

ROLE EXPECTATIONS HELD FOR THE  
INTERMEDIATE SCHOOL DISTRICT  
SUPERINTENDENT IN MICHIGAN

Thesis for the Degree of Ed. D.  
MICHIGAN STATE UNIVERSITY  
LaVerne Henry Boss  
1963



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This is to certify that the  
thesis entitled  
ROLE EXPECTATIONS HELD FOR THE  
INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT IN MICHIGAN

presented by

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has been accepted towards fulfillment  
of the requirements for

Ed.D degree in Education

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Date August 14, 1963

O-169









## ABSTRACT

### ROLE EXPECTATIONS HELD FOR THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT IN MICHIGAN

by LaVerne Henry Boss

#### The Problem

The purpose of this study was an attempt to determine the perception intermediate school district superintendents, board of education members, and selected knowledgeable individuals have regarding various aspects of the role of the superintendent of schools for the intermediate school districts in the State of Michigan. Role expectations of the respondent groups were compared and convergence and divergence of opinion were noted.

#### Procedure

A seventy-five item instrument concerning various expectations held for the intermediate school district superintendent's role was constructed. These items were grouped into the following three sub-categories: (1) characteristic,



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(2) performance, and (3) participation items. The instrument was submitted to the superintendent and two board of education members selected at random from each of the eighty-three intermediate school districts in Michigan, and to eight persons recognized as knowledgeable in this area of research. A total of 197 instruments or 76.7 per cent were returned.

Arbitrary values were assigned to the five responses that could be made to each item and scores were computed. Intraposition or within group differences were tested by computing the variance and the interposition or between group differences were tested by the chi-square test of significance.

### Findings

The analysis of the data supported the hypothesis that incumbents of the office, board of education members, and recognized knowledgeable individuals hold different and sometimes conflicting expectations regarding the various selected aspects of the intermediate school district superintendent's position.

The investigation indicated that potential role conflict was probable in over one-third of the items analyzed.

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The greatest divergence of opinion existed in the sub-category of superintendent participation items. Sixty per cent of the items in the participation area indicated a possibility of role conflict. Approximately one-third of the items in both the characteristic and performance categories were classified as potential role conflict areas.

Six of the seventy-five items indicated nearly complete convergence of expectations held for the intermediate school district superintendent's position.

Board of education members were in disagreement more frequently among themselves on the various items than any of the other respondent groups.

A comparison of selected personal variables of the relevant groups with regards to expectations held failed to support the assumption that systematic relationships would exist. Also, an analysis based on the comparison of frequency response to the five point scale between various sub-groups of role definers and the total samples on selected items failed to show significant convergence or divergence.

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Recommendations

Adequate channels of communication between the intermediate school district superintendent and his board of education should be maintained if there is to be an increase in convergence with regard to role expectations.

These findings could be the basis for bringing about convergent expectations if studied and reviewed in an in-service training program. This could be planned for area superintendents, as well as board of education members.

The jury of experts that was chosen as interested and knowledgeable in this area of study could register their concern over these areas of divergent expectations. Means are available to them through personal contacts and their offices to encourage and promote greater agreement between intermediate school district superintendents and their respective boards of education.

ROLE EXPECTATIONS HELD FOR THE INTERMEDIATE SCHOOL  
DISTRICT SUPERINTENDENT IN MICHIGAN

By

LaVerne Henry Boss

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

College of Education

1963

g29042  
6/24/64

## ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to the chairman of his guidance committee, Professor Donald J. Leu, for his assistance in this study and for his encouragement, interest, and guidance throughout the entire graduate program.

He is also indebted to Professor Buford L. Stefflre for his valuable suggestions and sincere interest. A similar word of appreciation is extended to Professor William H. Roe and Professor David G. Moore for their cooperation and helpful recommendations.

The writer also is deeply indebted to his wife, Norma, and Jane, Bob, and Bill, who must at times have felt themselves bereft of husband and father.

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## CHAPTER I

### INTRODUCTION

#### Introductory Statement

This study was designed to identify and clarify the role of the intermediate school district superintendent. Role perception data were gathered from Michigan intermediate school district superintendents and their Board of Education members, as well as selected knowledgeable people interested in and closely associated with this particular office.

In recent years the educational needs as perceived by educators and parents of school-aged children have changed greatly. The rapid urbanization in Michigan, especially since the end of World War II, has brought additional responsibilities to the schools for developing programs and various curricula suitable for our youth under these modified conditions. An alert and interested citizenry, as well as dedicated and able educators, are desperately needed to meet the challenge. Progress has been made; various programs, such as the development of instructional aids and tools, use

of supervisory personnel, and the training of exceptional children, have made the greatest gains in recent years.

Tradition and actual practice throughout the nation demonstrate the established concepts of the quality of opportunity for all. This concept in its broad, general form is found in the Constitution. However, the document does not make specific provision for education. At this point it becomes clear that education is considered a function of the state. Therefore, the function of the state is to provide equal, adequate educational opportunities for all youth. In Michigan this responsibility is fulfilled through an organization of three levels: the state, the county and the local district.

The local district, created and given authority by the state, implements the program of education on the local level. Operating under those powers vested in it, the locally autonomous district is an instrument of the people and considered a quasi-corporation.

Because of the size and particularly because of the length of Michigan, the state finds it necessary to grant authority for the coordination of education and service functions to a county or intermediate unit. For the foreseeable future this need in all probability will continue,

since to eliminate this level of education within the state would leave the state agency for education the sole coordinator for all local districts. The state agency then could conceivably become the sole agency for education within Michigan.

In Michigan the office of the county superintendent of schools has been the intermediate unit of administration, that office or agency in an intermediate position between the state educational agency and the local school districts. With the movement of people from the large urban school districts into the smaller K-12 or primary districts usually located on the periphery, it was soon noted that services and opportunities were not always equal. As the needs and services within a county might vary, so it was soon noted that services between counties varied. Many times the reasons for this inequality were the diverse size of the counties, the inability of the county educational leaders to offer comprehensive programs for all the boys and girls within their jurisdiction.

It is an accepted fact that in all school systems the superintendent of schools is an important official. He, more than any other person, has the opportunity to determine the nature and extent of the educational enterprise. Frank W.



Cyr, Professor of Education, Teachers College, Columbia University, states that the intermediate superintendency is an essential part of the total educational structure.<sup>1</sup>

The National Education Association, through the Department of Rural Education, in a recent publication concluded as follows:

But we also conclude with convictions. We believe that every child and every community should have access to a comprehensive program of educational opportunity. We believe that control and responsibility should be kept as close to people as possible without interfering with effective operation. We believe in the community school. But we believe that most community schools will not be able to provide the comprehensive program of opportunities desired. We believe the intermediate unit is necessary.<sup>2</sup>

This intermediate office in Michigan is a necessary and important avenue of contact between the local district and the State Department of Public Instruction. Rather infrequently, but occasionally, the intermediate superintendent is the connecting link between the teaching staff and the

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<sup>1</sup>National Education Association, Department of Rural Education, "Rural Education--A Forward Look." Yearbook 1955. Washington, D.C.: The Association, 1955. p. 259.

