction or dissatisfaction with the particular situation. The six categories were designated: Very Satisfied; Satisfied; Fairly Satisfied; Fairly Dissatisfied; Dissatisfied, and Very Dissatisfied. The categories were assigned numerical quantities six through one beginning with the Very Satisfied category.

For those matched pairs who responded to the situational factor as "Frequent," a mean difference satisfaction score was computed. The frequency of matched pair agreements, satisfaction mean

difference scores, and standard deviations were obtained from the computer printout sheets. The researcher manually calculated the $\pm t$ value and compared the calculated values with tabled values to determine whether the stated hypotheses should be retained or not retained. The procedure outlined above was also followed in calculating $\pm t$ values for the matched pairs who agreed that the situation was perceived to be "Infrequent." The remaining portion of this section (satisfaction with the situational factors) was analyzed as discussed above.

Hypotheses 11, 13, 15, 16, 17, 18, 19, and 20 were analyzed by comparing the percentage of matched pair responses for agreement or disagreement. Seventy five per cent was used as a cutting point in determining whether significant consensus for the matched pairs of superintendents and teacher chief negotiators was attained. The rationale for selecting a 75 per cent criterion for consensus was based on the criterion used by Gross in his study of Massachusetts superintendents and school board members. Gross comments:

Whether or not we say that superintendents or school board members tend to agree among themselves on an issue depends, of course, on the criterion of agreement we establish. We could set up an extremely high criterion, for example, that 90 per cent of the respondents must view the practice as desirable or undersirable, or we could set up a relatively low one, for example 60 per cent. This is, of course, an arbitrary matter. We have decided to use a cutting point of 75 per cent. This is, if 75 per cent of more of the superintendents view the practice as desirable or undesirable, we will say they tend to agree among themselves. Anything lower than this we will view as disagreement.¹

¹Neal Gross, Who Runs Our Schools (New York: John Wiley and Sons, Inc., 1958, p. 115.

In this study, when 75 per cent of the matched pair respondents were in agreement on a given item, significant consensus was considered to be attained.

Personal Data Information

The personal data section of the superintendents' and teacher chief negotiators questionnaires was designed to collect certain normative data on the respondents. These demographic data are shown in tabular form and reported as frequency distributions, means and simple percentages. The data reported included sex, age, highest academic degree earned, years of service in educational positions, years of service in teaching and in collective bargaining role, level of teaching position held, experience as a former school administrator, titles of individuals who served as chief negotiator for the board of education and pupils enrolled for the school districts sampled. The compilation of these data follow in Tables 3.1 through 3.11. Figure 5 shows the geographic locations of the school districts sampled in this study.

TABLE 3.1

COMPILATION OF PERSONAL DATA INFORMATION
ON SUPERINTENDENTS AND TEACHER
CHIEF NEGOTIATORS SAMPLED--
DISTRIBUTION BY SEX

Sex	Group	Number	Per cent of Total
Male	NS	34	100.0
	TCN	30	88.2
	NNS	34	100.0
	TCN	29	85.3
Female	NS	0	-----
	TCN	4	11.8
	NNS	0	-----
	TCN	5	14.7

NS	-	Negotiating Superintendents	(N= 34)
TCN	-	Teacher Chief Negotiators	(N= 34)
NNS	-	Non-negotiating Superintendents	(N= 34)
TCN	-	Teacher Chief Negotiators	(N= 34)

TABLE 3.2

COMPILATION OF PERSONAL DATA INFORMATION ON
SUPERINTENDENTS SAMPLED--DISTRIBUTION BY AGE

Age	NS (N=34)	Per cent	NNS (N=34)	Per cent
29 and below	0	----	0	----
30 - 35	3	8.8	2	5.9
36 - 41	12	35.3	5	14.7
42 - 47	8	23.5	9	26.5
48 - 53	4	11.8	12	35.3
54 - 59	6	17.7	3	8.8
60 and above	1	2.9	3	8.8

NS Group mean age = 44.9 years

NNS Group mean age = 47.5 years

TABLE 3.3

COMPILATION OF PERSONAL DATA INFORMATION ON
TEACHER CHIEF NEGOTIATORS--DISTRIBUTION BY AGE

Age	TCN _a	Per cent	TCN _b	Per cent
29 and below	12	36.4	8	24.3
30 - 35	9	27.3	11	33.3
36 - 41	7	21.2	6	18.2
42 - 47	2	6.0	4	12.1
48 - 53	3	9.1	3	9.1
54 - 59	0	----	1	3.0
60 and above	0	----	0	----

a--TCN (paired with his NS) group mean age = 34.1 years

b--TCN (paired with his NNS) group mean age = 35.6 years

TABLE 3.4

COMPILATION OF PERSONAL DATA INFORMATION ON
SUPERINTENDENTS SAMPLED-- DISTRIBUTION BY
HIGHEST ACADEMIC DEGREE EARNED

Degree	NS (N=34)	Per cent	NNS (N=34)	Per cent
Master's	22	64.7	28	82.3
Specialist	9	26.5	4	11.8
Doctorate	3	8.8	2	5.9

TABLE 3.5

COMPILATION OF PERSONAL DATA INFORMATION ON
TEACHER CHIEF NEGOTIATORS-- DISTRIBUTION
BY HIGHEST ACADEMIC DEGREE EARNED

Degree	TCN Paired with NS (N=34)	Per cent	TCN Paired with NNS (N=34)	Per cent
Bachelor's	16	47.1	18	52.9
Master's	17	50.0	15	44.2
No Response	1	2.9	1	2.9

TABLE 3.6

COMPILATION OF PERSONAL DATA INFORMATION ON
SUPERINTENDENTS SAMPLED--DISTRIBUTION BY
YEARS OF SERVICE IN EDUCATIONAL POSITIONS

Position	Negotiating Superintendents (N=34) Mean No. of Years	Non-negotiating Superintendents (N=34) Mean No. of Years
Superintendent in <u>this</u> district	8.0	7.6
Superintendent in <u>other</u> Michigan districts	1.8	3.1
Classroom teacher	7.5	7.9
Administrator below superintendency level	4.7	4.6

TABLE 3. 7

COMPILATION OF PERSONAL DATA INFORMATION
ON TEACHER CHIEF NEGOTIATORS SAMPLED--
DISTRIBUTION BY YEARS OF SERVICE IN
TEACHING AND IN A COLLECTIVE
BARGAINING ROLE

	Teacher Chief Negotiator	
	Paired with NS (N=34) Mean No. of Years	Paired with NNS (N=34) Mean No. of Years
Classroom teacher in <u>this</u> district	7. 1	8. 2
Classroom teacher in <u>other</u> Michigan districts	1. 5	2. 6
Member of teacher association bargaining team	3. 7	4. 1
Chief negotiator for teacher association	2. 2	2. 2

TABLE 3.8

COMPILATION OF PERSONAL DATA INFORMATION ON
TEACHER CHIEF NEGOTIATORS SAMPLED--
DISTRIBUTION BY LEVEL OF TEACHING

Level of Position	TCN Paired with NS (N=34)	Per cent	TCN Paired with NNS (N=34)	Per cent
Elementary	4	11.8	3	8.8
Middle School	6	17.6	3	8.8
High School	23*	67.7	27	79.5
No Response	1	2.9	1	2.9

*Includes instrumental music and vocal music

TABLE 3.9

COMPILATION OF PERSONAL DATA INFORMATION ON
TEACHER CHIEF NEGOTIATORS SAMPLED--
DISTRIBUTION BY PRIOR EXPERIENCE AS
A SCHOOL ADMINISTRATOR

Experience as a former school administrator	TCN Paired with NS (N=34)	Per cent	TCN Paired with NNS (N=34)	Per cent
Yes	4*	11.8	4*	11.8
No	30	88.2	30	88.2

*Includes such positions as Title I Director, Assistant Principal, and Principal

TABLE 3.10

COMPILATION OF PERSONAL DATA INFORMATION ON NON-
 NEGOTIATING SUPERINTENDENTS SAMPLED--DIS-
 TRIBUTION BY TITLE OF PERSON REPRESENTING
 THE BOARD OF EDUCATION AS
 CHIEF NEGOTIATOR

Title of person representing the board as chief negotiator	Number of Respondents (N=34)	Per cent of total
Board President	4	11.8
Board Secretary	1	2.9
Board Treasurer	2	5.8
Board Trustee	9	26.5
Assistant Superintendent	4	11.8
Administrative Assistant	1	2.9
Director of Elementary Education	1	2.9
Outside Negotiator -- Attorney	7	20.7
Outside Negotiator -- Consultant	4	11.8
Michigan Association School Board -- Consultant	1	2.9

TABLE 3.11

COMPILATION OF PERSONAL DATA INFORMATION ON
SUPERINTENDENTS SAMPLED-- DISTRIBUTION BY
PUPILS ENROLLED IN 68 SCHOOL DISTRICTS

Number of Pupils	NS (N=34)	Per cent	NNS (N=34)	Per cent
Between 500 and 1000	7	20.6	5	14.7
1001 - 1500	8	23.5	8	23.5
1501 - 2000	10	29.4	10	29.4
2001 - 2500	9	26.5	11	32.4



Figure 5 -- Geographic Location of Respondents in Michigan.

+ = 34 Negotiating Superintendents

- = 34 Non-negotiating Superintendents

Summary

In this study, the samples consisted of 80 matched pairs of superintendents and teacher chief negotiators selected from K-12 public school districts in Michigan. The superintendents' sample was divided into two groups, 40 negotiating and 40 non-negotiating superintendents, depending on the role which was performed in the board-teacher association collective bargaining process.

Two instruments were used to obtain data with respect to these samples. One instrument was developed by the writer and used to obtain perceptions about the superintendent's role, his satisfaction, and the situational conditions and factors associated with collective bargaining. A modified version of the 40-item Leader Behavior Description Questionnaire (LBDQ) developed by the Personnel Research Board of The Ohio State University was used as a second data gathering instrument in obtaining perceptions about superintendents' leader behavior.

Twenty hypotheses were developed for testing and the Control Data Corporation 6500 computer at Michigan State University was used in obtaining the statistical print-out data. The statistical analyses of the data included independent and dependent t tests, and the chi square test for homogeneity (χ^2). The .05 level of significance was used for purposes of this study.

In analyzing the remaining hypotheses, the proportion of matched pairs in agreement served as the method of measurement. When 75

per cent of the matched pairs were in agreement significant consensus
was considered attained.

CHAPTER IV

ANALYSIS OF THE DATA

Instrument Administration

The questionnaires used to collect the data for this study were administered during the month of May, 1974. Eighty public school superintendents and 80 teacher chief negotiators were selected to participate in the study. Of the 80 questionnaires sent to the matched pairs, a return of 73 was realized. Five returns were spoiled (superintendents and/or teacher chief negotiators), so the data from 68 matched pairs, or 85 per cent usable, were placed on IBM cards and processed through the Michigan State University 6500 computer.

Statistical Procedure

In this chapter, the hypotheses were analyzed with respect to the data collected. Independent TWO-TAILED t tests (negotiating superintendents' and non-negotiating superintendents' group mean scores were compared); Dependent TWO-TAILED t tests (superintendents' group mean scores were compared with their teacher chief negotiators' group mean scores) and the chi square test for

homogeneity (χ^2) (superintendents' perceptions with respect to frequency of occurrences) were used as the measures of significance testing. In addition, the remaining hypotheses were analyzed by using an arbitrary cutting point of 75 per cent in determining whether significant consensus between the matched pairs existed. In testing the hypotheses, a significance level of .05 was chosen. Whenever possible, the exact number of degrees of freedom was used in obtaining the tabled t value.

Presentation and Analysis of Data

Hypothesis 1:

There will be no significant difference in the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to ROLE SATISFACTION in collective bargaining.

The data from Table 4.1 show the tabulated responses of superintendents with respect to role satisfaction in collective bargaining.

The negotiating superintendents' group mean satisfaction score of 4.88 per cent was only slightly higher than the group mean satisfaction score for the non-negotiating superintendents, 4.73 per cent.

The data from Table 4.2 show the calculated t test value of .537 is well below the 2.00 level required for significance. Therefore, it is concluded that there is no difference in the reported perceptions of negotiating superintendents and the reported perceptions of

non-negotiating superintendents with respect to role satisfaction in collective bargaining. Consequently, the hypothesis is accepted.

TABLE 4.1

NEGOTIATING AND NON-NEGOTIATING SUPERINTENDENTS
PERCEPTIONS OF ROLE SATISFACTION IN
COLLECTIVE BARGAINING

Response Chosen	Assigned Value	NS (N=34)	Per cent	NNS N=34	Per cent
Very Satisfied	6	10	29.4	9	26.5
Satisfied	5	14	41.2	14	41.2
Fairly Satisfied	4	8	23.6	7	20.6
Fairly Dissatisfied	3	1	2.9	2	5.9
Dissatisfied	2	0	0.0	1	2.9
Very Dissatisfied	1	1	2.9	1	2.9
Group Mean Scores		(4.88)		(4.73)	

TABLE 4.2

t TEST RESULT BETWEEN SUPERINTENDENTS'
GROUP MEAN SATISFACTION SCORES

Group	Number	Standard Deviation	Mean Score	<u>t</u>
Negotiating Superintendents	34	1.066	4.88	.537 NS
Non-negotiating Superintendents	34	1.188	4.73	

.05 significance level is approximately ± 2.00 with 66 degrees of freedom.

Hypothesis 2:

There will be no significant difference in the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to actual leader behavior as measured by the dimension of CONSIDERATION.

The data presented in Table 4.3 reveal that, as a group, negotiating superintendents' group mean Consideration score of 41.00 is just .33 per cent higher than the non-negotiating superintendents' group mean Consideration score of 40.67. The calculated t value of .250 is well below the required 2.00 value required for significance at the .05 level. Therefore, it is concluded that there is no difference in the reported perceptions of negotiating superintendents and the

reported perceptions of non-negotiating superintendents with respect to actual leader behavior as measured by the dimension of Consideration. Consequently, the hypothesis is accepted.

TABLE 4.3

t TEST RESULT BETWEEN GROUP MEAN SCORES
ON THE CONSIDERATION DIMENSION

Group	Number	Standard Deviation	Mean Score	<u>t</u>
Negotiating Superintendents	34	5.134	41.00	.250 NS
Non-negotiating Superintendents	34	5.525	40.67	

.05 significance level is approximately ± 2.00 with 66 degrees of freedom.

Hypothesis 3:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to actual leader behavior as measured by the dimension of INITIATING STRUCTURE.

The data presented in Table 4.4 reveal that non-negotiating superintendents' mean behavior score for the dimension Initiating Structure (35.20) is slightly higher than negotiating superintendents' 33.26. The calculated t value of -1.39 is below the value of 2.00

significance required for between group mean scores. Therefore, it is concluded that there is no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to actual leader behavior as measured by the dimension of INITIATING STRUCTURE. Consequently, the hypothesis is accepted.