<sup>2</sup>National Education Association, Department of Rural Education, The Community School and the Intermediate Unit. Yearbook 1954. Washington, D.C.: The Association, 1954, pp. 218-219.

local board of education. Harlan D. Beem and H. Thomas James,<sup>3</sup> as well as Colon L. Schaibly,<sup>4</sup> working independently in the study of the intermediate unit of school administration in Michigan, arrive at similar conclusions that though the functions performed by the office may not always meet the needs, it is concluded that the intermediate unit of administration is essential in Michigan school operation. In fact, the county school superintendency is one of the most important leadership positions at the county level of government.<sup>5</sup>

The views, values, and purposes held by the county board of education and their superintendent have considerable influence upon the development of a county's youth. Their agreement or lack of agreement on issues affecting education can have a tremendous influence upon the actions of all

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<sup>3</sup>Harlan D. Beem and H. Thomas James, Report of the Michigan Committee for the Study of the Intermediate Unit of School Administration. Chicago, Illinois: Midwest Administration Center, University of Chicago, 1956, p. 60.

<sup>4</sup>Colon L. Schaibly, "A Study of Selected Functions of the County School Office in Michigan " (Unpublished Ed. D. Thesis, Michigan State University, 1956), pp. 204-210.

<sup>5</sup>Harrison Calvin Godfrey, "A Comparative Study of County School Superintendents' Roles Under Elective and Appointive Systems of Selection " (Unpublished Ed. D. Thesis, Auburn University, June 2, 1961), p. 1.

school personnel, whether they work at the county or local district level of operation.

Cooper and Fitzwater comment as follows:

There is no more important factor in the operation of any administrative unit, whether it be a small common school district that operates but a single one-teacher school, a large metropolitan school system, or a county unit, than the board of education. Creating and sustaining unity in the board of education is one of the most important problems faced by county units of school administration. The county unit is an overall secondary type of community based on the relationships involved in providing the governmental services needed.<sup>6</sup>

#### Statement of the Problem

The general problem of this study was to determine the expectations and differences in expectations that intermediate district superintendents, Board of Education members, and knowledgeable people related to this office have for the selective aspects of the superintendent's position. The research was based on the premise that the above groups hold different expectations, and that because of the different expectations, there is conflict of opinion, confusion, and misunderstanding regarding the duties and responsibilities

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<sup>6</sup>Shirley Cooper and C. O. Fitzwater, County School Administration (New York: Harper and Brothers, 1954), p. 200.

of the intermediate school district superintendent. If this were not the case, then any problem encountered by the superintendent in the fulfillment of role requirements and expectations would be the result of personal inability to meet these requirements and expectations.

However, when consensus of expectations is assumed, then the focus of inquiry is diverted from the study of role conflict. Rinehart comments on this as follows:

There is one particular assumption which has blocked fruitful inquiry of the concept of role. It has been assumed that consensus exists among the members of society or among groups of role definers as to what is expected of individuals who occupy particular positions in social systems. It was held that both the role definers and the individuals whose positions are being defined are in essential agreement concerning the role behavior appropriate to a given situation.<sup>7</sup>

Biddle, while discussing differences in teacher role states the following:

If consensus is not the case and there is a significant amount of cognitive disparities between and within positions related to the teacher role, the implications are very different. The problems encountered by the teacher might very well be the result of

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<sup>7</sup>James W. Rinehart, "An Analysis of Selected Role Conflict Variables" (Unpublished M.A. Thesis, Michigan State University, 1961), p. 2.

converging incompatible cognitions in areas crucial to the teacher role.<sup>8</sup>

It is believed that the above statement regarding teacher role applies in like manner to the superintendent role at the intermediate unit of administration. Therefore, the various facets of the superintendent's position were divided into role parts. These role parts revealed the total perceived and currently held images that the respondents had of the office of intermediate superintendent of schools.

Regardless of what the superintendent does or does not do, it is unlikely that any given act in a situation will be perceived by all respondents and groups in like manner. However, by defining more clearly areas of agreement and disagreement concerning the role expectations held by relevant groups, recommendations for the reduction of role conflict can be made.

An understanding of the areas of potential role conflict is necessary, as well as knowledge of the generalized role of the superintendent. This is necessary to provide an appropriate basis for constructive, dynamic leadership in the various intermediate units.

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<sup>8</sup> Bruce J. Biddle, Howard A. Rosencranz, and Earl F. Rankin, Jr., "Positional Differences in Teacher Role," Studies in the Role of the Public School Teacher. Volume 3, Social Psychology Laboratory, The University of Missouri, June, 1961. p. 1.

### Basic Hypothesis

The basic testable hypothesis may be stated as follows: Superintendents of schools, board of education members at the intermediate school office level of administration, and selected knowledgeable individuals hold different expectations for the role of the intermediate superintendent of schools. Several secondary or subhypotheses are inherent in the above hypothesis. Therefore, selected personal variables of the superintendent and board of education members were hypothesized to be systematically related to role expectations held for the intermediate school district superintendent.

### Importance of the Study

The general problem of the study has been indicated in the preceding introduction. It was suggested that because of conflicting expectations, the youth of the State of Michigan might not receive the complete educational program that is so badly needed today. A recent issue of the American School Board Journal contained the following statement:

Recent events point to what appears to be a growing incidence of conflict between school boards and superintendent . . . each program situation seems to

include a common element: a lack of agreement on the role and function of the board and the superintendent.<sup>9</sup>

William C. Bruce writing in this same publication, states:

The quality of performance of the superintendent of schools is governed, in large measure, by the concept of the position held by the school board. The duties of the superintendent are determined more often by the board than by statute.<sup>10</sup>

The chief school officer of the intermediate unit needs to understand the role or roles that members of his board of education expect him to assume in his office. He needs to understand the role as each other identifies it. Clearly defined roles for each is mandatory in the areas of duties and purposes of the school system. The need for more clearly defined roles was pointed out by Anderson<sup>11</sup> when he stated that some county superintendents have been fortunate to understand and perceive their responsibilities in the light of expectations held for them by their boards of

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<sup>9</sup> Donald D. Woodington and Robert W. Brydon, "A Firm Foundation for School Board--Superintendent Relationships," The American School Board Journal, Vol. 143, No. 4 (October, 1961), p. 15.

<sup>10</sup> William C. Bruce, "Quality of School Board Service," The American School Board Journal, Vol. 142, No. 4 (April, 1961), p. 38.

<sup>11</sup> Fred W. Anderson, "The County Superintendency in Nebraska--Current States and Possible Future" (Unpublished Ed. D. Thesis, University of Nebraska, 1959), p. 23.

education. Others have found the working relationship incompatible and have sought employment elsewhere, thereby making it increasingly difficult for various counties to obtain or keep qualified candidates for the position.