TABLE 4.4

t TEST RESULT BETWEEN GROUP MEAN SCORES
ON THE INITIATING STRUCTURE DIMENSION

Group	Number	Standard Deviation	Mean Score	<u>t</u>
Negotiating Superintendents	34	5.177	33.26	-1.39 NS
Non-negotiating Superintendents	34	6.260	35.20	

.05 significance level is approximately ± 2.00 with 66 degrees of freedom.

Hypothesis 4:

A significant difference will exist between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of CONSIDERATION.

The data presented in Table 4.5 reveal that a difference of 6.24 points exist between group mean scores for the leader behavior dimension of Consideration. The calculated t value of 4.08 is significant at the .05 level.

Therefore, it is concluded that a significant difference exists between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of CONSIDERATION. Consequently, the hypothesis is accepted.

TABLE 4.5

t TEST RESULT OF GROUP MEAN SCORE DIFFERENCE
BETWEEN NEGOTIATING SUPERINTENDENTS AND
THEIR TEACHER CHIEF NEGOTIATORS ON THE
LEADER BEHAVIOR DIMENSION OF
CONSIDERATION

Matched Pair	Number	Standard Deviation	Mean Difference	Mean Score	<u>t</u>
Negotiating Superintendents	34	8.981	6.24	41.00	4.08***
Teacher Chief Negotiators				34.76	

*Value required for significance at .05 level is approximately ± 2.04 with 33 degrees of freedom

** .01 level is 2.75

*** .001 level is 3.64

Hypothesis 5:

A significant difference will exist between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of INITIATING STRUCTURE.

The data in Table 4.6 show the negotiating superintendents' group mean score of 33.26 on the dimension Initiating Structure is higher than the teacher chief negotiators group mean score for the superintendents. A t value of 2.43 between calculated group mean scores reveal a significant difference in perceptions at the .05 level. Therefore, it is concluded that a significant difference exists between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of INITIATING STRUCTURE. Consequently the hypothesis is accepted.

TABLE 4.6

t TEST RESULT OF GROUP MEAN SCORE DIFFERENCE
BETWEEN NEGOTIATING SUPERINTENDENTS AND
THEIR TEACHER CHIEF NEGOTIATORS ON THE
LEADER BEHAVIOR DIMENSION OF
INITIATING STRUCTURE

Matched Pair	Number	Standard Deviation	Mean Difference	Score	<u>t</u>
Negotiating Superintendents	34	7.556	3.14	33.26	
Teacher Chief Negotiators				30.12	2.43*

*Value required for significance at the .05 level is approximately ± 2.04 with 33 degrees of freedom

Hypothesis 6:

A significant difference will exist between the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of CONSIDERATION.

The data in Table 4.7 reveal that the non-negotiating superintendents' group mean score of 40.67 is much higher than the group mean score of 31.65 for the superintendents as reported by their teacher chief negotiators. The t value calculated between group mean scores is 5.41 which is significant at the .05 level. Therefore, it is

concluded that a significant difference exists between the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of CONSIDERATION. Consequently, the hypothesis is accepted.

TABLE 4. 7

t TEST RESULT OF GROUP MEAN SCORE DIFFERENCE
BETWEEN NON-NEGOTIATING SUPERINTENDENTS
AND THEIR TEACHER CHIEF NEGOTIATORS ON
THE LEADER BEHAVIOR DIMENSION
OF CONSIDERATION

Matched Pair	Number	Standard Deviation	Mean Difference	Mean Score	<u>t</u>
Non-negotiating Superintendents	34	9.371	9.02	40.67	
Teacher Chief Negotiators				31.65	5.41***

*Value required for significance at the .05 level is approximately
+ 2.04 with 33 degrees of freedom

** .01 level is 2.75

***.001 level is 3.64

Hypothesis 7:

A significance difference will exist between the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of INITIATING STRUCTURE.

The data in Table 4.8 reveal that non-negotiating superintendents' perceptions and their teacher chief negotiators perceptions on the frequency of Initiating Structure differs. The t value calculated between group mean scores is 2.30 which is significant at the .05 level. Therefore, it is concluded that a significant difference exists between the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to the superintendents' actual leader behavior as measured by the dimension of INITIATING STRUCTURE. Consequently, the hypothesis is accepted.

TABLE 4.8

t TEST RESULT OF GROUP MEAN SCORE DIFFERENCE
 BETWEEN NON-NEGOTIATING SUPERINTENDENTS
 AND THEIR TEACHER CHIEF NEGOTIATORS ON
 THE LEADER BEHAVIOR DIMENSION OF
 INITIATING STRUCTURE

Matched Pair	Number	Standard Deviation	Mean Difference	Mean Score	<u>t</u>
Non-negotiating Superintendents	34	12.279	4.85	35.20	
					2.30*
Teacher Chief Negotiators				30.35	

*Value required for significance at the .05 level is approximately
+ 2.04 with 33 degrees of freedom

Hypothesis 8:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to the actual occurrence of SITUATIONAL CONDITIONS in bargaining the 1973-74 master contract.

The data in Table 4.9 reveal that the situational conditions which existed in bargaining the 1973-74 master contract were similar for the school districts sampled. There was a tendency for the non-negotiating superintendents to obtain State mediation services more frequently than did the negotiating superintendents sample. Therefore, it is

Concluded that no significant difference exists between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to the actual occurrence of SITUATIONAL CONDITIONS in bargaining the 1973-74 master contract. Consequently, the hypothesis is accepted.

TABLE 4.9

CHI SQUARE RESULTS FOR NEGOTIATING AND NON-NEGOTIATING SUPERINTENDENTS'--PERCEPTIONS OF FREQUENCY OF ACTUAL OCCURRENCE OF SITUATIONAL CONDITIONS WHICH EXISTED IN BARGAINING THE 1973-74 MASTER CONTRACT

Situational Condition	<u>Superintendents</u>		
	NS=34	NNS=34	(X ²)
	<u>Reference</u>		
	Yes	Yes	
Unable to Open School	1	0	1.015 NS
Services Withheld (Strike)	2	2	---
Used Mediation	6	9	.770 NS
Used Fact Finding	1	2	.349 NS
Sought Court Injunction	0	0	---
Obtained Court Injunction	0	0	---
Had Mass Teacher Resignations	0	0	---

.05 significance level is 3.841 with 1 degree of freedom

Hypothesis 9:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to SITUATIONAL FACTORS which existed in the collective bargaining process.

The data in Table 4.10 reveal that the two groups, negotiating and non-negotiating superintendents tend to perceive the situational factors which existed in much the same way. With respect to the frequency of face-to-face meetings, six of the thirty-four negotiating superintendents responded by checking "Infrequent," and nine of the thirty four non-negotiating superintendents responded by checking "Infrequent." With respect to this situation, the calculated chi square (χ^2) value of .770 does not meet the level of 3.84 which is required for significance.

A significant chi square value was obtained with respect to the superintendents' perception of how frequently they attend bargaining sessions. None of the negotiating superintendents perceived their attendance to be "Infrequent" while eight non-negotiating superintendents perceived their attendance as "Infrequent." This was not an unexpected finding since negotiating superintendents do represent the board as chief spokesman in board-teacher bargaining sessions. Therefore, it is concluded that no significant differences exist between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING

SUPERINTENDENTS with respect to **SITUATIONAL FACTORS** which existed in the collective bargaining process. Consequently, the hypothesis is accepted.

TABLE 4. 10

**CHI SQUARE RESULTS BETWEEN NEGOTIATING AND
NON-NEGOTIATING SUPERINTENDENTS' PERCEPTIONS
ON THE SITUATIONAL FACTORS WHICH EXISTED IN
THE COLLECTIVE BARGAINING PROCESS**

Situational Factor	Perception	<u>Superintendents</u>		(χ^2)
		NS N=34	NNS N=34	
		<u>Response</u>		
Face-to-face meetings	Infrequent	6	9	.770 NS
Hours involved	Limited	22	23	.066 NS
Number of proposals presented by assoc.	Limited	24	26	.302 NS
Number of proposals presented by Board	Limited	30	33	1.943 NS
Good faith attitude pro- jected by teacher associa- tion spokesman	Negative	4	5	.128 NS
Good faith attitude pro- jected by Board spokes- man	Negative	0	1	1.015 NS
Superintendent attendance at bargaining sessions	Infrequent	0	8	9.067**

*.05 significance level = 3.841 with 1 degree of freedom

** .01 level = 6.635.

TABLE 4.10 - CONTINUED

Situational Factor	Perception	<u>Superintendents</u>		
		NS N=34	<u>Response</u>	NNS N=34 (χ^2)
Board member attendance at bargaining sessions	Infrequent	10		13 .591 NS
Use of mass media by teacher association	Infrequent	33		30 1.943 NS
Use of mass media by Board of Education	Infrequent	34		31 3.138 NS
Use of joint news releases	Infrequent	33		31 1.063 NS
Bargaining table atmosphere	Tense	3		6 1.153 NS

.05 significance level = 3.841 with 1 degree of freedom

Hypothesis 10:

There will be no significant difference between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process.

The data in Table 4.11 show that of the twenty-eight negotiating superintendents who perceived the face-to-face meetings as "Frequent," the group mean satisfaction score of 4.82 was only slightly higher than

the group mean satisfaction score of 4.68 reported for the twenty five non-negotiating superintendents who perceived their situation as "Frequent." As a result, the calculated t value of .492 between group mean scores was lower than the ± 2.00 value required at the .05 significance level. The remaining six negotiating superintendents and the remaining nine non-negotiating superintendents perceived their situation as "Infrequent" and show a group mean satisfaction score for the situational factor as 5.00 and 4.66 respectively. The calculated t value between group mean scores was .486 and is lower than the t value of ± 2.16 required for significance at the .05 level. Independent t tests were calculated between group mean satisfaction scores for the remaining situational factors. The data in Table 4.11 show that the calculated t values were lower than the t values required for significance. Therefore, it is concluded that no significant differences exist between the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process. Consequently, the hypothesis is accepted.

TABLE 4.11 - CONTINUED

Situational Factor	Superintendents	Perception	No.	S. D.	Mean Satisfaction Score	t
Good faith attitude projected by association spokesman						
	NS	Positive	30	.7119	5.10	.016 NS
	NNS		29	.7526	5.06	
	NS	Negative	4	1.154	2.00	-.780 NS
	NNS		5	1.140	- 2.60	
.05 significance level is approximately ± 2.00 with 57 df.						
.05 significance level is ± 2.36 with 7 df.						
Good faith attitude projected by Board spokesman						
	NS	Positive	34	.8876	5.00	-1.037 NS
	NNS		33	.7809	- 5.21	
	NS	Negative	0			(No Test)
	NNS		1			
.05 level of significance is approximately ± 2.00 with 65 df.						

TABLE 4.11 - CONTINUED

Situational Factor	Superintendents	Perception	No.	S. D.	Mean Satisfaction Score	t
Superintendent attendance at bargaining sessions	NS	Frequent	34	.8077	5.12	
	NNS		26	1.2560	4.69	1.591 NS
	NS	Infrequent			(No Test)	
	NNS					
.05 significance level is approximately ± 2.00 with 48 df.						
Board member attendance at bargaining sessions	NS	Frequent	24	.7210	4.79	-1.140 NS
	NNS		21	1.0442	-5.09	
	NS	Infrequent	10	.7071	5.50	1.680 NS
	NNS		13	1.3777	4.69	
.05 significance level is approximately ± 2.02 with 43 df.						
.05 significance level is ± 2.08 with 21 df.						

TABLE 4.11 - CONTINUED

Situational Factor	Superintendents	Perception	No.	S. D.	Mean Satisfaction Score	t
Use of mass media by teacher association						
	NS	Frequent	1	.0000	1.00	
	NNS		4	1.8929	2.25	-.590 NS
	NS	Infrequent	33	.7474	5.06	
	NNS		30	.8769	5.30	-1.160 NS
.05 level of significance is + 3.18 with 3 df.						
.05 level of significance is approximately ± 2.00 with 61 df.						
Use of mass media by Board of Education						
	NS	Frequent	0		(No Test)	
	NNS		3			
	NS	Infrequent	34	.6682	5.08	
	NNS		31	.8449	5.22	-.731 NS
.05 level of significance is approximately ± 2.00 with 63 df.						

TABLE 4.11 - CONTINUED

Situational Factor	Superintendents	Perception	No.	S. D.	Mean Satisfaction Score	t
Use of joint news releases	NS	Frequent	1	.0000	5.00	- .500 NS
	NNS		3	.5773	5.33	
	NS	Infrequent	33	.6185	5.15	.011 NS
	NNS		31	.9571	5.12	
.05 level of significance is + 4.30 with 2 df.						
.05 level of significance approximately $\pm$ 2.00 with 62 df.						
Bargaining table atmosphere	NS	Relaxed	31	.7273	5.06	- .022 NS
	NNS		28	.7373	5.10	
	NS	Tense	3	1.000	2.00	- .870 NS
	NNS		6	1.471	2.83	
.05 level of significance is approximately $\pm$ 2.00 with 57 df.						
.05 level of significance is $\pm$ 2.36 with 7 df.						

Hypothesis 11:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to agree with respect to the SITUATIONAL FACTORS which existed in the collective bargaining process.

The data in Table 4.12 reveal that negotiating superintendents' and their teacher chief negotiators perceptions of the situations which occurred in the collective bargaining process tend to agree. With the exception of three situational factors (percentage of matched pair agreements were 52.9, 70.6, and 67.6), the proportion of matched pair agreements for the remaining nine situations exceeded the 75 per cent cutting point which was established as the criterion for significant consensus for this study. Therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to agree with respect to the SITUATIONAL FACTORS which existed in the collective bargaining process. Consequently, the hypothesis is accepted.

TABLE 4.12

PROPORTION IN AGREEMENT -- PERCEPTIONS OF
SITUATIONAL FACTORS REPORTED BY NEGOTIATING
SUPERINTENDENTS AND THEIR TEACHER
CHIEF NEGOTIATORS

Situational Factor	Perception	Matched Pair Agreements (N=34)	Per cent	Total Per cent
Face-to-face meetings	Frequent	27	79.4	88.2*
	Infrequent	3	8.8	
Actual hours in collec- tive bargaining	Excessive	15	14.7	52.9
	Limited	13	38.2	
Number of proposals presented by teacher assoc. spokesman	Excessive	4	11.8	70.6
	Limited	20	58.8	
Number of proposals presented by board spokesman	Excessive	1	2.9	67.6
	Limited	22	64.7	
Good faith attitude projected by teacher assoc. spokesman	Positive	30	88.2	88.2*
	Negative	0	---	
Good faith attitude projected by board of education spokesman	Positive	26	76.4	76.4*
	Negative	0	---	
Superintendent attend- ance at bargaining sessions	Frequent	34	100	100*
	Infrequent	0	---	
Board member attend- ance at bargaining sessions	Frequent	19	55.8	85.2*
	Infrequent	10	29.4	

*seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

TABLE 4.12 - CONTINUED

Situational Factor	Perception	Matched Pair Agreements (N=34)	Per cent	Total Per cent
Use of mass media by teacher association	Frequent	1	2.9	100.0*
	Infrequent	33	97.1	
Use of mass media by board of education	Frequent	0	---	100.0*
	Infrequent	34	100.0	
Use of joint news releases	Frequent	0	---	97.1*
	Infrequent	33	97.1	
Bargaining table atmosphere	Relaxed	25	73.5	79.4*
	Tense	2	5.9	

*seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Hypothesis 12:

There will be no significant difference in the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS with respect to satisfaction with the SITUATIONAL FACTORS which existed in the collective bargaining process.

The data in Table 4.13 reveal that of the twenty seven matched pairs of negotiating superintendents and their teacher chief negotiators who perceived the situation, face-to-face meetings, as "Frequent," only .11 difference existed in mean satisfaction scores between the two groups. As a result, a dependent t test value of .549 is lower

than the ± 2.06 t value required for significance between mean satisfaction scores for the matched pairs. The data further show that three of the matched pairs agree that the face-to-face meetings were "Infrequent." The $\pm t$ value required (4.30) for significance between mean satisfaction scores is higher than the calculated t of 1.73.

The data further show that none of the calculated t values between group mean satisfaction scores are significant at the .05 level. Therefore, it is concluded that no significant difference exists in the perceived perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process. Consequently, the hypothesis is accepted.

TABLE 4.13

t TEST RESULTS BETWEEN MEAN DIFFERENCE SCORES ON
SATISFACTION WITH THE SITUATIONAL FACTORS --
NEGOTIATING SUPERINTENDENTS AND THEIR
TEACHER CHIEF NEGOTIATORS

Matched Pairs (N=34)	No of Agreements	Perception	S. D.	Mean satisfaction Score Difference	<u>t</u>	Value signi- ficance re- quired - w/df <u>p</u> = .05 <u>+</u>
<u>Face-to-face meetings</u>						
NS - TCN	27	Frequent	1.0500	.11	.549 NS	2.06/26
	3	Infrequent	2.0000	2.00	1.732 NS	4.30/2
<u>Actual hours in collective bargaining</u>						
NS - TCN	5	Excessive	.5477	1.40	.571 NS	2.77/4
	13	Limited	1.5600	.53	1.244 NS	2.17/12
<u>Number of proposals presented by teacher association spokesman</u>						
NS - TCN	4	Excessive	.9574	-2.75	-.574 NS	3.18/3
	20	Limited	1.2340	.05	1.811 NS	2.09/19
<u>Number of proposals presented by board spokesman</u>						
NS - TCN	1	Excessive	----		(No Test)	
	22	Limited	1.7904	.59	.154 NS	2.98/21

TABLE 4.13 - CONTINUED

Matched Pairs (N=34)	No. of agreements	Perception	S. D.	Mean satisfaction Score Difference	t	Value signi- ficance re- quired - w/df p = .05 +
<u>Good faith attitude projected by teacher association spokesman</u>						
NS - TCN	30	Positive	.9444	-.06	-.386 NS	2.04/29
	0	Negative	----		(No Test)	
<u>Good faith attitude projected by board spokesman</u>						
NS - TCN	26	Positive	.8375	.30	.187 NS	2.06/25
	0	Negative			(No Test)	
<u>Superintendent attendance at bargaining sessions</u>						
NS - TCN	34	Frequent	1.0944	-.11	-.626 NS	2.04/33
	0	Infrequent			(No Test)	
<u>Board member attendance at bargaining sessions</u>						
NS - TCN	19	Frequent	1.0787	-.05	-.212 NS	2.10/18
	10	Infrequent	2.4400	2.80	.362 NS	2.26/9
<u>Use of mass media by teacher association</u>						
					(No Test)	
<u>Use of mass media by board of education</u>						
					(No Test)	

TABLE 4.13 - CONTINUED

Matched Pairs (N=34)	No. of agreements	Perception	S. D.	Mean satisfaction		Value signi- ficance re- quired - w/df p = .05 ±
				Score Difference	t	
(No Test)						
<u>Use of joint news releases</u>						
<u>Bargaining table atmosphere</u>						
NS - TCN	25	Relaxed	.7483	.32	.213 NS	2.06/24
	2	Tense	2.8284	-1.00	-.500 NS	12.70/1

Hypothesis 13:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to agree with respect to the SITUATIONAL FACTORS which existed in the collective bargaining process.

The data in Table 4.14 reveal that non-negotiating superintendents' perceptions of the situational factors which existed in the collective bargaining process generally agreed with the perceptions held by their teacher chief negotiators. The 75 percentage cutting point, which was established as the criterion for significant consensus for this study, was attained with the following exceptions: Proportion of matched pairs in agreement with respect to face-to-face meetings, 61.7 per cent; actual hours involved in collective bargaining, 50 per cent; good faith attitude projected by the board of education spokesman, 64.7 per cent; board member attendance at bargaining sessions, 70.6 per cent, and bargaining table atmosphere, 64.7 per cent. The data further show that one-half of the situational factors perceived by the matched pairs exceeded the 75 per cent criteria for consensus; therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to agree with respect to the SITUATIONAL FACTORS which existed in the collective bargaining process. Consequently the hypothesis is accepted.

TABLE 4. 14

PROPORTION IN AGREEMENT--PERCEPTIONS OF
SITUATIONAL FACTORS REPORTED BY NON-
NEGOTIATING SUPERINTENDENTS AND THEIR
TEACHER CHIEF NEGOTIATORS

Situational Factor	Perception	Matched Pair Agreements (N=34)	Per cent	Total Per cent
Face-to-face meetings	Frequent	18	52.9	61.7
	Infrequent	3	8.8	
Actual hours involved in collective bargaining	Excessive	5	14.7	50.0
	Limited	12	35.3	
Number of proposals presented by Teacher association spokesman	Excessive	5	14.7	79.4*
	Limited	22	64.7	
Number of proposals presented by board spokesman	Excessive	0	----	79.4*
	Limited	27	79.4	
Good faith attitude projected by teacher association spokesman	Positive	29	85.3	85.3*
	Negative	0	----	
Good faith attitude projected by board of education spokesman	Positive	21	61.8	64.7
	Negative	1	2.9	
Superintendent attend- ance at bargaining sessions	Frequent	26	76.8	76.8*
	Infrequent	0	----	

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

TABLE 4.14 - CONTINUED

Situational Factor	Perception	Matched Pair Agreements (N=34)	Per cent	Total Per cent
Board member attendance at bargaining sessions	Frequent	17	50.0	70.6
	Infrequent	7	20.6	
Use of mass media by teacher association	Frequent	2	5.9	85.3*
	Infrequent	27	79.4	
Use of mass media by board of education	Frequent	1	2.9	85.3*
	Infrequent	28	82.4	
Use of joint news releases	Frequent	1	2.0	83.3*
	Infrequent	27	79.4	
Bargaining table atmosphere	Relaxed	21	61.8	64.7
	Tense	1	2.9	

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Hypothesis 14:

There will be no significant difference in the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process.

The data in Table 4.15 show that eighteen matched pairs of non-negotiating superintendents and their teacher chief negotiators perceived the situation (face-to-face meetings) as "Frequent." Only .22 of a point existed between the mean satisfaction scores for the two

groups. As a result, a dependent t test value of .746 was lower than the $\pm t$ value of 2.11 which was required for significance between group mean satisfaction scores. The data further show that three of the matched pairs perceived the situation (face-to-face meetings) as "Infrequent." The $\pm t$ value required for significance between group mean scores, 4.30, was higher than the calculated t value of 2.00. The data in Table 4.15 further show that none of the calculated t values between mean satisfaction group scores were significant at the .05 level. Therefore, it is concluded that no significant difference exists between the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions held by their TEACHER CHIEF NEGOTIATORS with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in the collective bargaining process. Consequently, the hypothesis is accepted.

TABLE 4.15

t TEST RESULTS BETWEEN MEAN DIFFERENCE SCORES ON SATISFACTION
WITH THE SITUATIONAL FACTORS--NON-NEGOTIATING
SUPERINTENDENTS AND THEIR TEACHER
CHIEF NEGOTIATORS

Matched Pairs (N=34)	Number of Agreements	Perception	S. D.	Mean satis- faction Score Difference	Value significance required w/df t p = .05 ±
<u>Face-to-face meetings</u>					
NNS - TCN	18	Frequent	1.262	.22	.746 NS 2.11/17
	3	Infrequent	1.154	1.33	2.000 NS 4.30/2
<u>Actual hours in collective bargaining</u>					
NNS - TCN	5	Excessive	1.516	-.40	-.589 NS 2.77/4
	12	Limited	1.073	.33	1.076 NS 2.20/11
<u>Number of proposals presented by teacher association spokesman</u>					
NNS - TCN	5	Excessive	.8944	-2.40	-.600 NS 2.77/4
	22	Limited	.9989	.04	.213 NS 2.08/21
<u>Number of proposals presented by board spokesman</u>					
NNS - TCN	0	Excessive			(No Test)
	27	Limited	1.5689	.33	.110 NS 2.05/26

TABLE 4.15 - CONTINUED

Matched Pairs (N=34)	Number of Agreements	Perception	S. D.	Mean satis- faction score Difference	t	Value significance required w/df p = .05 +
<u>Good faith attitude projected by teacher association spokesman</u>						
NNS - TCN	29	Positive	.9775	-.20	-.113	NS 2.04/28 (No Test)
	0	Negative				
<u>Good faith attitude projected by board spokesman</u>						
NNS - TCN	21	Positive	1.0071	.28	.131	NS 2.08/20 (No Test)
	1	Negative				
<u>Superintendent attendance at bargaining sessions</u>						
NNS - TCN	26	Frequent	1.6462	-.28	-.850	NS 2.06/25 (No Test)
	0	Infrequent				
<u>Board member attendance at bargaining sessions</u>						
NNS - TCN	17	Frequent	1.3449	-.05	-.180	NS 2.12/16
	7	Infrequent	1.8644	2.85	.405	NS 2.44/6
<u>Use of mass media by teacher association</u>						
						(No Test)
<u>Use of mass media by board of education</u>						
						(No Test)

TABLE 4.15 - CONTINUED

Matched Pairs (N=34)	Number of Agreements	Perception	S. D.	Mean satis- faction score Difference	t	Value significance required w/df p = .05 +
<u>Use of joint news releases</u>						
(No Test)						
<u>Bargaining table atmosphere</u>						
NNS - TCN	21	Relaxed	.8890	.09	.490 NS	2.08/20 NS
	1	Tense				(No Test)

Hypothesis 15:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to differ with respect to the role of the superintendent SHOULD PERFORM in collective bargaining.

The data in Table 4.16 show that eighteen of the 34 negotiating superintendents, or 52.9 per cent, believe they should be chief negotiator for the board in collective bargaining. Fifteen of the 34 teacher chief negotiators, or 44.2 per cent, believe that their superintendent should be the chief negotiator for the board. Of the 33 matched pairs who responded to this role choice, only eleven were in agreement. A little over seventeen per cent of the negotiating superintendents selected the role "Consultant to an 'outside' negotiator" while only 2.9 per cent of the 34 teacher chief negotiators selected this role. Of the 34 matched pairs, fifteen were in agreement, or 44 per cent, on the role the superintendent should perform in collective bargaining. In this study, significant consensus was considered attained when 75 per cent of the matched pairs were in agreement. Therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to differ with respect to the role the SUPERINTENDENT SHOULD PERFORM in collective bargaining. Consequently, the hypothesis is accepted.

TABLE 4.16

**PROPORTION IN AGREEMENT--NEGOTIATING
SUPERINTENDENTS AND THEIR TEACHER CHIEF
NEGOTIATORS PERCEPTIONS ON THE ROLE THE
SUPERINTENDENT SHOULD PERFORM IN
COLLECTIVE BARGAINING**

Role Choice	NS Response (N=34)	Per cent	TCN Response (N=34)	Per cent	Number of Matched Pair Agreements
Chief negotiator	18	52.9	15	44.2	11
Member of board negotiating team	6	17.7	10	29.4	3
Consultant to board negotiating team	3	8.8	4	11.8	1
Consultant to "out- side" negotiator	6	17.7	1	2.9	0
Consultant to board and teacher negotiating team	1	2.9	3	8.8	0
Other	0	----	1	2.9	0

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Of the matched pairs, 15 were in agreement, or 44 per cent, on the role the superintendent should perform in collective bargaining.

Hypothesis 16:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to differ with respect to the superintendent's role in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION.

The data in Table 4.17 show that negotiating superintendents and their teacher chief negotiators generally agree in their perceptions with respect to the role the superintendent should perform in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION. Twenty-seven of the matched pairs agree that the board prefers the superintendent to their chief negotiator. Six of the negotiating superintendents, or 17.6 per cent, believe that the board prefers a different role for the superintendent. Of the 34 matched pairs, 28 were in agreement, or 82.4 per cent, on the role which they believe the board of education prefers for the superintendent. On the basis of the data presented, it is concluded that in a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to agree with respect to the superintendents role in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION. Consequently, the hypothesis is not accepted.

TABLE 4.17

PROPORTION IN AGREEMENT--NEGOTIATING SUPERINTENDENTS AND THEIR TEACHER CHIEF NEGOTIATORS PERCEPTIONS ON THE ROLE THE SUPERINTENDENT SHOULD PERFORM AS PREFERRED BY THE BOARD OF EDUCATION

Role Choice	NS Response (N=34)	Per cent	TCN Response (N=34)	Per cent	Number of Matched Pair Agreements
Chief negotiator	28	82.4	31	91.3	27*
Member of board negotiating team	3	8.8	0	----	0
Consultant to board negotiating team	1	2.9	1	2.9	1*
Consultant to "outside" negotiator	2	5.9	1	2.9	0
Consultant to board and teacher negotiating team	0	----	1	2.9	0
Other	0	----	0	----	0

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Of the 34 matched pairs, 28 were in agreement, or 82.4 per cent on the role which they believe the board of education prefers for the superintendent in collective bargaining.

Hypothesis 17:

In a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to differ with respect to the superintendent's role in collective bargaining as PREFERRED BY THE TEACHER ASSOCIATION.