The need for greater clarification of the role of the county superintendent is pointed out by Donald J. McCarty when he states, "The role of the administrator is defined by board of education members in markedly different fashion."<sup>12</sup>

In recent national research on the intermediate unit, William P. McLure has this to say regarding a need for more study:

. . . there is no 'pat solution' to fit all situations. . . . These divergencies suggest that this question of role of the intermediate district has not been studied very thoroughly.<sup>13</sup>

### Scope and Limitations

The professional roles, as well as the personal attributes of the county superintendent, were defined. Various

<sup>12</sup> Donald J. McCarty, "On Better Board-Superintendent Relations." The American School Board Journal, Vol. 141, No. 1 (July, 1960), p. 8.

<sup>13</sup> William P. McClure, The Intermediate Administrative School District in the United States. Bureau of Educational Research, University of Illinois, Urbana, Illinois, February, 1956, p. 80.



selected aspects of his position, ranging from specific duties to broad responsibilities and functions, were determined; along with these the personal attributes that an incumbent of the office should possess were analyzed.

The study utilized an open-ended questionnaire and interviews administered to incumbents of the office, board of education members, local school district administrators, the Department of Public Instruction personnel assigned to the area of the intermediate school district, and college of education professors, and was devised to identify personal characteristics and various facets of professional roles. From these preliminary methods a formalized questionnaire was developed. Of course, this study is subject to all of the limitations inherent in the use of a questionnaire administered by mail as a data-gathering instrument. Data collected in this manner must necessarily be subject to certain assumptions among which are the following: that the recipients are literate and sufficiently conversant with the content of the instrument to understand the implications of the alternate responses provided, that the recipients understand the manner in which they should indicate their responses, and that they are sufficiently interested in having their responses reflect their true judgments to give adequate

consideration to each item. Further, the mailed questionnaire is limited by the self-selective<sup>14</sup> factor in the determination of which instruments are returned. Finally, it must be assumed that each person who returns the instrument responds in complete sincerity and honesty. The data collected in the formal instrument were restricted to the responses to the questionnaire and generalized only to the population. The data were concerned with role conflict possibilities, and did not indicate the depth or cause of the conflict. The role conflict possibility items, however, furnished a starting point for role clarification. Although the county superintendent interacts with many persons and groups within and without the school system, this study was limited to the county superintendent and the board of education members within the selected counties in the state of Michigan during the 1962-63 school year.

### Definition of Terms

Role. Although role will be more fully discussed in Chapter II, for the purposes of the study role is broadly defined as follows:

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<sup>14</sup>Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relations - Part One: Basic Process. New York: The Dryden Press, 1958, pp. 159-160.

Accordingly, to include all aspects of role requirements, we must define social role as an organized pattern of expectancies that relate to the task, demeanors, values, and reciprocal relationships to be maintained by persons occupying specific membership positions and fulfilling desirable functions in any group.<sup>15</sup>

The functioning form the individual assumes in the specific moment he reacts to a specific situation in which other persons or objects are involved. The symbolic representation of this functioning form, perceived by the individual and others, is called the role. The form is created by passing experiences and cultural patterns of the society in which the individual lives, and may be satisfied by the specific type of his productivity.<sup>16</sup>

Expectations. An expectation will be defined as an evaluative standard applied to an incumbent of a position.

Three levels of expectations are defined by Brookover:

(1) Members of any group have role expectations of any actor in a broadly defined situation. (2) Members of any group have expectations of any actor in a particular position or situation. (3) Any group may have expectations of a particular actor in a specific situation.<sup>17</sup>

County School Office. This term sometimes shortened to "county office", and occasionally to the "county", identifies the entire scope of activities and functions

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<sup>15</sup> E. L. Hartley and R. E. Hartley, Fundamentals of Social Psychology (New York: Alfred A. Knopf, 1952) p. 486.

<sup>16</sup> Bruno Solby, "The Role Concept in Job Adjustment," Sociometry, Vol. 7 (1944), p. 224.

<sup>17</sup> Wilbur Brookover, "Research on Teacher and Administrator Roles," Journal of Educational Sociology, Vol. 29 (September, 1955), p. 3.

performed by, or carried out under, the auspices of the educational authority.

Intermediate Units. The intermediate unit of school administration is defined more fully in Chapter II and is used synonymously with "the county school office." It refers to the unit of school administration which stands between, or in an intermediate position with regard to, the state education authority and the local school district.<sup>18</sup>

Department of Public Instruction. This is the highest level of school administration in the state and may be referred to as the state education authority. It is distinguished from the county or intermediate unit and the local school district unit.<sup>19</sup>

Board of Education Member. This person will be discussed more fully in Chapter II. He is an elected member with specific responsibilities and duties and is charged with the formulation of policy governing the operation of the intermediate school office.

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<sup>18</sup>The Community School and the Intermediate Unit, op. cit., p. 38.

<sup>19</sup>The legal authority and responsibility of the Superintendent of Public Instruction are defined in various statutes. See especially Act 269, Public Acts of 1955, State of Michigan, Part 1, Chapter 7, Sections 251-272, Inclusive.

Role Conflict. Any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations.<sup>20</sup>

Chief School Officer. "County superintendent" or "superintendent" may be used synonymously and refers to a person appointed for a term generally of two to five years, to perform various duties and functions relating to the supervision and management of all schools within the intermediate unit.<sup>21</sup>

### Outline of the Study

In Chapter I, the background for the study has been described and the rationale behind the study has been outlined in some detail. The problem as well as the basic hypothesis has been stated. The scope and limitations of the study were briefly outlined and a list of definitions of terms was included.

Chapter II contains a review of related and pertinent literature in role theory, role analysis, and a description of the intermediate school office.

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<sup>20</sup>Gross, Neal C., Mason, Ward S. and McEachern, A. W., Exploration in Role Analysis (New York: Wiley, 1958), p. 248.

<sup>21</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 399.

In the third chapter, the methodology and instrumentation used in conducting the study are presented. In addition, the statistical design and basic assumptions underlying the design are discussed.

The data are analyzed in Chapter IV and are presented in tabular form. The results of the analysis are discussed in the chapter.

Chapter V contains the summary and conclusions of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The review of literature for this study concentrated in two major areas of writing--role theory and research related to role analysis from the social-psychological reference, and authoritative literature which described the historical basis from which duties and responsibilities of the chief school officer were gleaned.

Role theory and role analysis information was reviewed first and the historical setting and description of the position were reviewed in the latter part of this chapter.

#### Role Theory

Because the study is concerned with role expectations, it is important to review the literature concerning role theory, particularly as applied to this research. There are a number of comprehensive reviews of the literature in role

theory. One of the latest dealing with role analysis in an educational setting is a comprehensive study by Gross, Mason and McEachern.<sup>1</sup> Although the study is not particularly designed as a review, it nevertheless contains many helpful bibliographic references.

Another source is Sarbin's<sup>2</sup> article in the Handbook of Social Psychology which covers the development of and the research in role theory. A descriptive study of the teaching profession by Waller<sup>3</sup> in 1932, pointed the way for modern empirical research of role analysis. Brookover<sup>4-5-6</sup> has published several articles on role theory and research on the role of teachers and administrators. Such articles contain numerous references to work that has been done in the

<sup>1</sup>Gross, Neal C., Mason, Ward S. and McEachern, A. W., Explorations in Role Analysis (New York: Wiley, 1958).

<sup>2</sup>Theodore R. Sarbin. "Role Theory," Handbook of Social Psychology, Vol. I. G. Lindzey, editor. Cambridge, Massachusetts: Addison-Wesley, 1954. pp. 223-258.

<sup>3</sup>Willard Waller, The Sociology of Teaching (New York: John Wiley and Sons, 1932).

<sup>4</sup>Wilbur Brookover. "Public Images and Expectations of Teachers," College of Education Quarterly, Michigan State University, 3:4 7-12, 1957.

<sup>5</sup>\_\_\_\_\_. "Research on Teacher and Administrative Roles," Journal of Educational Sociology, 29: pp. 2-13, 1955.

<sup>6</sup>\_\_\_\_\_. A Sociology of Education. (New York: American Book Company, 1955).



field. In addition to the above, Nieman and Hughes<sup>7</sup> have reviewed the historical development of role theory from 1900 to 1950, and Hoffman<sup>8</sup> has included a comprehensive review of the literature in his doctoral thesis on role expectancies for elementary school special area teachers. One of the most recent and complete reviews of role theory was done by Cowan<sup>9</sup> in 1960, when he reviewed the role of the Flint building director.

Neiman and Hughes come to the conclusion that "In spite of the confusion and lack of consensus, the concept role is an integral part of sociological vocabulary."<sup>10</sup>

In his review of the literature, Doyle states as follows:

Current definitions for the term 'role' range from the term as a substitute for the concept 'status' to a

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<sup>7</sup>L. J. Neiman and J. W. Hughes, "Problems of the Concept of Role--A Resurvey of the Literature," Social Forces, 30: 141-49, 1951.

<sup>8</sup>James D. Hoffman, "A Study of the Perceptions That Administrators, Elementary Teachers, Consultants, and Special Area Teachers Have of the Elementary Special Area Teacher and Consultant Role," (Unpublished Ed. D. Thesis, Michigan State University, 1959).

<sup>9</sup>Alton W. Cowan, "The Flint Building Director: Role Expectations Held by Relevant Groups," (Unpublished Ed. D. Thesis, Michigan State University, 1960).

<sup>10</sup>Neiman and Hughes, op. cit., p. 149.

descriptive term for highly personalized styles of individual behavior.<sup>11</sup>

This was also stated by Ralph Linton in 1936, while discussing status and role:

A role represents the dynamic aspects of status--when (the individual) puts the rights and duties which constitute status into effect, he is performing role.<sup>12</sup>

In Linton's later work related to this aspect, role apparently has reference not to actual behavior of an occupant of a position but to behavioral standards. It consists of:

Attitudes, values, and behavior to any and all persons occupying this status.

. . . in so far as it represents overt behavior, a role is the dynamic aspect of a status: what the individual has to do in order to validate his occupation of the status.<sup>13</sup>

Bates departs from the above rationale of Linton in that he says, "Social role is normative and structural in character and not behavioral."<sup>14</sup>

<sup>11</sup>Doyle, op. cit., p. 11.

<sup>12</sup>Ralph Linton, The Study of Man (New York: Appleton-Century Company, 1936), p. 114.

<sup>13</sup>Ralph Linton, The Cultural Background of Personality (London: Routledge and Kegan Paul, 1947), p. 77.

<sup>14</sup>Frederick L. Bates, "Position, Role, and Status: A Reformulation of Concepts," Social Forces, Vol. 34, No. 4 (May, 1956), p. 314.

Stogdill in a comprehensive review of role theory concludes:

We have noted that function and status are attached to a position rather than to the occupant of the position. The function and status of a position may remain essentially unchanged in the expectations of the members over long periods of time during which several different persons may occupy the position. If the role concept is to have any meaning which differs from the concepts of status and function in combination, then it seems necessary to assume that role expectations are attached to the person rather than to the position he occupies.<sup>15</sup>

Endeavoring to find a rationale for the conflicts and the divergence of professional roles in the industrial-management field, Coates and Pellagrin stated as follows:

Executive success, like leadership and success in other occupational fields, is subject to situational and environmental variability.<sup>16</sup>

They conclude:

"It would seem logical to appraise their (the executives) 'looking-glass selves' and the role of 'generalized others'--their own personal attributes, in contrast

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<sup>15</sup>Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959), p. 128.

<sup>16</sup>Charles H. Coates and Ronald J. Pellegrin, "Executives and Supervisors Contrasting Self-Conceptions and Conceptions of Each Other," American Sociological Review, Vol. 22, No. 2 (April, 1957), p. 218.

with those of others in their own or similar occupational environments."<sup>17</sup>

Getzels notes in Administrative Theory in Education that,

A role has certain normative obligations and responsibilities, which may be termed "role expectations," and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role.<sup>18</sup>

In the review of the literature, Gross, Mason and McEachern refer to the problem of semantics thusly,

What Linton and Newcomb define as role, Davis defines as a status; what Davis defines as a role, Newcomb calls role behavior, and Sarbin, role enactment.<sup>19</sup>

The writer is indeed grateful to authors such as Sarbin, Linton, Brookover, and Gross for having helped develop concepts pertaining to role and to practical research tools, particularly in applying role to problems of an educational nature. A paradigm of role and related concepts was developed by Brookover which divides the concept "role" into seven categories:

<sup>17</sup> Ibid., p. 220.

<sup>18</sup> Jacob W. Getzels, "Administration as a Social Process," Administrative Theory in Education, Edited by Andrew W. Halpin, Chicago, Illinois: Midwest Administration Center, University of Chicago, 1958, p. 153.

<sup>19</sup> Gross, op. cit., p. 17.

General status -- others' expectations of any actor in a broadly defined position, i.e. teacher.

Status in situation -- others' expectations of any actor in a particular situation.

Role -- others' expectations of a particular actor in a particular situation.

Actor -- the individual as he enters the situation with his previous experience in related situations, personality needs, and the meaning of the situation for him.

Self involvement -- actor's image of the ends anticipated from participation in the status as he projects his self image in the role.

Definition -- actor's definition of what he thinks others expect of him in the role.

Behavior in interaction -- actor's behavior in interaction with others. This is determined by definition and role but also continually redefines them.<sup>20</sup>

While Brookover defines role in terms of status and status in situation, Newcomb describes role in terms of positions. He states:

The ways of behaving which are expected of any individual who occupies a certain position constitute the role associated with that position. A position . . . is something static; it is a place in the structure recognized by members of the society and accorded by them to one or more individuals. A role, on the other hand, is something dynamic; it refers to the behavior of the occupants of a position--not all their behavior, as persons, but what they do as occupants of the position.<sup>21</sup>

<sup>20</sup> Brookover, "Research on Teacher and Administrator Roles," op. cit., p. 3.

<sup>21</sup> Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1950), p. 280.