The data in Table 4.18 reveal that of the 34 matched pairs of negotiating superintendents--teacher chief negotiators, sixteen were in agreement, or 47 per cent, with respect to the superintendents' role in collective bargaining as preferred by the teachers' association. Of the 34 matched pairs, only eleven pairs were in agreement on the superintendents' role as chief negotiator for the board. Fifty per cent of the teacher chief negotiators believe that the teachers' association prefers that the superintendent perform an active role in collective bargaining, but not be the chief negotiator for the board. Therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to differ with respect to the superintendents' role in collective bargaining as PREFERRED BY THE TEACHERS' ASSOCIATION. Consequently the hypothesis is accepted.

TABLE 4.18

PROPORTION IN AGREEMENT--NEGOTIATING SUPERINTENDENTS AND THEIR TEACHER CHIEF NEGOTIATORS PERCEPTIONS ON THE ROLE THE SUPERINTENDENT SHOULD PERFORM AS PREFERRED BY THE TEACHER ASSOCIATION

Role Choice	NS Response (N=34)	Per cent	TCN Response (N=34)	Per cent	Number of Matched Pair Agreements
Chief negotiator	21	61.8	15	44.2	11
Member of board negotiating team	6	17.7	11	32.3	3
Consultant to board negotiating team	3	5.8	7	17.7	1
Consultant to "out- side" negotiator	0	----	0	----	0
Consultant to board and teacher negotiator team	5	14.7	2	5.8	1
Other	0	----	0	----	0

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Of the 34 matched pairs, 16 were in agreement, or 47 per cent, on the role which they believe the teacher association prefers for the superintendent in collective bargaining.

Hypothesis 18:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to differ with respect to the role the superintendent SHOULD PERFORM in collective bargaining.

The data in Table 4.19 reveal that only three non-negotiating superintendents, or 8.8 per cent, and four teacher chief negotiators, 11.8 per cent, believe the superintendent should be the chief negotiator for the board of education. Eight non-negotiating superintendents, or 23.5 per cent, believe the role should be "Consultant to an 'outside' negotiator while none of the teacher chief negotiators selected this role choice. Of the 34 teacher chief negotiators, nearly 30 per cent, 29.4 per cent, indicated that the superintendent should be a consultant to both the board negotiating team and the teachers' negotiating team. Of the 34 matched pairs, only eleven agree, or 32 per cent, on the role the superintendent should perform in collective bargaining. Therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to differ with respect to the role the superintendent SHOULD PERFORM in collective bargaining. Consequently, the hypothesis is accepted.

TABLE 4.19

PROPORTION IN AGREEMENT--NON-NEGOTIATING
SUPERINTENDENTS AND THEIR TEACHER CHIEF
NEGOTIATORS PERCEPTIONS ON THE ROLE THE
SUPERINTENDENT SHOULD PERFORM IN
COLLECTIVE BARGAINING

Role Choice	NS Response (N=34)	Per cent	TCN Response (N=34)	Per cent	Number of Matched Pair Agreements
Chief negotiator	3	8.8	4	11.8	1
Member of board negotiating team	11	32.4	10	29.4	5
Consultant to board negotiating team	8	23.5	9	26.5	3
Consultant to "out- side" negotiator	8	23.5	0	----	0
Consultant to board and teacher negotiating team	4	11.8	10	29.4	2
Other	0	----	1	2.9	0

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Of the 34 matched pairs, eleven were in agreement, or 32 per cent, on the role they believe the superintendent should perform in the collective bargaining process.

Hypothesis 19:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to differ with respect to the superintendents' role in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION.

The data in Table 4.20 show that none of the matched pairs were in agreement with respect to the superintendent being the chief negotiator for the board. The majority of the non-negotiating superintendents (24) and the teacher chief negotiators (20) believe that their boards prefer the superintendent be a "member of the board negotiating team" or "Consultant to the board negotiating team." Of the 34 matched pairs, nineteen were in agreement, or 56 per cent, on the role which they believe the board of education prefers the superintendent perform in collective bargaining. Therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to differ with respect to the superintendents' role in collective bargaining as PREFERRED BY THE BOARD OF EDUCATION. Consequently, the hypothesis is accepted.

TABLE 4.20

PROPORTION IN AGREEMENT--NON-NEGOTIATING SUPER-
INTENDENTS AND THEIR TEACHER CHIEF NEGOTIA-
TORS PERCEPTIONS ON THE ROLE OF THE
SUPERINTENDENT AS PREFERRED BY
THE BOARD OF EDUCATION

Role Choice	NNS Response (N=34)	Per cent	TCN Response (N=34)	Per cent	Number of Matched Pair Agreements
Chief negotiator	2	5.9	7	20.6	0
Member of board negotiating team	18	52.9	14	41.2	12
Consultant to board negotiating team	6	17.6	6	17.6	4
Consultant to "out- side" negotiator	6	17.6	3	8.8	2
Consultant to board and teacher negotiating team	2	5.9	3	8.8	1
Other	0	----	1	2.9	0

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Of the 34 matched pairs, 19 were in agreement, or 56 per cent, on the role they believe the superintendent should perform in collective bargaining as preferred by the board of education.

Hypothesis 20:

In a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS will tend to differ with respect to the superintendents' role in collective bargaining as PREFERRED BY THE TEACHER ASSOCIATION.

The data in Table 4.21 reveal that, as separate groups, the respondents tend to agree on the superintendents' role as preferred by the teachers' association. Only two matched pairs agreed on the "Consultant to the board and teacher negotiating teams," although only 35.3 per cent of the teacher chief negotiating and 26.5 per cent of the non-negotiating superintendents selected this choice. Of the 34 matched pairs only ten were in agreement, or 29 per cent, on the superintendents' role in collective bargaining which they believed was preferred by the teachers' association. Therefore, it is concluded that in a significant percentage of cases, the reported perceptions of NON-NEGOTIATING SUPERINTENDENTS and the reported perceptions of their TEACHER CHIEF NEGOTIATORS tend to differ with respect to the superintendents' role in collective bargaining as PREFERRED BY THE TEACHERS' ASSOCIATION. Consequently, the hypothesis is accepted.

TABLE 4.21

PROPORTION IN AGREEMENT--NON-NEGOTIATING SUPER-
INTENDENTS AND THEIR TEACHER CHIEF NEGOTIA-
TORS PERCEPTIONS ON THE ROLE THE SUPERIN-
TENDENT SHOULD PERFORM IN COLLECTIVE
BARGAINING AS PREFERRED BY
THE TEACHER ASSOCIATION

Role Choice	NNS Response (N=34)	Per cent	TCN Response (N=34)	Per cent	Number of Matched Pair Agreements
Chief negotiator	4	11.7	5	14.7	1
Member of board negotiating team	11	32.4	10	29.5	6
Consultant to board negotiating team	5	14.7	5	14.7	1
Consultant to "out- side" negotiator	5	14.7	1	2.9	0
Consultant to board and teacher negotiating team	9	26.5	12	35.3	2
Other	0	----	1	2.4	0

*Seventy-five per cent proportion of matched pairs in agreement is required for significant consensus.

Of the 34 matched pairs, ten were in agreement, or 29 per cent, on the role they believe the superintendent should perform in collective bargaining as preferred by the teacher association.

Summary

In this chapter, the writer has analyzed the hypotheses with respect to the data collected. Twenty hypotheses were analyzed and nineteen were accepted as stated. Table 4.22 and Table 4.23 show in summary form a compilation of the data collected. In the next section, Chapter V, the findings are presented in addition to a summary, the conclusions and recommendations.

TABLE 4.22
 COMPILATION OF DATA: VARIABLES, MEASUREMENTS,
 HYPOTHESES ACCEPTED, NOT ACCEPTED

Hypothesis	Matched Pair	Variable	Measure Used	H ₀ Accepted/Not Accepted
1	NS - NNS	Role Satisfaction	Independent <u>t</u>	Accepted
2	NS - NNS	Consideration (LBDQ)	Independent <u>t</u>	Accepted
3	NS - NNS	Initiating Structure	Independent <u>t</u>	Accepted
4	NS - TCN	Consideration	Dependent <u>t</u>	Accepted
5	NS - TCN	Initiating Structure	Dependent <u>t</u>	Accepted
6	NNS - TCN	Consideration	Dependent <u>t</u>	Accepted
7	NNS - TCN	Initiating Structure	Dependent <u>t</u>	Accepted
8	NS - NNS	Situational Conditions	Chi square	Accepted
9	NS - NNS	Situational Factors	Chi square	Accepted
10	NS - NNS	Satisfaction with Situational Factors	Independent <u>t</u>	Accepted
11	NS - TCN	Situational Factors	Proportion in Agreement	Accepted

TABLE 4.22 - CONTINUED

Hypothesis	Matched Pair	Variable	Measure Used	H ₀ Accepted/Not Accepted
12	NS - TCN	Satisfaction with Situational Factors	Dependent t	Accepted
13	NS - TCN	Situational Factors	Proportion in Agreement	Accepted
14	NNS - TCN	Satisfaction with Situational Factors	Dependent t	Accepted
15	NS - TCN	Role Superintendent Should Perform	Proportion in Agreement	Accepted
16	NS - TCN	Role Preferred by Board of Education	Proportion in Agreement	Not Accepted
17	NS - TCN	Role Preferred by Teacher Association	Proportion in Agreement	Accepted
18	NNS - TCN	Role Superintendent Should Perform	Proportion in Agreement	Accepted
19	NNS - TCN	Role Preferred by Board of Education	Proportion in Agreement	Accepted
20	NNS - TCN	Role Preferred by Teacher Association	Proportion in Agreement	Accepted

TABLE 4.23

COMPILATION OF DATA PRESENTED ON THE NUMBER
OF MATCHED PAIR AGREEMENTS FOR NS/TCN AND
NNS/TCN ON THE PERCEIVED ROLE OF THE
SUPERINTENDENT IN COLLECTIVE
BARGAINING

Role Choice	Matched Pairs		Should Perform	Board Prefers No. of Agreements	Teacher Association Prefers
	(NS - TCN = 34)	(NNS - TCN = 34)			
Chief negotiator for the board of education	NS - TCN		11	27*	11
	NNS - TCN		1	0	1
Member of the board negotiating team	NS - TCN		3	0	3
	NNS - TCN		5	12	6
Consultant to board negotiating team	NS - TCN		1	1	1
	NNS - TCN		3	4	1
Consultant to "outside" negotiator	NS - TCN		0	0	0
	NNS - TCN		0	2	0
Consultant to board and teacher negotiating teams	NS - TCN		0	0	1
	NNS - TCN		2	1	2
Other	NS - TCN		0	0	0
	NNS - TCN		0	0	0

* Significant proportion of matched pairs in agreement.

Seventy-five per cent of matched pair agreements is required for significant consensus (26 or 34 pairs).

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

In this study the author sought to compare perceptions of superintendents and teacher chief negotiators to determine if superintendents who perform the role of chief negotiator for the board of education differ from superintendents who perform a non-negotiator role with respect to behavior as the educational leader of the teaching staff. Secondly, an attempt was made to determine whether the answer to the primary objective of this study might be related to situational factors and conditions which prevailed during the collective bargaining process.

In analyzing the superintendents' role and frequency of actual behavior, five specific areas were examined. The areas studied were:

1. To determine the extent to which negotiating and non-negotiating superintendents differ in their self-described perceptions of role satisfaction with respect to the collective bargaining process;
2. To identify and describe actual leader behavior perceptions of negotiating and non-negotiating superintendents. In obtaining these perceptions a modified version of the Leader Behavior Description

Questionnaire, with respect to the dimensions of Consideration and Initiating Structure was used;

3. To compare the actual leader behavior perceptions held by superintendents with the perceptions held by their teacher chief negotiators;

4. To identify and describe selected situational factors and conditions associated with the collective bargaining process and

5. To determine the extent to which superintendents and teacher negotiators differ in their perceptions with respect to the role which the superintendent should perform in the collective bargaining process.

This was a descriptive study in which data were secured from superintendents and teachers from a selected sampling of Michigan public school districts. This study included only superintendents who had a minimum of two years tenure in position, and, in addition, included only K-12 school districts which had a student enrollment between 500 and 2500 and which engaged in bargaining a board-teacher association master contract for the 1973-74 school year.

The samples consisted of 80 matched pairs of superintendents and teacher chief negotiators. The superintendents' sample was divided into two groups, 40 negotiating and 40 non-negotiating superintendents, depending on the role which was performed in the board-teacher association collective bargaining process. The data from 68 matched pairs, or 85 per cent of the questionnaires sent, were used in this study.

Two instruments were used to obtain data with respect to these

samples. One instrument was developed by the writer and used to obtain perceptions about the superintendents role, his satisfaction, and the situational conditions and factors associated with collective bargaining. A modified version of the 40-item Leader Behavior Description Questionnaire (LBDQ) developed by the Personnel Research Board of The Ohio State University was used as a second data gathering instrument in obtaining perceptions about superintendents' leader behavior.

Twenty hypotheses were developed for testing and the Control Data Corporation 6500 computer at Michigan State University was used in obtaining the statistical printout data. The statistical analyses of the data included independent and dependent t tests, and the chi square test for homogeneity (χ^2). The .05 level of significance was used for purposes of this study.

In analyzing the remaining hypotheses, the proportion of matched pairs in agreement served as the method of measurement. When 75 per cent of the matched pairs were in agreement significant consensus was considered attained.

Relevant literature was discussed in Chapter II. Particular attention was focused upon leadership behavior studies and the development of the Leader Behavior Description Questionnaire. In addition, the literature relative to the role of the public school superintendent in the collective bargaining process as advocated by boards of education, administrators, and teachers associations was presented. Finally, a series of negotiation models and a review of selected

research studies pertinent to the role and leadership behavior of the superintendent in collective bargaining were discussed.

In Chapter III the design of the study was discussed. This included such areas as: the procedure used in selecting the sample, the instruments used in data collection; the modification of the Leader Behavior Description Questionnaire used in this study; the identification of variables used in testing the hypotheses; the procedure used for data analyses, and tables reflecting significant information about the respondents in this study.

In Chapter IV an analysis of the data collected was discussed. The hypotheses were stated and the data were reported in tables. In addition, this chapter was concluded with a summary statement and summary tables.

In this chapter, the writer has presented a summary of the study. The remaining sections of this chapter focus on the findings, conclusions and recommendations.

Findings

The analysis of the data, when examined with respect to the five areas studied, produced the following findings:

Area Studied No. 1

To determine the extent to which negotiating and non-negotiating superintendents differ in their self described perceptions of role satisfaction with respect to the collective bargaining process.

Findings:

- A. The group mean score for the NEGOTIATING SUPER-INTENDENTS with respect to role satisfaction was 4.88 while the group mean score for the NON-NEGOTIATING SUPERINTENDENTS was 4.73.
- B. There was no significant difference between the group mean satisfaction scores of NEGOTIATING SUPER-INTENDENTS (4.88) and NON-NEGOTIATING SUPER-INTENDENTS (4.73) as evidenced by a t test calculation of .537.