Gross, Mason and McEachern's definition of position and role parallels that of Newcomb when they state position is defined as "a location of an actor or class of actors in a system of social relationship"<sup>22</sup> and role as a "set of expectations-- or a set of evaluative standards applied to incumbents of a particular position."<sup>23</sup>

The subjective character of role definition provides the background and rationale for the present study. We are concerned with the perception the actor (county superintendent) has in a social working situation with another actor (board of education members). We proceed on the theory that roles are particularly defined in terms of the expectancies which the actor holds for others who are acting in the situation with him. In this case, we are interested in the general expectancies which board of education members hold of the working role of the county superintendent. The roles are also partially defined by the actor's own thinking of how he perceives the role and how he thinks others perceive it. Much of the definitive material, type of

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<sup>22</sup>Gross, op. cit., p. 58.

<sup>23</sup>Ibid., p. 60.

questionnaire and scale for this study were obtained from the research of Gross, Mason and McEachern.<sup>24</sup>

### Related Research

There have been a number of studies involved with an empirical use of role theory as an analytical tool in dealing with role expectations for actors in various educational positions. Waller<sup>25</sup> analyzed the role of the teacher as related to students and community expectations and based his study on observations and insight rather than upon statistical methodology in the conceptualization of roles as it is viewed today.

Bidwell studied teacher role expectations and administrator role perceptions. He hypothesized that a teacher's role expectations as they converged or diverged toward an administrator and his perceptions of the teacher's behavior would be related to the teacher's job satisfaction. He mailed questionnaires to 368 teachers in five school systems. From a return of slightly over 50 per cent, he concluded that:

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<sup>24</sup> Ibid., pp. 102-104.

<sup>25</sup> Willard Waller, op. cit.

Convergence of teachers' role-expectations toward the administrator and their perceptions of his behavior will be accompanied by an expression by these teachers of satisfaction with the teaching situation.

Divergence of teachers' role expectations toward the administrator and their perceptions of his behavior will be accompanied by an expression by these teachers of dissatisfaction with the teaching situation.<sup>26</sup>

Doyle<sup>27</sup> studied the expectancies which elementary teachers, administrators, school board members, and parents have of the elementary teacher's roles. He sampled 96 teachers from three northwestern Michigan communities and his study was conducted by submitting a checklist to elementary teachers, administrators, board members, and parents. Significant differences were found in the elementary teacher's role as defined by the teacher and as defined by the administrators, parents, board members, and students.

Getzels and Guba<sup>28</sup> report one study dealing with role conflict among public school teachers. They designed an instrument based on interview data to measure feelings of

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<sup>26</sup> Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, Vol. 29 (September, 1955), p. 47.

<sup>27</sup> Doyle, op. cit., pp. 158-162.

<sup>28</sup> Jacob W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in a Teaching Situation," Journal of Educational Sociology, Vol. 29, (September, 1955), p. 40.



role conflict in three areas: the social-economic role, the citizen role, and the professional role. Their instrument was submitted to 344 elementary and secondary school teachers in 18 schools from six systems. Returns of slightly less than 50 per cent indicated that the teacher is defined by both common core expectations, and by varied expectations that are a function of local school and community conditions. Further, some expectations attached to the teacher role are inconsistent with expectations attached to other roles the teacher may occupy. Such role conflict indicates that the teacher role is imperfectly integrated with other roles.

Expectations held for the role of the enrollment officer at Michigan State University were studied by Eldon Nonnamaker.<sup>29</sup> A random sampling of seven campus groups was chosen. An instrument concerning various expectations held for the enrollment officer's role was constructed. A 60-item schedule was mailed to 189 subjects with a return of over 80 per cent. It was concluded that there is no one set of expectations held for the enrollment officer. However, all groups expressed areas of agreement for many areas of

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<sup>29</sup>Eldon R. Nonnamaker, "The Role of the Enrollment Officer at Michigan State University" (Unpublished Ph.D. Thesis, Michigan State University, 1959).

the role. The researcher found several significant differences in expectations held for the role by counselors. The duties and responsibilities of the enrollment officer consequently should be more clearly defined.

Cowan<sup>30</sup> studied expectations held for the role of the building director at Flint, Michigan. A questionnaire containing 75 statements of expectations that could be answered in terms of agreement or disagreement or no expectation held was administered to 189 Flint teachers, principals and adult education coordinators. From a return of 139 questionnaires, it was concluded that the building director is in a position of built-in conflict and that his professional roles must be more clearly defined. A better understanding is needed of the normative expectations which relate to aspects of the building director's position. It was also concluded that for the building director to be more effective, he must have a greater understanding of the expectations held for him by various relevant groups.

In a depth study involving most school superintendents in Massachusetts, Gross, Mason and McEachern<sup>31</sup> explored the problems of consensus on role definition, conformity to

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<sup>30</sup>Cowan, op. cit., pp. 134-139.

<sup>31</sup>Gross, op. cit.

expectations and resolution of role conflict. Tested were many theoretical hypotheses involving expectations and the behavior of incumbents of position in educational social systems. Depth interviews of board members and superintendents were the main tools of research for this empirical study of role definition. Consensus of role definition was measured within groups and between groups. Examined also were some areas of major role conflicts with which the superintendents were confronted. Role consensus was used as a variable in this study.

The roles of the elementary special area teacher and the elementary consultant were studied by Hoffman.<sup>32</sup> Except for the substitution of mailed questionnaires for the interviews, he used methods and scales similar to Gross and his associates. Seventeen school districts in Michigan were chosen in which conflicting expectations held by educators concerning this role were analyzed. Questionnaires were sent to teachers, administrators, and special area teachers and consultants. Hoffman received a return of 76 per cent on his 62-item questionnaire. In the selected items, it was shown that there was inconsistency in role perception held

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<sup>32</sup>Hoffman, op. cit., p. 110.

for the various roles. Possibilities of open role conflict were established.

A comparative study by Godfrey in role concepts held by two categories of chief school officers in five southeastern states, as perceived by state department of instruction personnel and university educators, indicated there is little agreement as to the specific duties this office should embrace. He interviewed 64 county superintendents, 50 department of public instruction personnel and 26 university educators on 84 specific items. Conclusions reached are as follows:

County school superintendents idealized a role that would attach above average importance to administrative behavior described as democratic leadership, average importance to activities bearing on maintenance, management and control of the school system, with below average value placed upon measures to effect reforms, and least value assigned to functions classified as professional services.

. . . the county school superintendent is viewed with much disappointment by both state department and university personnel.

. . . they (county school superintendents) have a tendency to comply with the role they perceive the county board of education and influential citizen groups assign to them.<sup>33</sup>

In summary, the literature seems clear that research on role in its theoretical framework has been under critical

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<sup>33</sup> Godfrey, op. cit., p. 101-102.

review in recent years. Many empirical studies regarding role perceptions and expectations have been completed and procedural insight has been gained. Instruments and scales have been reviewed and areas of convergence and divergence have been compared and evaluated. In all of these the great need for role clarity has been observed.

#### Development of the Intermediate Unit

Schools with us, as with the older European countries from which our early settlers came, arose largely as children of the church. From instruments of religion, they have changed gradually into important instruments of the state.<sup>34</sup>

Thus has Cubberley commented concerning the background and development of the system of education which we have in the United States. He goes on to say that:

So important was this New England evolution and contribution and so fully did it fit in with the changing conditions of the period, that by the time our national government and the different state governments were established, the states were becoming ready in principle at least to accept the theory thus gradually worked out in New England that schools were institutions and should be regarded as instruments of the state.<sup>35</sup>

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<sup>34</sup> Ellwood P. Cubberley, Public Education in the United States (Boston: Houghton-Mifflin Company, 1934), p. 12.

<sup>35</sup> Ellwood P. Cubberley, State School Administration (Boston: Houghton-Mifflin Company, 1927), p. 6.

Education began in the colonies as a purely local undertaking. Lay boards of trustees performed the administrative functions relating to the provision of buildings and materials, arranged for the collection of fees and taxes, and employed teachers to conduct the classes for the pupils. The educational needs were simple. The communities were well defined with the inhabitants clustered in small villages and towns.

As the lands to the west and south were settled and developed, it became obvious that the pattern of life was different from that established along the eastern seaboard. Instead of living in clusters, the population was housed on widely scattered farmsteads. The town, as it was known in New England, did not exist. The towns and villages existed fundamentally, not as places of residence, but as service centers where the rural inhabitants could sell the products they raised and obtain others which they were unable to produce themselves. Communities were still well defined, but they covered a much wider area. In general, the service area of each town was limited by the "team haul," the distance which a farmer could drive his team and return in a day.<sup>36</sup>

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<sup>36</sup>Cooper, op. cit., p. 12.

It soon became obvious that some form of supervision of the schools beyond that exercised by the lay trustees was desirable. Also the concept of free universal education was beginning to become established, so the people turned to the state as a unit of government which should assume ultimate responsibility for education. At the same time, however, they maintained their desire to retain as much local control as possible.

#### Intermediate Unit in Michigan

The intermediate school district in Michigan is established and regulated by statutes which assign authority, duties, and responsibilities to both the county board of education and the county superintendent. Although the county superintendent is appointed by and responsible to the county board of education, he is granted authority and charged with various responsibilities which are not subject to the authority of the county board.

Traditionally, the county superintendent and the intermediate unit were virtually synonymous terms. Many of the provisions pertaining to the establishment, authority, and functions of the intermediate unit are found in the

School Code, which is Act. No. 269 of the Public Acts of 1955, State of Michigan.<sup>37</sup>

Chapter VIII of the School Code, entitled "County School Districts", which includes Sections 291 to 337 inclusive, deals exclusively with the county school office, but additional provisions are found in various other sections of the act and in other statutes. In the following discussion, matters not otherwise identified by footnotes are paraphrased from Chapter VIII of the act. This statute provides that, following the election of the first county board of education, each county in the state shall constitute a county school district.

The office of county superintendent came into being in Michigan by the passage of Act 55 in 1867. As you trace the development of this office which found its expression in the legislation in 1867, it is necessary to go back to the first of the territorial laws dealing with the organization of common schools. An act for the establishment of common schools adopted by this territorial government of Michigan, April 12, 1872, provided for the establishment of schools in townships containing fifty or more families or householders.

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<sup>37</sup> Act 269, Public Acts of 1955, (Revision through the 1962 Session, Michigan Legislature), State of Michigan.



The practice of placing an intermediate office between the state and the local level of school administration was not peculiar to Michigan. In most of the midwestern states, this original intermediate office was the township. As this office failed to exercise its school functions properly, the new office of county superintendent of schools was created.

Often all the duties of an intermediate nature were not taken from the township officials with the creation of the new intermediate office. In fact, in Michigan, the township authorities retained jurisdiction over boundary changes until 1947. Clair Taylor, Superintendent of Public Instruction in Michigan, in reviewing the development of the county school office, stated that early territorial laws directed five discrete persons should work with a commissioner of common schools in each township.<sup>38</sup> This was the beginning of what might be termed a board of education working with a superintendent in the direction and administration of local schools within a particular area.

Many changes took place between those early days and the office as it exists today. Oramel Hosford, Superintendent

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<sup>38</sup>Clair L. Taylor, "Development of the County School Administration," Michigan Education Journal, Vol. 32 (February, 1955), p. 251.

of Public Instruction for the state of Michigan, in his report to the legislature in 1866, stated,

At a meeting of State Superintendents of Public Instruction, held in Washington, in February last, considerable time was spent in discussing the question of county superintendency.

In many of the states represented, this system of school supervision has been in operation for many years, and the unanimous testimony was that the system was most successful in its working, and all had come to feel that this was a fixed and absolutely necessary part of their school system.

Believing, as I do, that the best interests of our schools are suffering for the want of vigorous supervision, and knowing that the present system fails to meet this want, I most earnestly recommend to the consideration of the present legislature the propriety of adopting the system of county superintendency.<sup>39</sup>

As stated earlier, the formation of the office of county superintendent was by the passage of Public Act 55 in 1867. The law authorized counties having at least ten school districts to elect a county superintendent. The term of office was two years and the office was to be located in the county seat. The law prescribes the following duties for the county superintendent: To examine all candidates for certificates, to revoke certificates for cause, to visit

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<sup>39</sup>Ibid., p. 252. The factual material regarding the historical development of the intermediate unit in Michigan has been drawn largely from this article, pp. 250-252 and 263-264.

each school in the county at least once a year, to counsel with teachers and local boards of education, to note conditions of buildings and library facilities of the districts and townships, and to sponsor teachers' institutes. In addition to these duties, he was required to collect various reports for the State Department of Public Instruction.

The criticisms of the new office were so many that an investigation was made by the House Committee on Education. Objectors to the law contended that the system was too expensive and a common complaint was that the higher standards for teachers certification enforced by certain county superintendents had caused teachers' wages to go up and created a shortage of teachers.

The House Committee found that in many cases the law was effective and the Committee felt that the fault did not lie with the newly formed county system but with their elected superintendents and appointed boards of education, or inspectors as they were called in those days.

The Committee on Education in 1871 stated as follows:

After a thorough investigation, and upon the best information your committee could obtain, they are unanimous in the opinion that the present system is correct in theory and successful in practice . . . they fear its repeal would be a step backward, change in our educational system should be made with great care and caution and only when one system is clearly a failure or another clearly superior.

The positive stand by the House Committee did not quiet the many criticisms of the county office. Therefore, in 1875, the legislature repealed the law establishing the county superintendent of schools and returned to virtually the same act that had been in force before. Under this law, the township board of education or school inspectors could appoint a visitor who was in effect a township superintendent of schools. This system lasted but a few years, for by 1881 the legislature was trying to find a method of administration which would operate in an area larger than the township. In that year, it created a county board of school examiners by the passage of Act 164. In 1887, the legislature provided for the appointment of a secretary of the Board of County Examiners and made it his duty, among others, to inspect the schools in the county at least once a year. He also could appoint assistant visitors whenever necessary. It is interesting to note that Public Act 266 passed by the Michigan legislature in 1887 fixed the annual salary of the county superintendent at \$1,500. The legislature in 1891 created the office of county commissioner of schools and in 1901 provided for the popular election by ballot of the county commissioner for a term of four years.