Area Studied No. 2

To identify and describe actual leader behavior perceptions of negotiating and non-negotiating superintendents. In obtaining these perceptions, a modified version of the Leader Behavior Description Questionnaire, with respect to the dimensions of CONSIDERATION AND INITIATING STRUCTURE was used.

Findings:

- A. The group mean score for the NEGOTIATING SUPER-INTENDENTS with respect to the dimension of CONSIDERATION was 41.00 while the group mean score for the NON-NEGOTIATING SUPERINTENDENTS was 40.67.
- B. There was no significant difference between group mean scores on the dimension of CONSIDERATION as evidenced by a t test calculation of .250.
- C. The group mean score for the NEGOTIATING SUPER-INTENDENTS with respect to the dimension of INITIATING STRUCTURE was 33.26 while the group mean score for the NON-NEGOTIATING SUPERINTENDENTS was 35.20.
- D. There was no significant difference between group mean scores on the dimension of INITIATING STRUCTURE as evidenced by a t test calculation of -1.39.

Area Studied No. 3

To compare the actual leader behavior perceptions held by superintendents with the perceptions held by their teacher chief negotiators.

Findings:

- A. The group mean score for the NEGOTIATING SUPER-INTENDENTS with respect to the dimension of CONSIDERATION was 41.00 while the group mean score for their TEACHER CHIEF NEGOTIATORS was 34.76.
- B. There was a significant difference between group mean scores on the dimension of CONSIDERATION as evidenced by a t test calculation of 4.08.
- C. The group mean score for the NEGOTIATING SUPER-INTENDENTS with respect to the dimension of INITIATING STRUCTURE was 33.26 while the group mean score for their TEACHER CHIEF NEGOTIATORS was 30.12.
- D. There was a significant difference between group mean scores on the dimension of INITIATING STRUCTURE as evidenced by a t test calculation of 2.43.
- E. The group mean score for the NON-NEGOTIATING SUPERINTENDENTS with respect to the dimension of CONSIDERATION was 40.67 while the group mean score for their TEACHER CHIEF NEGOTIATORS was 31.65.
- F. There was a significant difference between group mean scores on the dimension of CONSIDERATION as evidenced by a t test calculation of 5.41.
- G. The group mean score for the NON-NEGOTIATING superintendents with respect to the dimension of INITIATING STRUCTURE was 35.20 while the group mean score for their TEACHER CHIEF NEGOTIATORS was 30.35.
- H. There was a significant difference between group mean scores on the dimension of INITIATING STRUCTURE as evidenced by a t test calculation of 2.30.

Area Studied No. 4

To identify and describe selected situational factors and conditions associated with the collective bargaining process.

Findings:

- A. The responses obtained from the situational conditions which existed in bargaining the 1973-74 master contract were similar for the school districts sampled.
- B. There were no significant differences between superintendents' groups with respect to the frequency of actual occurrence of situational conditions as evidenced by the results of chi square tests.
- C. NEGOTIATING and NON-NEGOTIATING SUPERINTENDENTS tend to perceive the situational factors which existed in collective bargaining in their school districts in much the same way. With respect to the responses, they tend to agree that each situational factor was either Frequent or Infrequent; Excessive or Limited; Positive or Negative, or Relaxed or Tense.
- D. With the exception of the "Superintendent's attendance at bargaining sessions," there was no significance difference between superintendents' groups as evidenced by the results of chi square tests.
- E. NEGOTIATING and NON-NEGOTIATING SUPERINTENDENTS expressed above average mean satisfaction scores (3.50) on most situational factors which existed in the collective bargaining process.
- F. There were no significant differences between superintendents' group mean scores with respect to SATISFACTION WITH THE SITUATIONAL FACTORS which existed in collective bargaining as evidenced by the results of the t tests.
- G. As matched pairs, NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS tend to agree in their perceptions of the situational factors which occurred in the collective bargaining process.

- H. Responses were obtained for twelve situational factors. With respect to nine of the factors, over 75 per cent of the matched pairs (NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS) were in agreement. The percentage of matched pair agreements for the remaining three situational factors were: Actual hours in collective bargaining, 52.9 per cent, number of proposals presented by board spokesman, 67.6 per cent, and number of proposals presented by teacher association spokesman, 70.6 per cent.
- I. There were no significant differences between NEGOTIATING SUPERINTENDENTS group mean satisfaction scores and their TEACHER CHIEF NEGOTIATORS group mean satisfaction scores with respect to the situational factors as evidenced by t test calculations for each factor.
- J. As matched pairs, NON-NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS tend to agree as they perceive the situational factors which existed in the collective bargaining process. With respect to the responses obtained for the twelve situational factors, on seven of the given items over 75 per cent of the matched pairs (non-negotiating superintendents and their teacher chief negotiators) were in agreement. The percentage of matched pair agreements for the remaining five situational factors were: Face-to-face meetings, 61.7 per cent; Actual hours involved in collective bargaining 50 per cent; Good faith attitude projected by board of education spokesman, 64.7 per cent; Board member attendance at bargaining session, 70.6 per cent, and Bargaining table atmosphere, 64.7 per cent.
- K. There were no significant differences between NON-NEGOTIATING SUPERINTENDENTS group mean satisfaction scores and their TEACHER CHIEF NEGOTIATORS group mean satisfaction scores with respect to the situational factors as evidenced by t test calculations for each factor.

Area Studied No. 5

To determine the extent to which superintendents and teacher negotiators differ in their perceptions with respect to the role which the superintendent should perform in the collective bargaining process.

Findings:

- A. As matched pairs, NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS agreed in 44 per cent of the cases, or 15 of 34 matched pair agreements, on the role the superintendent SHOULD PERFORM in the collective bargaining process.
- B. As matched pairs, NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS agreed in over 82 per cent of the cases, or 28 of 34 matched pair agreements, on the role which they believe the BOARD OF EDUCATION PREFERS for the superintendent on collective bargaining.
- C. Twenty seven matched pairs agreed that the role preferred by the board was "chief negotiator for the board." One pair agreed on the role "Consultant to the board negotiating team."
- D. As matched pairs, NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS agreed in 47 per cent of the cases, or 16 of 34 matched pair agreements, on the role which they believe the TEACHER ASSOCIATION PREFERS for the superintendent in collective bargaining.
- E. As matched pairs, NON-NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS agreed in 32 per cent of the cases, or 11 of 34 matched pair agreements on the role the superintendent SHOULD PERFORM in the collective bargaining process.
- F. As matched pair, NON-NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS agreed in 56 per cent of the cases, or 19 of 34 matched pair agreements, on the role which they

believe the BOARD OF EDUCATION PREFERS for the superintendent in collective bargaining.

- G. As matched pairs NON-NEGOTIATING SUPERINTENDENTS and their TEACHER CHIEF NEGOTIATORS agreed in 29 per cent of the cases, or ten of 34 matched pair agreements, on the role which they believe the TEACHER ASSOCIATION PREFERS for the superintendent in collective bargaining.

Conclusions

The following conclusions were based on the analysis of data relative to the hypotheses and the five areas studied:

1. Superintendents who perform the role "chief negotiator for the board" do not differ from superintendents who perform a "non-negotiator role" with respect to their perceptions of satisfaction with their role in board-teacher association collective bargaining.
2. Negotiating superintendents' do not differ from non-negotiating superintendents' with respect to their perceptions of frequency of actual leader behavior with their teaching staffs as measured by the LBDQ dimensions, Consideration and Initiating Structure.
3. Negotiating superintendents' differ in their reported self-described perceptions as compared to the reported perceptions of their teacher chief negotiators with respect to the superintendents' actual leader behavior as measured by the LBDQ dimensions, Consideration and Initiating Structure.
4. Non-negotiating superintendents' differ in their reported

self-described perceptions as compared to the reported perceptions of their teacher chief negotiators with respect to the superintendents' actual leader behavior as measured by the LBDQ dimensions, Consideration and Initiating Structure.

5. Negotiating superintendents do not differ from non-negotiating superintendents' with respect to their reported perceptions of frequency of occurrence of situational conditions which existed in bargaining the 1973-74 master contract.

6. Negotiating superintendents do not differ from non-negotiating superintendents with respect to their reported perceptions of the situational factors which existed in bargaining the 1973-74 master contract.

7. Negotiating superintendents do not differ in their reported perceptions as compared to non-negotiating superintendents' reported perceptions with respect to their satisfaction with the situational factors which existed in bargaining the 1973-74 master contract.

8. As matched pairs, negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to the situational factors which existed in bargaining the 1973-74 master contract.

9. As matched pairs, negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to their satisfaction with the situational factors which existed in bargaining the 1973-74 master contract.

10. As matched pairs, non-negotiating superintendents and their

teacher chief negotiators tend to agree in their reported perceptions with respect to the situational factors which existed in bargaining the 1973-74 master contract.

11. As matched pairs, non-negotiating superintendents and their teacher chief negotiators tend to agree in their reported perceptions with respect to their satisfaction with the situational factors which existed in bargaining the 1973-74 master contract.

12. As matched pairs, negotiating superintendents and their teacher chief negotiators tend to disagree in their perceptions on the role (A) the superintendents should perform and (B) the role the teacher association prefers the superintendent perform in the collective bargaining process. Negotiating superintendents and their teacher chief negotiators tend to agree in their perceptions on the role which the board of education prefers the superintendent perform in collective bargaining.

13. As matched pairs, non-negotiating superintendents and their teacher chief negotiators tend to disagree in their perceptions on the role the superintendent should perform; the role the board of education prefers, and the role the teacher association prefers for the superintendent in collective bargaining.

Recommendations

The findings of this study are of consequence to public school administrators, boards of education and teachers' organizations. A major finding of the study was that superintendents who serve as chief negotiator for the board of education expressed a greater degree of satisfaction with their role in collective bargaining than did the group of non-negotiating superintendents. In his doctoral study, Scott comments:

In accepting the negotiator's role it is almost inevitable that the superintendent may become, in varying degrees, the adversary of teachers.

While there may be many superintendents who tend to shy away from the negotiator's role because of the adversary position in which it may place them . . . this may be an exaggerated fear which is not likely to be confirmed by research.¹

It was found in the writer's study that the group mean score on role satisfaction in collective bargaining for the negotiating superintendents was 4.88 (out of a possible 6.00) while the group mean score for the non-negotiating superintendents was 4.73.

Somewhat surprisingly, there was consensus of agreement within the groups (superintendents and their teacher chief negotiators) and between the groups (negotiating and non-negotiating superintendents) with respect to the situational factors and conditions associated with

¹ Scott, op. cit., p. 143.

the collective bargaining process. With respect to actual leader behavior and role performance, 1) there was a significant difference between group mean scores as measured by the LBDQ dimensions, Consideration and Initiating Structure, and 2) in a significant percentage of cases, there was disagreement in the perceptions held within groups (superintendents and their teacher chief negotiators) on the role the superintendent should perform in the collective bargaining process. It is interesting to observe that the non-human factors (situational conditions and factors) were perceived by the superintendents and their teacher chief negotiators with about the same percentage of frequency; however, there was a significant difference between the perceptions held by the superintendents as compared to the perceptions held by their teacher chief negotiators with respect to the frequency of leader behavior and the role the superintendent should perform in the collective bargaining process.

Recommendation: Each superintendent should design and implement a comprehensive program for assessing superintendent-staff relationships. In the initial stages of the design, the superintendent should analyze the attitudes he holds toward (a) the teachers, (b) the board-superintendent relationship, (c) the board-teacher collective bargaining process, and (d) the overall role and responsibilities as superintendent of the school system.

If the superintendent is to be an effective educational leader, it

is of considerable importance that his behavior is viewed in a favorable light. It can be hypothesized that favorable perception of the superintendent's leader behavior is related to high subordinate staff morale. The superintendent should devote time, energy, and leadership to the maintenance of high morale by working in harmony with the teaching staff. The morale of the staff is a continuing concern but the superintendent ought to be able to fulfill his leadership responsibilities by searching for teamwork and general agreement.

The future of educational administration depends primarily upon the training of those who are to provide leadership in the field. The present training programs may not be fully meeting the challenging and expanding roles of school administrators. Professors of educational administration could spend time with superintendents in a variety of situations to experience firsthand the kinds of problems encountered and to observe the alternatives for dealing with them. The training programs for superintendents could include an internship assignment with an on-the-job superintendent and simulations through games with role playing in realistic situations.

Workshops in specific areas of administration should be available for those superintendents who desire to improve their overall performance. Teacher organizations are challenging the public school administrator to re-assess his role in teacher-board relationships. The leadership of the local teachers' organizations has been taken over by younger men and women (the group mean age for the two groups of

teacher chief negotiators was 34.1 and 35.6) who are determined to develop the profession to a greater degree of solidarity and organizational maturity.

Recommendation: Colleges and universities should consider placing greater emphasis on the content of administrative preparation programs; namely, (a) leadership styles, (b) technical, conceptual and human relations skills required in administration, and (c) role theory and organizational behavior.

Recommendation: One method which might aid the superintendent in his staff relationships would be the development of simulated laboratory materials by superintendents, boards of education, and teachers' associations. These materials would describe and demonstrate selected situational conditions and factors associated with the process of board-teacher collective bargaining.

Recommendation: There should be a cooperative effort by the Michigan State Department of Education and the state associations (MASA, MASB, MEA, MFT) in the development of workshops and seminars designed to improve board-administrative-staff relationships. These inservice programs should be made available to practicing school administrators, teachers, board members, and graduate students enrolled in educational preparation programs.

Recommendations for Further Research

The results of this study suggested a need for research in the following areas:

1. A study should be undertaken to contrast the leadership behaviors of instructional superintendents (those who tend to take an active part in the development of programs) with non-instructional superintendents (those who tend to take an active part in school business affairs).
2. A study should be undertaken to determine what role superintendents perform in bargaining a board - non-certificated master contract. Perceptions should be obtained with respect to the superintendent's frequency of leadership behavior as perceived by non-certificated personnel.
3. Research should be undertaken to obtain the perceptions held by "outside negotiators" with respect to their role and authority in negotiating a collective bargaining agreement. These perceptions should be contrasted with the perceptions held by the superintendents, school board members and teachers experienced in the collective bargaining process.
4. A study should be undertaken to obtain the perceptions held by middle management administrators with respect to (A) their role in collective bargaining and (B) their relationship with the superintendent when the board employs an "outside negotiator. "

5. Research needs to be undertaken to determine what it is that the superintendent actually does to improve his frequency of leadership behavior with respect to the teaching staff. These perceptions should be obtained before, during and following the process of collective bargaining.

6. The findings in this study derive from a selected sampling of public school superintendents and their teacher chief negotiators in Michigan. The writer suggests that a replication of the study be undertaken using as the research methodology the case study approach or direct observation.