Public Act 217, as passed by the legislature in 1949, provided for county school offices with a superintendent of schools and a board of education for each of the 83 counties. The county board of education was to have five members serving for six-year terms. Membership would be elected at a biennial meeting held on the second Monday in June. The law also named the county board to be the legal successor to all of the duties pertaining to schools which had been held by the township boards. The county superintendent was to be selected by the county board and to serve as its executive officer, replacing county commissioners chosen by popular vote. The law had required the upgrading of the county superintendent to a point where it was necessary for him to be a graduate of a college or university and hold at least a Bachelor of Science degree. He was further required to be a holder of a teaching certificate and to have taught in public schools in the state for a period of at least forty-five months.

A study conducted in 1955 by Edward J. Ernatt sought to determine the nature and extent of instructional services provided school districts in the state of Michigan by the county school office. The number of available research personnel, number of teachers, pupils served, the cost of

these services, the availability of instructional equipment, and materials furnished from the county office were used as measures of service.

This 25 page questionnaire covering 40 different services was mailed to all 83 county superintendents, and a return of 63 instruments was received. Some conclusions reached were as follows:

1. County superintendents tend to supervisions of elementary education with the allotment of 10 to 15% of his time in this area.
2. Services such a curricular research and pilot projects did not receive much attention from the county school superintendents.
3. Generally services offered by the county office varied in direct proportion to the wealth of the county.
4. More clerical assistance was needed by most of the offices surveyed.<sup>40</sup>

Schaibly did a descriptive study in 1956 of the current status of the intermediate office in Michigan. He investigated the need for the intermediate office in terms of service which should be provided by the office. Some conclusions reached by Colon Schaibly are as follows:

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<sup>40</sup> Edward J. Ernatt, "Instructional Services Rendered by County School Offices in Michigan and Related Factors: Available Personnel, Number of Teachers and Pupils Served, Expenditures Per Pupil Served, and Available Equipment and Materials" (Unpublished Ed. D. Thesis, University of Michigan, 1956), pp. 157-167.

1. Inequalities of educational opportunities exist among school districts which might be reduced through the intermediate unit.
2. That the direct control of the intermediate administrative unit should be vested in a board of education representative of the area it serves.
3. Need for additional secretarial and clerical assistances in many of the county offices--this study showed that a total of eleven and one half secretaries and clerks were employed in twenty county offices of the sample.
4. He also came to the conclusion that the Department of Public Instruction should be the logical agency in the state to provide the leadership in developing functional intermediate units, because of the legal powers and duties given to the superintendent of public instruction.<sup>41</sup>

About this same time Harlan Been and Thomas James working with a committee interested in the future of the county school district attempted to determine whether or not there should be an intermediate unit structure in Michigan and, if so, what should be its nature. A report was prepared that reviewed the past, described the present, and set forth tentative conclusions and recommendations. Some of the relevant findings are as follows:

1. The development of an intermediate structure capable of adaptation to meet increased demands on local districts is an essential to the retention of local control.

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<sup>41</sup>Schaibly, op. cit., pp. 204-209.

2. The intermediate district must not stand as a vested interest in the way of development of better ways of doing things, or in the path of greater local autonomy.
3. Administration and control should be as close to the people as possible. As rapidly as local districts become able to take responsibilities, they should be encouraged to assume them.
4. The intermediate office will develop to its greatest potential only when there is general recognition of need for services which are not now being rendered by local districts.
5. It must be recognized, however, that there is some conflict possible in an office which attempts to be a cooperative and coordinating service unit. Because of such potential conflict, this is an area which should be studied continuously.<sup>42</sup>

Carroll Munshaw in his study of the county office in Wayne County, Michigan, makes the following statement regarding the need for agreement between the county board of education and the county superintendent of schools, stating as follows:

Although many of the duties and responsibilities of the county school office are prescribed by law, considerable latitude is permitted in discretionary functions, particularly in the scope and extent of services which may be made available to local districts. Also, the manner in which the required functions are carried out is subject to wide variation. Prescribed duties, many of them of the routine reportorial type, can be performed in a perfunctory and arbitrary manner with the emphasis on the authority which is delegated to the county office

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<sup>42</sup>Beem, op. cit., pp. 47-52.



as an arm of the department of public instruction. On the other hand, the emphasis can be predicted upon a philosophy of service with the authority aspect kept in the background except in unusual instances. The policies which determine both the scope of the service program to the local district and the manner in which the prescribed duties are performed depend largely upon the insight of the members of the county board of education. If the county board member believed, for example, that the primary concern of the county school office should be the rural non-superintendency schools and that whatever funds can be made available by the county should be used to augment the educational programs in these schools, the services to the larger schools in the county are likely to be severely limited or non-existent. If, on the other hand, county board members view the county school office as a service agency for all schools in the county, regardless of size, a different program emphasis should result.<sup>43</sup>

#### Present Status

Presently, there are 83 county units in Michigan, each operating with a chief school officer and a separate board of education. Although Michigan law in Section 302 of Act 269, Public Acts of 1955, permitted counties to combine into larger intermediate units, no such combinations have occurred at this writing. It is hoped that the drastic revision of the county school district Act 269 by passage of Act 190 during the 1962 session of the Michigan Legislature will

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<sup>43</sup> Carroll L. Munshaw, "The Extent of Agreement and Disagreements Among Selected School Officials Regarding the Role of the County School Office in Wayne County, Michigan" (Unpublished Ed. D. Thesis, Wayne State University, Michigan, 1958), pp. 135-136.

encourage change. This act, which became effective in the spring of 1963, contained the following major provisions:

1. The board of the intermediate school district shall succeed to the powers and duties of the county board of education.
2. The intermediate school district must have at least 5,000 pupils in the membership in the local school district. (Thirty seven county school districts have fewer than 5,000 students as of January 1963).
3. Members of the board may continue to be elected by a popular vote; however, the county electorate, by a petition signed by a majority of the school boards representing 50 per cent of the children, may vote to adopt the election method of selecting board members.
4. In a reorganized intermediate district there shall be 7 members on the board.
5. The officers of the intermediate board are a president, vice-president, secretary, and treasurer. The superintendent serves as the executive officer of the board. The secretary and treasurer need not be members of the board.
6. The budget of the intermediate school board shall be submitted on or before March 1, to a meeting of one school board member representative of each constituent school district. These representatives of constituent districts shall determine, by majority vote the maximum amount of budget. The budget shall be submitted to the county tax allocation board which shall allocate a tax rate for the support of the intermediate school district by the same procedure as is used in allocating rates to the several local school districts, townships and county unit of government.<sup>44</sup>

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<sup>44</sup> Act 190, Public Acts of 1962, State of Michigan.