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APPENDICES

APPENDIX A

**COVER LETTER AND PRELIMINARY QUESTIONNAIRE
SENT TO SUPERINTENDENTS**

APPENDIX A

July 30, 1973

To: Public School Superintendents
From: Kenneth L. Deal, Superintendent
Subject: The Role of the Superintendent in
Collective Bargaining Process

Dear Superintendent:

I am writing to solicit your help in being a part of a study which I will soon undertake. In order to determine the present status of your role in the collective bargaining process, I am requesting that you complete the enclosed data sheet and return it in the stamped, self-addressed envelope.

I would appreciate your responding to the form and returning it to me within the next 5 days but no later than August 8.

The nature of this study will be conducted in the following manner:

1. The preliminary data sheet (enclosed copy) should be returned to me by August 8.
2. A final instrument, questionnaire check-sheet type, will be developed which you will be asked to respond to in late September or early October (approximately 10-15 minutes).
3. A summary of this data will be processed to all Superintendents who indicate such.

The role of the Superintendent in the collective bargaining process needs greater clarification. In an effort to better understand the impact of collective bargaining on the Superintendency role, it is possible that the outcome of this study will help bring about this need clarification.

Page 2

July 30, 1973

Public School Superintendents

I can assure you that all data collected will be held in strictest confidence and all forms destroyed after the tabulation of the data. Your name or the name of your district will not be identified in the study at any time.

I sincerely hope you will respond positively to my request.

Sincerely,

Kenneth L. Deal
Superintendent

Enclosure/Form 1

KLD:k

SUPERINTENDENT DATA FORM

Please return this form in the enclosed self-addressed enveloped on or before August 8, 1973

Role of the Superintendent in
Board/Teacher Collective
Bargaining

Name _____
Name of School District _____
City and Zip Code _____
Office Telephone Number _____

Number of students in K-12 on fourth Friday 1972 _____
Approximate S. E. V. per pupil \$ _____

SUPERINTENDENT PERSONAL DATA:

Age _____; Highest degree held _____.

Total Number of years as Superintendent in this district _____.

Total Number of years as Superintendent in other Michigan districts _____.

SUPERINTENDENT ROLE IN BOARD/TEACHER

COLLECTIVE BARGAINING (please select the one which best describes your present role or specify in Number 7.)

(CIRCLE THE APPROPRIATE NUMBER BELOW)

I am:

- 1) Chief negotiator, representing the Board of Education at the bargaining table.
- 2) A member of negotiating team representing the Board of Education at the bargaining table but not the chief spokesman.
- 3) Consultant to the Board and the Board negotiating team and am not present at the bargaining table.
- 4) Consultant to an "outside" negotiator designated to conduct negotiations for the board.
- 5) Member of the Board negotiating team at the bargaining table with the "outside" negotiator acting as chief spokesman.

- 6) Consultant to the Board and Teacher representatives.
- 7) OTHER: Please specify your negotiation role in respect to 1) your relationship to the Board, teacher association, outside negotiator, how frequently you attend the bargaining sessions, whether you attend as a team member or observer and so forth. _____
- _____
- _____
- _____

COLLECTIVE BARGAINING AGREEMENT FOR 1973-74

Has the Board of Education and the Teacher Association reached agreement on a total Master Contract (language and salaries) for 1973-74? Yes _____ No _____

If yes, when was this agreement reached? Month _____ Year _____

If no, are language, proposals presently being discussed?

Yes _____ No _____

If no, are economic proposals (salaries/fringe benefits) presently being discussed? Yes _____ No _____

COMPOSITION OF YOUR BOARD NEGOTIATING TEAM (specify - check all appropriate titles of individuals who serve at the bargaining table for the Board.)

Sup't. _____

Ass't. Sup't. _____

Adm. Ass't. _____

H.S. Prin. _____

Elem. Prin. _____

Bd. President _____

Board Officer _____

(Secy or Treas.)

Board Trustee _____

"Outside" Negotiator _____

Other (please indicate) _____

Who serves as "Chief" Negotiator for Board of Education in Board/Teacher Negotiations?

Specify: _____

I will take part in the continuation of this study by completing a questionnaire in late September or early October, and I would like to have a copy of the summarized data. Yes _____ No _____

Thank you for your assistance.

Kenneth L. Deal
Superintendent
North Branch Area Schools
North Branch, Michigan 48461

APPENDIX B

LETTER TO SUPERINTENDENTS

APPENDIX B

March 26, 1974

To: Public School Superintendents
From: Kenneth L. Deal, Superintendent
Subject: Questionnaire No. 2 --- Superintendent Role in
Board/Teacher Collective Bargaining Process

Dear Colleague:

I am preparing Questionnaire No. 2 with respect to your role in the Board/Teacher Collective Bargaining process, and I anticipate it being ready for distribution within the next 30 days.

In early August, you may recall completing a preliminary questionnaire and at that time, I asked your assistance in continuing to be a part of the study. You responded in the affirmative. I appreciate this very much.

The information gathered in Questionnaire No. 2 will be held in strict confidence and all forms will be destroyed after the data are summarized. Your name and/or school district will not be identified in the study. An abstract of findings will be mailed to each superintendent taking part. In conclusion, the data will form the substance of my dissertation at Michigan State University.

In order to compare and contrast perceptions held by superintendents with respect to role, satisfaction, and behavior, it will be necessary to obtain data from the teacher association chief negotiator in your school district. The chief negotiator for the teacher association being a teacher on your staff. (not an MEA representative or outside negotiator for the staff, BUT the teacher on your staff who had responsibilities as chief negotiator for the association).

In summary, you as the superintendent would complete one questionnaire and the chief negotiator for your teacher association would complete one questionnaire. THE CHIEF NEGOTIATOR FOR THE TEACHER ASSOCIATION BEING THAT TEACHER WHO NEGOTIATED THE 1973-74 MASTER AGREEMENT --- THE CURRENT YEAR CONTRACT.

The complete packet--two questionnaires and envelopes would be sent directly to you. You, in turn, would give the association chief negotiator his questionnaire in an envelope specially marked for him. He

would return his completed questionnaire in a sealed envelope directly to you. You would place your completed questionnaire in an unsealed envelope. Finally, both sealed envelopes would be placed in a master envelope and mailed directly to me. I am confident your association chief negotiator would cooperate in this study. Your help with this detail would be greatly appreciated. (APPROXIMATE TIME FOR COMPLETION -- 15 minutes).

I am further confident the results of this study will be meaningful to practicing administrators as well as students of educational administration. If you have questions regarding the study, your role in this matter, etc., please telephone me collect within the next five days at 313-688-3001. Unless I hear from you, I will plan to forward the questionnaires and directions within the next few weeks.

Thank you very much for your consideration, assistance, and patience.

APPENDIX C

INSTRUMENTS USED IN DATA COLLECTION

APPENDIX C

May 26, 1974

To; Superintendent of Schools

From: Kenneth L. Deal, Superintendent

Subject: Questionnaire regarding your role in collective bargaining; your perceptions of role satisfaction, leader behavior, and situational factors which existed in bargaining the existing 1973-74 Board/Teacher Association master agreement.

Dear Superintendent:

I am submitting to you the enclosed questionnaire for your completion. You may recall our previous correspondence and you indicated a willingness to take part in this study.

THE INFORMATION GATHERED IN THIS QUESTIONNAIRE WILL BE HELD IN STRICT CONFIDENCE. NEITHER YOUR NAME OR SCHOOL DISTRICT WILL BE IDENTIFIED IN THIS STUDY. AN ABSTRACT OF FINDINGS WILL BE MAILED TO YOU AT A FUTURE DATE.

This study is being conducted in selected school districts in the state of Michigan and the data will form the substance of my doctoral dissertation at Michigan State University.

It is anticipated that the results of this study will be beneficial to you as a practicing superintendent and will also aid college and university departments in the preparation of school administrators. Further, the outcomes should be helpful to state associations, and to boards of education and teachers as greater information is needed if internal organization conflicts are to be reduced.

IN ORDER FOR THIS STUDY TO BE COMPLETED, IT IS ESSENTIAL THAT TWO QUESTIONNAIRES BE COMPLETED. The questionnaires are to be completed by:

- 1) The Superintendent of Schools
- 2) The Teacher who served as Chief Negotiator for the Association in bargaining the existing contract, 1973-74.

Your help in soliciting cooperation of the teacher chief negotiator is appreciated.

Page 2
Superintendent

May 26, 1974

The enclosed packet of materials contains:

- 1) Superintendent questionnaire and manila envelope.
- 2) Teacher Chief Negotiator questionnaire and manila envelope.
- 3) One large envelope, self-addressed and stamped for convenience in returning both completed questionnaires in sealed envelopes.

I extend sincere appreciation for your willingness to take part in this study.

Kenneth L. Deal

SUPERINTENDENT QUESTIONNAIRE FORM

This questionnaire is to be completed by the Superintendent.

Complete and return date

May 28 - 29 - 30

CONTENTS AND DIRECTIONS

1. Please complete all items requested in the questionnaire.
2. After completing the enclosed questionnaire, please place it in this envelope, seal it, and place it with the sealed envelope which was completed by the Chief Negotiator for the Teacher Association. (The teacher who served as Chief Negotiator in bargaining the existing contract - 1973-74). After obtaining both sealed envelopes, place them in the postage paid, self-addressed envelope provided and forward them to me.
3. It is extremely important that both questionnaires be submitted since the study cannot be completed with only one questionnaire from your district.
4. I respectfully urge your cooperation in obtaining the completed questionnaire from the teacher negotiator.
5. The anticipated time for completion is 15 minutes.
6. I extend sincere appreciation for your cooperation.

(Information was printed on the outside of the envelope)

SUPERINTENDENT QUESTIONNAIRE FORM - PART I

Name _____

School District _____

Student Enrollment at present time _____

Age _____

Highest degree held to date _____

Number of years as Superintendent in this district _____Number of years as Superintendent in other Michigan districts _____

Number of years of services as a classroom teacher _____

Number of years of service as an administrator below superinten-
dency level _____Number of administrators between you and building principals in
district _____

(Superintendent Role in Board/Teacher
Association Collective Bargaining)

In Column I, indicate the role you will actually perform in collective bargaining for the coming year, 1974-75.

In Column II, indicate the one role you believe you should perform in the collective bargaining process for 1974-75.

In Column III, indicate the one role which you believe the Board of Education and Teacher Association prefers you perform in the bargaining process.

Superintendent Role Choice:

-- Chief negotiator representing the Board at the bargaining table.

-- Member of the Board negotiating team, sit at bargaining table but not be the chief spokesman.

1	2	3	
Actual Role 74-75	Role Should Be	Board - Association Prefers	

(PART I -- Continued)

	1	2	3
	Actual Role 74-75	Role Should Be	Board - Association Prefers
-- Consultant to Board negotiating team but not sit at bargaining table			
-- Consultant to "outside" negotiator representing the Board and may or may not sit at bar- gaining table.			
-- Consultant to the Board and to the Teacher Col- lective Bargaining team.			
-- Other (Please specify) _____ _____ _____			

Role Satisfaction:

To what degree were you satisfied or dissatisfied with your actual role in negotiating the existing Board-Teacher Association Master Agreement, 1973-74?

(Indicate by placing an "X" in one column)

Very Satisfied	Satisfied	Fairly Satisfied	Fairly Dissatisfied	Dissatisfied	Very Dissatisfied

Other than your collective bargaining role, please indicate your general level of satisfaction or dissatisfaction with the overall position of Superintendent.

Very Satisfied	Satisfied	Fairly Satisfied	Fairly Dissatisfied	Dissatisfied	Very Dissatisfied

Role Selection:

What method was used in determining your role in the collective bargaining process in negotiating the existing 1973-74 Board-Teacher Master Agreement? (Place an "X" on the line most nearly describing the method)

A) Discussed in a Board meeting and official action was taken _____

B) Informally appointed by Board with no official action taken _____

C) Inherited this particular role from my predecessor _____

D) I requested this particular role _____

E) Other: (Please specify) _____

Board-Teacher Association Collective Bargaining RelationsPART II

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED WITH RESPECT TO ONLY THE YEARS YOU HAVE SERVED AS SUPERINTENDENT IN THIS SCHOOL DISTRICT. (Place an "X" in one Column)

During your tenure as Superintendent:

Collective Bargaining Relations	Very Satisfactory	More than Satisfactory	Satisfactory	Less than Satisfactory	Very Unsatisfactory
1) Before bargaining the existing 1973-74 contract, how satisfactory or unsatisfactory has the Board-Teacher Association relationship been in obtaining master contract agreements:					

- 2) Prior to the existing 1973-74 master agreement, how frequently
- A) Was the grievance procedure used?
 - B) Were the grievances settled at the principal's level?
 - C) Were the grievances settled at the superintendency level?
 - D) Were the grievances settled at the Board of Ed. level?
 - E) Was binding arbitration (Am. Arb. Assn.) used in settling grievances?
 - F) Were unfair labor charges filed against the Board?

[illegible]

(PART II -- Continued)

THE FOLLOWING QUESTIONS ASK YOU TO INDICATE WHETHER OR NOT THE CONDITIONS STATED DID OCCUR PRIOR TO THE 1973-74 SCHOOL YEAR AND SECONDLY TO INDICATE IF SUCH CONDITIONS ACTUALLY DID OCCUR DURING THE PRESENT SCHOOL YEAR 1973-74. (Indicate by placing an "X" in the YES OR NO columns)

	BEFORE 1973-74 School Year		ACTUAL 1973-74 School Year	
	YES	NO	YES	NO
1) During your tenure as Superintendent in this district, has <u>your board</u> :				
Been unable to open school in August/September due to lack of a master agreement with teachers?				
Had services withheld (strike) by the teachers <u>during</u> the school year?				
Used mediation (M.E. R. C.) in resolving bargaining issues?				
After mediation had failed to resolve the issues, used factfinding as a method to resolve bargaining issues?				
<u>Sought</u> a court injunction forcing the teaching staff back to their classrooms?				

Obtained a court
injunction which
forced the teaching
staff back to their
classrooms:

Had mass teacher
resignations due
to failure to obtain a
Board-Association
master agreement?

BEFORE 1973-74 School Year		ACTUAL 1973-74 School Year	
YES	NO	YES	NO

(PART II -- Continued)

PLEASE INDICATE YOUR PERCEPTIONS OF THE SITUATIONS WHICH EXISTED IN BARGAINING YOUR EXISTING BOARD OF EDUCATION--TEACHER ASSOCIATION MASTER CONTRACT, 1973-74.

YOU ARE BEING ASKED TO 1) INDICATE YOUR PERCEPTION OF THE SITUATION AS INDICATED BY THE STATEMENT, AND 2) INDICATE YOUR DEGREE OF SATISFACTION OR DISSATISFACTION WITH THAT PARTICULAR SITUATION.

VS = Very Satisfied	FD = Fairly Dissatisfied
S = Satisfied	D = Dissatisfied
FS = Fairly Satisfied	VD = Very Dissatisfied

Board-Teacher Association Collective Bargaining Process, 1973-74 Contract:	Perception of Situation ("X" one box)	Satisfaction (Circle one)

1) Face-to-face meetings of the representatives for each side.	<u>Freq. Infreq. VS S FS FD D VD</u>
2) Actual hours involved in bargaining.	<u>Exces- Ltd. VS S FS FD D VD</u> sive
3) Number of proposals presented by the Board's spokesman.	<u>Exces- Ltd. VS S FS FD D VD</u> sive
4) Number of proposals presented by the Association's spokesman.	<u>Exces- Ltd. VS S FS FD D VD</u> sive
5) Good Faith attitude projected by the Teacher Assoc. spokesman.	<u>Posi- Neg. VS S FS FD D VD</u> tive
6) Good Faith attitude projected by the Board's spokesman.	<u>Posi- Neg. VS S FS FD D VD</u> tive
7) Superintendent attendance at actual bargaining sessions.	<u>Freq. Infreq. VS S FS FD D VD</u>

- 8) Board members attendance at actual bargaining sessions. Freq. Infreq. VS S FS FD D VD
- 9) Use of mass media by Teacher Association to community regarding status of bargaining Freq. Infreq. VS S FS FD D VD
- 10) Use of mass media by Board of Education to community regarding the status of bargaining Freq. Infreq. VS S FS FD D VD
- 11) Insurance of joint news release statements by Board-Association representatives concerning the status of bargaining. Freq. Infreq. VS S FS FD D VD
- 12) Bargaining table atmosphere during sessions. Relaxed Tense VS S FS FD D VD

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by Staff Members of
The Ohio State Leadership Studies
Personnel Research Board
the Ohio State University
Columbus, Ohio

Copyright, 1957

SUPERINTENDENT SELF-DESCRIBED FREQUENCY
OF BEHAVIOR -- PART III

Each of the following statements describes a specific kind of behavior, but does not ask you to judge whether it is desirable or undesirable. **THIS IS NOT A TEST OF ABILITY. IT SIMPLY ASKS FOR YOUR PERCEPTION OF HOW FREQUENTLY YOU, AS SUPERINTENDENT PERCEIVE YOURSELF ENGAGING IN THE BEHAVIOR DESCRIBED BY THE ITEM.**

- A. Read each item carefully.
- B. Think about how frequently you perceive yourself actually engaging in the behavior as described by each item.
- C. Decide whether you act as described by the item on the following frequency scale.
- D. Draw a circle around one of the five letters following the item to show the perceived frequency you have selected.

THE SUPERINTENDENT--TEACHER RELATIONSHIP

With respect to my relationship with the teachers on this staff, I perceive the following degree of frequency on each item:

	Frequency Scale	
Superintendent--Teacher Relationship	A = Always B = Often C = Occasionally	D = Seldom E = Never (Circle one)
1. I do personal favors for the teachers on this staff	A B C D E	
2. I make my attitudes clear to the teachers on this staff.	A B C D E	
3. I do little things to make it pleasant to be a teacher in this school system.	A B C D E	
4. I try out my new ideas with the teachers on this staff.	A B C D E	
5. I act as the leader of the teachers on this staff.	A B C D E	
6. I am easy to understand where teachers are concerned.	A B C D E	

7. I rule the teachers on this staff with an iron hand.	A B C D E
8. I find time to listen to the teachers on this staff.	A B C D E
9. I criticize poor work of teachers on this staff.	A B C D E
10. I give teachers on this staff advance notice of changes.	A B C D E
11. I speak to teachers in a manner not to be questioned.	A B C D E
12. I keep to myself where teachers are concerned.	A B C D E
13. I assign teachers on this staff to particular tasks.	A B C D E
14. I am the spokesman for the teachers on this staff.	A B C D E
15. I look out for the personal welfare of individual teachers on this staff.	A B C D E
16. I schedule the work to be done by the teachers on this staff.	A B C D E
17. I maintain definite standards of performance for the teachers.	A B C D E
18. I refuse to explain my actions to teachers on this staff.	A B C D E
19. I keep the teachers on this staff informed.	A B C D E
20. I act without consulting the teachers on this staff.	A B C D E
21. I back up the teachers on this staff in their actions.	A B C D E
22. I emphasize the meeting of deadlines where teachers are concerned.	A B C D E

23. I treat all teachers on the staff as my equal.	A B C D E
24. I encourage the use of uniform procedures where teachers are concerned.	A B C D E
25. I get what I ask for from the Board of Education.	A B C D E
26. I am willing to make changes where teachers are concerned.	A B C D E
27. I make sure that my part in the school organization is understood by the teachers on this staff.	A B C D E
28. I am friendly and approachable where teachers are concerned.	A B C D E
29. I ask that teachers on this staff follow standard rules and regulations.	A B C D E
30. I fail to take necessary action where teachers are concerned.	A B C D E
31. I make teachers on this staff feel at ease when talking with them.	A B C D E
32. I let teachers on this staff know what is expected of them.	A B C D E
33. I speak as the representative of the teachers on this staff.	A B C D E
34. I put suggestions made by the teachers into operation.	A B C D E
35. I see to it that teachers on this staff are working up to capacity.	A B C D E
36. I let other people take away my leadership with the teaching staff.	A B C D E
37. I get the Board of Education to act for the welfare of the teachers on this staff.	A B C D E
38. I get teachers approval in important matters before going ahead.	A B C D E

39. I see to it that the work of teachers
on this staff is coordinated.

A B C D E

40. I keep the teachers on this staff
working together as a team.

A B C D E

If you wish to use the reverse side of this sheet for comments, please
do so.

Thank you for your cooperation. Please enclose this questionnaire in
the small manila envelope and seal it.

1339 Fromm Drive
Saginaw, Michigan 48603
May 26, 1974

To: The Teacher Chief Negotiator of this school district who served in this role in bargaining the existing master agreement for 1973-74 between the Board of Education and Teacher Association.

From: Kenneth L. Deal, Doctoral Candidate, Michigan State University, East Lansing, Michigan and Superintendent, North Branch Area School.

Dear Teacher Negotiator:

I am submitting to you the enclosed questionnaire for your completion.

This study is being conducted in selected school districts in Michigan, and the data will form the substance of my doctoral dissertation at Michigan State University.

My purpose in conducting the study is to obtain your perceptions of the role of your superintendent in the Board of Education--Teacher Association Collective Bargaining process; to obtain your perceptions of the frequency of superintendent behavior with respect to selected statements, and to obtain your perceptions of selected situational factors which existed during the time the existing contract, 1973-74, was being bargained.

THE INFORMATION GATHERED IN THIS QUESTIONNAIRE WILL BE HELD IN STRICT CONFIDENCE. YOU ARE NOT BEING ASKED TO IDENTIFY YOURSELF AND YOUR DISTRICT NAME OR NAME OF THE SUPERINTENDENT WILL NOT BE IDENTIFIED IN ANY WAY IN THIS STUDY. AN ABSTRACT OF FINDINGS WILL BE FORWARDED TO YOU AT A FUTURE DATE.

Your Superintendent of Schools has agreed to take part in this study, and he, too, will complete a questionnaire.

It is anticipated that the outcomes of this study will be beneficial to a variety of groups. As a teacher in the profession, it is essential that administrators and teachers understand roles and responsibilities. It is essential that perceptions held by teachers with respect to the Superintendents' role in collective bargaining be obtained if internal conflicts are to be minimized.

May 26, 1974

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The Teacher Chief Negotiator

IN ORDER FOR THIS STUDY TO BE COMPLETED, IT IS ESSENTIAL THAT I OBTAIN COMPLETED QUESTIONNAIRES FROM YOU, AS THE CHIEF TEACHER NEGOTIATOR FOR THE EXISTING CONTRACT, AND FROM YOUR DISTRICT SUPERINTENDENT OF SCHOOLS.

In an effort to facilitate the collection of the questionnaires, please complete your questionnaire, place it in the manila envelope provided, SEAL IT, and give it to your Superintendent who will submit both sealed envelopes to me in a large, self-addressed, stamped, manila envelope.

I extend sincere appreciation to you for your willingness to take part in the completion of this study.

Kenneth L. Deal

TEACHER QUESTIONNAIRE FORM

This questionnaire is to be completed by the teacher on the staff who served as THE CHIEF NEGOTIATOR for the Association in bargaining the EXISTING contract between the Board of Education and the Association - 1973-74 Master Agreement.

Complete and return date

MAY 28 - 29 - 30

CONTENTS - DIRECTIONS

1. Enclosed in this envelope is the questionnaire for completion. The person completing it was Chief teacher negotiator for the Association which resulted in the existing contract - 1973-74.
2. It is important that all items on the questionnaire be completed.
3. AFTER COMPLETING THE ENCLOSED QUESTIONNAIRE, PLEASE PLACE IT IN THIS ENVELOPE, SEAL IT - AND GIVE IT TO YOUR SCHOOL SUPERINTENDENT. HE IS ALSO COMPLETING A QUESTIONNAIRE. THE SUPERINTENDENT HAS BEEN PROVIDED A LARGE ENVELOPE AND WILL FORWARD HIS SEALED QUESTIONNAIRE AND YOUR SEALED QUESTIONNAIRE TO ME IN ONE MAILING.
4. It is extremely important that the questionnaire be completed and returned during the time indicated above.
5. Anticipated time for completion -- 15 minutes.
6. In order for the study to be completed, it is imperative that both questionnaires be completed and returned.
7. My sincere appreciation for your consideration and cooperation.

(Information was printed on the outside of the envelope)

TEACHER ASSOCIATION CHIEFNEGOTIATOR QUESTIONNAIRE - PART I

Please complete the following personal background information:

Age _____

Sex _____

Highest degree held to date _____

Number of years of service as a teacher in this school district _____

Number of years of service as a teacher in other Michigan schools _____

Have you ever served in a school administrative capacity? Yes ___ No ___

If so, please indicate type of position and years of service _____

Level of teaching position: Elementary ___; Middle School ___ High School ___

Subject area taught (Please specify) _____

Number of years of service as a member of the Teacher Collective Bargaining team in this school district _____

Number of years of service as Teacher Chief Negotiator in this district _____

(Superintendent Role in Board--Teacher
Association Collective Bargaining)

In Column I, indicate your perception of the role the Superintendent of this district should actually perform in collective bargaining for the coming year, 1974-75.

In Column II, indicate the one role which you believe the Board of Education and the Teacher Association prefers the Superintendent perform in the bargaining process.

In Column III, indicate your perception of the role that the Superintendent himself believes he should perform in the collective bargaining process.

PART II

PLEASE INDICATE YOUR PERCEPTIONS OF THE SITUATIONS WHICH EXISTED IN BARGAINING YOUR EXISTING BOARD OF EDUCATION--TEACHER ASSOCIATION MASTER CONTRACT, 1973-74.

YOU ARE BEING ASKED TO 1) INDICATE YOUR PERCEPTION OF THE SITUATION AS INDICATED BY THE STATEMENT, AND 2) INDICATE YOUR DEGREE OF SATISFACTION OR DISSATISFACTION WITH THAT PARTICULAR SITUATION.

VS = Very Satisfied	FD - Fairly Dissatisfied
S = Satisfied	D = Dissatisfied
FS - Fairly Satisfied	VD - Very Dissatisfied

Board-Teacher Association Collective Bargaining Process, 1973-74 Contract:	Perception of Situation ("X" one box)	Satisfaction (Circle one)

1) Face-to-face meetings of the representatives for each side.	Freq. Infreq.	VS S FS FD D VD
2) Actual hours involved in bargaining.	Exces-sive Ltd.	VS S FS FD D VD
3) Number of proposals presented by the Board's Association spokesman.	Exces-sive Ltd.	VS S FS FD D VD
4) Number of proposals presented by the Teacher's spokesman.	Exces-sive Ltd.	VS S FS FD D VD
5) Good Faith attitude projected by the Teacher Assoc. spokesman.	Posi-tive Neg.	VS S FS FD D VD
6) Good Faith attitude projected by the Board's spokesman.	Posi-tive Neg.	VS S FS FD D VD
7) Superintendent attendance at actual bargaining sessions.	Freq. Infreq.	VS S FS FD D VD

(PART II -- Continued)

- 8) Board members attendance at actual bargaining sessions. Freq. Infreq. VS S FS FD D VD
- 9) Use of mass media by Teacher Association to community regarding status of bargaining. Freq. Infreq. VS S FS FD D VD
- 10) Use of mass media by Board of Education to community regarding the status of bargaining. Freq. Infreq. VS S FS FD D VD
- 11) Issuance of joint news release statements by Board-Association representatives concerning the status of bargaining. Freq. Infreq. VS S FS FD D VD
- 12) Bargaining table atmosphere during sessions. Relaxed Tense VS S FS FD D VD

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by Staff Members of The

Ohio State Leadership Studies

Personnel Research Board

The Ohio State University

Columbus, Ohio

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TEACHER ASSOCIATION CHIEF NEGOTIATOR DESCRIPTION OF FREQUENCY OF BEHAVIOR -- PART III

Each of the following statements describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. THIS IS NOT A TEST OF ABILITY. It simply asks for YOUR PERCEPTION of HOW FREQUENTLY you perceive the Superintendent of this district actually engaging in the behavior described by the item.

- A. Read each item carefully.
- B. Think about HOW FREQUENTLY YOU PERCEIVE the Superintendent actually engaging in the behavior as described by each item.
- C. Decide whether he acts as described by the item on the following frequency scale.
- D. DRAW A CIRCLE around one of the five letters following the item to show the perceived frequency you have selected.

THE SUPERINTENDENT--TEACHER RELATIONSHIP

With respect to how frequently the Superintendent of this school district actually engages in the behavior of each item with his teaching staff, I perceive the following degree of frequency:

Frequency Scale

A = Always	D = Seldom
B = Often	E = Never
C = Occasionally	

(Circle One)

1. He does personal favors for the teachers on this staff.	A B C D E
2. He makes his attitudes clear to the teachers on this staff.	A B C D E
3. He does little things to make it pleasant to be a teacher in this school district.	A B C D E
4. He tries out his new ideas with the teachers on this staff.	A B C D E
5. He acts as the leader of the teachers on this staff.	A B C D E

6.	He is easy to understand where teachers are concerned.	A	B	C	D	E
7.	He rules the teachers on this staff with an iron hand.	A	B	C	D	E
8.	He finds time to listen to the teachers on this staff.	A	B	C	D	E
9.	He criticizes poor work of teachers on this staff.	A	B	C	D	E
10.	He gives teachers on this staff advance notice of changes.	A	B	C	D	E
11.	He speaks to teachers in a manner not to be questioned.	A	B	C	D	E
12.	He keeps to himself where teachers are concerned.	A	B	C	D	E
13.	He assigns teachers on the staff to particular tasks.	A	B	C	D	E
14.	He is the spokesman for the teachers on this staff.	A	B	C	D	E
15.	He looks out for the personal welfare of individual teachers on this staff.	A	B	C	D	E
16.	He schedules the work to be done by the teachers on this staff.	A	B	C	D	E
17.	He maintains definite standards of performance for teachers.	A	B	C	D	E
18.	He refuses to explain his actions to teachers on this staff.	A	B	C	D	F
19.	He keeps the teachers on this staff informed.	A	B	C	D	E
20.	He acts without consulting the teachers on this staff.	A	B	C	D	E
21.	He backs up the teachers on this staff in their actions.	A	B	C	D	E

22.	He emphasizes the meeting of deadlines where teachers are concerned.	A	B	C	D	E
23.	He treats all teachers on this staff as his equal.	A	B	C	D	E
24.	He encourages the use of uniform procedures where teachers are concerned.	A	B	C	D	E
25.	He gets what he asks for from the Board of Education.	A	B	C	D	E
26.	He is willing to make changes where teachers are concerned	A	B	C	D	E
27.	He makes sure that his part in the organization is understood by the teachers on this staff.	A	B	C	D	E
28.	He is friendly and approachable where teachers are concerned.	A	B	C	D	E
29.	He asks that teachers on this staff follow standard rules and regulations.	A	B	C	D	E
30.	He fails to take necessary action where teachers are concerned.	A	B	C	D	E
31.	He makes teachers on this staff feel at ease when talking with them.	A	B	C	D	E
32.	He speaks as the representative of the teachers on this staff.	A	B	C	D	E
33.	He lets teachers on this staff know what is expected of them.	A	B	C	D	E
34.	He puts suggestions made by the teachers on this staff into operation.	A	B	C	D	E
35.	He sees to it that teachers on the staff are working up to capacity.	A	B	C	D	E
36.	He lets other people take away his leadership where the teaching staff is concerned.	A	B	C	D	E

37.	He gets the Board of Education to act for the welfare of the teachers on this staff.	A	B	C	D	E
38.	He gets teachers approval in important matters before going ahead.	A	B	C	D	E
39.	He sees to it that the work of teachers on this staff is coordinated.	A	B	C	D	E
40.	He keeps the teachers on this staff working together as a team.	A	B	C	D	E
-

If you wish to make comments, please use the reverse side. Thank you very much.

APPENDIX D

FOLLOW UP LETTER TO SUPERINTENDENT

APPENDIX D

June 3, 1975

TO: PUBLIC SCHOOL SUPERINTENDENTS

FROM: KENNETH L. DEAL, SUPERINTENDENT

SUBJECT: QUESTIONNAIRE REGARDING YOUR ROLE IN
COLLECTIVE BARGAINING AND QUESTIONNAIRE
RESPONSE FROM TEACHER CHIEF NEGOTIATOR

Dear Superintendent:

During the past few days, I mailed to you 1) a questionnaire regarding your role in collective bargaining, and 2) a questionnaire to be completed by the teacher who served as Chief Negotiator for the Association in bargaining your existing contract.

Since the study is being conducted in selected small and medium-size school districts in Michigan, your responding is of utmost importance.

Without your assistance, the study cannot be completed.

I sincerely hope you will respond by submitting both questionnaires to me within the next 2 or 3 days. If you have a question, concern, or need another set of questionnaires, please contact me. Thank you very much for your cooperation.

APPENDIX E

SUPPLEMENTARY TABLES

APPENDIX E

TABLE A

NEGOTIATING AND NON-NEGOTIATING SUPERINTENDENTS'
RESPONSES TO THE LEVEL OF SATISFACTION WHICH
EXISTED BETWEEN THE BOARD AND THE
ASSOCIATION PRIOR TO BARGAINING
THE 1973-74 MASTER CONTRACT

Level of Satisfaction	Value Assigned	NS (N=34)	Per Cent	NNS (N=34)	Per Cent
Very Satisfactory	5	8	23.5	8	23.5
More than Satisfactory	4	8	23.5	7	20.6
Satisfactory	3	16	47.1	15	40.2
Less than Satisfactory	2	2	5.9	3	8.8
Very Unsatisfactory	1	0	----	1	2.9
Totals		34	100.0	34	100.0

Negotiating Superintendents' group mean satisfaction score = 3.65.

Non-negotiating Superintendents' group mean satisfaction score = 3.53.

TABLE B

NEGOTIATING AND NON-NEGOTIATING SUPERINTENDENTS'
RESPONSES TO THE METHOD USED IN DETERMINING
THEIR ROLE IN COLLECTIVE BARGAINING

Method*	NS (N=34)	Per cent	NNS (N=34)	Per cent
A	14	40.0	11	28.9
B	13	37.1	12	31.6
C	5	14.3	6	15.8
D	3	8.6	9	23.7
E	0	----	0	----
Totals	35**	100.0	38***	100.0

*A = Discussed in a board meeting and official action was taken.
 B = Informally appointed by board with no official action taken.
 C = Inherited this particular role from my predecessor.
 D = I requested this particular role.
 E = Other (Please specify).

**One negotiating superintendent selected two methods.

***Four non-negotiating superintendents selected two methods each.

TABLE C

NEGOTIATING SUPERINTENDENTS' PERCEPTIONS
CONTRASTED WITH THEIR TEACHER CHIEF
NEGOTIATORS PERCEPTIONS OF LEADER
BEHAVIOR USING HALPIN'S LEADER
BEHAVIOR QUADRANTS

NS Mean for C = 41.00 NS Mean for I = 33.26 TCN Mean for C = 34.76 TCN Mean for I = 30.12		<u>Halpin's Leader Behavior Quadrants</u>					
Matched pair No.	Matched pair (N=34)	<u>LBDQ</u> Scores on Dimen-		Highly Effec- tive Leader (C+ S+)	Ineffec tive Bene volent Gentle (C+ S-)	Most In effec- tive (C- S-)	Discip- linarians "cold (C- S+)
		C	I				
1	NS----- TCN-----	39 35	33 19			NS	
2		48 24	34 20	NS			TCN
3		41 41	28 37		NS TCN		
4		43 43	36 26	NS			TCN
5		37 42	31 33			NS	
6		35 47	30 40			NS	
7		48 51	36 35	NS TCN			
8		40 35	29 19			NS	

TABLE C--Continued

Matched pair No.	Matched pair (N=34)	Halpin's Leader Behavior Quadrants					
		LBDQ Scores on Dimen- sions		I Highly Effec- tive Leader (C+ S+)	II Ineffec- tive Bene- volent Gentle (C+ S-)	III Most In- effec- tive (C- S-)	IV Discip- linarians "cold fish" (C- S+)
		C	I				
9	NS ----- TCN-----	38 25	35 26				NS
10		35 31	27 31			NS	TCN
11		37 30	32 30			NS TCN	
12		50 47	44 35	NS TCN			
13		41 20	17 24		NS	TCN	
14		42 46	30 30		NS TCN		
15		39 32	31 39			NS	TCN
16		34 33	35 31				NS TCN
17		46 48	39 38	NS TCN			
18		41 42	34 32	NS TCN			
19		36 22	29 26			NS TCN	

TABLE C--Continued

Matched pair No.	Matched pair (N=34)	<u>Halpin's Leader Behavior Quadrants</u>					
		<u>LBDQ</u> <u>Scores</u> <u>on</u>		I	II	III	IV
		Dimen- sions	C I	Highly Effec- tive Leader (C+ S+)	Ineffec- tive Bene- volent Gentle (C+ S-)	Most In- effec- tive (C- S-)	Discip- linarians "cold fish" (C- S+)
20	NS ---- TCN ----	37 24	36 34				NS TCN
21		46 24	35 28	NS		TCN	
22		47 44	32 31	TCN	NS		
23		27 33	31 21			NS TCN	
24		42 38	42 39	NS TCN			
25		48 35	32 31	TCN	NS		
26		47 33	38 18	NS		TCN	
27		46 29	43 29	NS		TCN	
28		45 31	36 29	NS		TCN	
29		43 25	39 28	NS		TCN	
30		39 24	38 24			TCN	NS

TABLE C--Continued

		<u>Halpin's Leader Behavior Quadrants</u>					
Matched pair No.	Matched pair (N=34)	<u>LBDQ</u> <u>Scores</u> <u>on</u> <u>Dimen-</u>		I	II	III	IV
		C	I	Highly Effec- tive Leader (C+ S+)	Ineffec- tive Bene- volent Gentle (C+ S-)	Most In- effec- tive (C- S-)	Discip- linarians "cold fish" (C- S+)
31	NS -----	41	32		NS		
	TCN-----	38	35				TCN
32		34	21			NS	
		34	29			TCN	
33		39	35				NS
		43	38	TCN			
34		43	24		NS		
		33	29			TCN	
Superintendents'							
Totals				13	7	10	5
Teacher Chief							
Negotiators				11	4	14	5
Matched pair							
Agreements				5	1	4	2

Summary of Halpin's Quadrant Scheme: (Based on matched pair agreements.)

- 1) Five superintendents evaluated as highly effective.
- 2) One superintendent evaluated ineffective, benevolent, gentle.
- 3) Four superintendents evaluated as most ineffective.
- 4) Two superintendents evaluated as disciplinarians, "cold fish."

TABLE D

NON-NEGOTIATING SUPERINTENDENTS' PERCEPTIONS
 CONTRASTED WITH THEIR TEACHER CHIEF
 NEGOTIATORS PERCEPTIONS OF LEADER
 BEHAVIOR USING HALPIN'S LEADER
 BEHAVIOR QUADRANTS

		NNS Mean for C = 40.67 NNS Mean for I = 35.20 TCN Mean for C = 31.65 TCN Mean for I = 30.35		Halpin's Leader Behavior Quadrants			
		<u>LBDQ</u>		I	II	III	IV
		Scores		Highly	Ineffec-	Most	Discip-
		on		Effec-	tive Bene-	In-	linarians
		Dimen-		tive	volent	effec-	"cold
		sions		Leader	Gentle	tive	fish"
Matched	Matched	C	I	(C+ S+)	(C+ S-)	(C- S-)	(C- S+)
pair	pair						
No.	(N=34)						
1	NNS -----	50	28		NNS		
	TCN-----	37	31	TCN			
2		34	32			NNS	
		27	43				TCN
3		42	41	NNS			
		47	42	TCN			
4		43	38	NNS			
		32	3p	TCN			
5		36	31			NNS	
		35	33	TCN			
6		46	39	NNS			
		28	20			TCN	
7		39	28			NNS	
		52	49	TCN			
8		35	33			NNS	
		18	20			TCN	

TABLE D--Continued

Matched pair No.	Matched pair (N=34)	<u>Halpin's Leader Behavior Quadrants</u>					
		<u>LBDQ</u> <u>Scores</u> <u>on</u>		I	II	III	IV
		Dimen- sions	C I	Highly Effec- tive Leader (C+ S+)	Ineffec- tive Bene- volent Gentle (C+ S-)	Most In- effec- tive (C- S-)	Discip- linarians "cold fish" (C- S+)
9	NNS ----- TCN-----	43 26	47 27	NNS			TCN
10		42 38	39 43	NNS TCN			
11		37 31	30 25			NNS TCN	
12		42 27	50 40	NNS			TCN
13		35 44	26 38	TCN		NS	
14		49 29	45 14	NNS		TCN	
15		47 35	28 34	TCN	NNS		
16		38 38	22 30		TCN	NNS	
17		34 22	37 23			TCN	NNS
18		43 30	39 15	NNS		TCN	
19		35 45	37 41	TCN			NNS

TABLE D-- Continued

Matched pair No.	Matched pair (N=34)	Halpin's Leader Behavior Quadrants					
		<u>LBDQ</u> Scores on Dimen- sions		I Highly Effec- tive Leader (C+ S+)	II Ineffec- tive Bene- volent Gentle (C+ S-)	III Most In- effec- tive (C- S-)	IV Discip- linarians "cold fish" (C- S+)
		C	I				
20	NNS ----- TCN-----	40 28	31 11			NNS TCN	
21		38 40	29 34	TCN		NNS	
22		38 32	32 17		TCN	NNS	
23		35 27	29 29			NNS TCN	
24		31 33	33 37	TCN		NNS	
25		52 40	38 47	NNS TCN			
26		48 21	49 25	NNS		TCN	
27		45 29	36 22	NNS		TCN	
28		44 34	33 30		NNS TCN		
29		44 17	43 19	NNS		TCN	
30		37 21	28 23			NNS TCN	

TABLE D-- Continued

		<u>Halpin's Leader Behavior Quadrants</u>					
Matched pair No.	Matched pair (N=34)	<u>LBDQ</u> <u>Scores</u> <u>on</u> <u>Dimen-</u> <u>sions</u>		I	II	III	IV
		C	I	Highly Effec- tive Leader (C+ S+)	Ineffec- tive Bene- volent Gentle (C+ S-)	Most In- effec- tive (C- S-)	Discip- linarians "cold fish" (C- S+)
31	NNS -----	30	34			NNS	
	TCN -----	12	35				TCN
32		46	33		NNS		
		34	32	TCN			
33		41	36	NNS			
		37	40	TCN			
34		44	33		NNS		
		30	32				TCN
Superintendent's totals				13	5	14	2
Teacher Chief Negotiators				14	3	13	4
Matched pair Agreements				5	1	5	0

Summary of Halpin's Quadrant Scheme based on matched pair
agreements for each quadrant:

- 1) Five superintendents evaluated as highly effective.
- 2) One superintendent evaluated as ineffective, benevolent, gentle.
- 3) Five superintendents evaluated as most ineffective.
- 4) None of the superintendents evaluated as disciplinarians or "cold fish."

TABLE E

NEGOTIATING AND NON-NEGOTIATING SUPERINTENDENTS'
RESPONSES TO THE FREQUENCY OF GRIEVANCES
FILED AND THE LEVEL OF SETTLEMENT

Response	Group	Frequency Chosen			Total Respondents
	NS = 34 NNS = 34	0	1-3	4-6	
Grievance	NS	10	15	9	34
Procedure Used	NNS	7	19	8	34
Settled at	NS	17	16	1	34
Principal's Level	NNS	16	16	2	34
Settled at	NS	18	15	1	34
Superintendent's Level	NNS	13	20	1	34
Settled at	NS	22	11	1	34
Board's Level	NNS	18	15	1	34
Binding Arbitration	NS	30	4	0	34
Used	NNS	30	4	0	34
Unfair Labor	NS	33	1	0	34
Charge Filed	NNS	30	3	1	34

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