As already indicated, the intermediate unit began largely as a data gathering and reporting agency. Later, the supervision of teachers in the rural schools was added. Still later, intermediate units began to provide specialized services other than supervision of rural and, sometimes, the small town and village schools. Today, intermediate units are adding a great variety of additional services which are used in many cases by large, as well as small, local districts, by city, as well as rural, districts. Some of the more important statutory duties the intermediate board of education shall perform are listed as follows:

1. Perform such duties as required by law and by the superintendent of public instruction.
2. Prepare the annual general budget on or before March 1 of each year.
3. Prepare a map of the intermediate district annual as of July 1, showing by distinct lines thereon the boundaries of each constituent school district.
4. Furnish services on a consultant or supervisory basis to any constituent school district upon request of that district.
5. Direct, supervise, and conduct cooperative educational programs in behalf of the constituent school districts which request such services.
6. Conduct cooperative programs mutually agreed upon by the boards of not more than 3 intermediate school districts.

7. When directed by the board of supervisors, establish, if the board deems necessary, a school for those persons of school age who are housed in children's homes operated by the juvenile court or who are living at home but assigned to such school by a juvenile court.<sup>45</sup>

Smittle in a recent publication, lists these additional duties the board of education shall or may perform.

1. Shall select a superintendent of schools who serves as the executive officer of the board. (The intermediate superintendent in many ways, serves as a local superintendent in primary districts and in fourth class districts not employing a superintendent of schools. He may be employed for a term of no more than four years.)
2. Shall take the annual school census in certain school districts of the county.
3. May employ, at its discretion, teachers for serving speech defective children, hard of hearing children, and homebound children. Such action is subject to approval by the superintendent of public instruction.
4. Shall conduct elections and serve as board of election inspectors in all districts operating less than 12 grades when two or more districts desire to consolidate and the board within 5 days after effective date of consolidation shall appoint qualified electors to membership on the local board of education.
5. Shall detach territory from one district and attach it to another district, at its discretion when requested by a board of any district whose boundaries would be changed, or when petitioned by two-thirds of resident owners of land to be transferred, provided the territory is contiguous and comprises less

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<sup>45</sup>Sec. 298, Act 190, Public Acts of 1962, State of Michigan.

than 10 per cent of the taxable valuation of the district from which it is detached.

6. Shall operate a Special Education Program on a County Wide Basis when authorized by vote of electors. Two or more adjoining counties may jointly sponsor such special education program.<sup>46</sup>

Some of the more important statutory duties vested in the intermediate district superintendent are as follows:

1. Put into practice the educational policies of the state and of the board.
2. Recommend in writing all employees and suspend any employee for cause until the board considers the suspension.
3. Supervise and direct the work of assistants and other employees of the board.
4. Recommend in writing all teachers to the board of education in constituent districts not employing local superintendents.
5. In constituent districts not employing local superintendents suspend any teacher for cause until the board of education of the district employing the teacher considers the suspension.
6. Classify and control the promotion of pupils in constituent districts not employing local superintendents.
7. Supervise and direct the work of the teachers in constituent districts not employing local superintendents.
8. Receive the institute fee provided by law, if approved by the board, and pay the same to the treasurer.

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<sup>46</sup>W. Ray Smittle, The Effective School Board Member, Clawson, Michigan: Oakland Education Press, 1963, pp. 60-61.

9. Examine and audit the books and records of any constituent school district when directed to do so by the superintendent of public instruction.
10. Act as assistant conductor of institutes appointed by the superintendent of public instruction, and perform such other duties pertaining thereto as said superintendent shall require.
11. Receive all forms and communications which may be sent to him by the superintendent of public instruction, dispose of the same as directed by the superintendent of public instruction, and make reports as may be required by the superintendent of public instruction.
12. Examine the certified copy of statement of moneys proposed to be raised by the constituent districts required by law to be filed with the township clerk and the board of supervisors at the October session of the board, and notify the secretary of the board of education of any local district that fails to file such statements as are required by law or that has failed to qualify for aid under the general appropriating act made for the purpose of aiding in the support of the public school districts of the state, of failure.<sup>47</sup>

Some additional duties assigned to the superintendent of the intermediate school district were recently outlined by Smittle as follows:

1. Receive census reports from local districts having less than 3,000 population.
2. Determine the validity of signatures on petitions for consolidation of two or more constituent school districts.

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<sup>47</sup>Sec. 301, Act 190, Public Acts of 1962, State of Michigan.

3. Submit proposals for consolidation of constituent school districts to the state superintendent for approval.
4. Within 30 days of receipt of approval by state superintendent prepare petitions for circulation by qualified electors.
5. Give notice of date, place or places, the proposition to be submitted, and hours polls will be open in all districts not operating 12 grades.
6. Call meeting of members of the board appointed by the intermediate board for the purpose of organizing.<sup>48</sup>

#### Summary

In this chapter, a review of role theory and a review of role theory as applied to education and related research have been presented. Empirical research was reviewed in terms of relationship to methods and techniques used and analysis of role expectations as applied in the present study. Finally, a portion of the chapter has been devoted to the development of the intermediate school office and the duties and functions of its chief school officer.

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<sup>48</sup>Smittle, op. cit., p. 62.

## CHAPTER III

### PROCEDURE AND METHODOLOGY

#### Introduction

The major purpose of this study was to test differences in the expectations that board of education members, superintendents, and authorities in the area under study hold for the role of the superintendent of schools of intermediate school district units in the state of Michigan. A second purpose was to compare role expectations held by superintendents with the expectations held by board of education members and recognized authorities in this field.

The study was aimed at noting divergence and/or convergence in the role perceptions of the respondent groups.

#### General Methods of the Study

The first step in conducting this study was to review the literature to learn what was known of the problem, and to secure suggestions and ideas to implement the research. The writer during the past several years, attended one



national, three state, and two regional conferences that were relevant to the role of the intermediate school district superintendent. Furthermore, the writer worked in and became well acquainted with the operations of four different intermediate districts in the state of Michigan. Also, much of the time spent by the writer at recent educational conferences was devoted to discussing the various aspects of the superintendent's position. It soon became apparent that a study of the position of the superintendent of schools at the intermediate level of administration would prove worthwhile. Many informal interviews with retired superintendents, past board of education members, local district superintendents, and professors of school administration at the university level of education, were held in an effort to determine areas and aspects of the position under study. This information was cross checked with the contacts and observations and the review of the pertinent literature.

After analyzing the type of information desired and the questions to be answered, it seemed logical that the questionnaire method would be the one to use to collect the data. This method would permit greater participation in the study and more uniformity in question interpretation by the various respondents.

### Development of the Instrument

Prior to the actual construction of the questionnaire, it was necessary to set up some guides to follow so that the resulting instrument would be correct in design and would actually measure that which it was planned to measure. The main reference used in this connection was Goode and Hatt. In their chapter on constructing questionnaires, they give several points which aided in setting up the instrument for this study.

Any questionnaire must be limited in its length and scope. . . . Self-administered questionnaires should not, usually, require more than 30 minutes to complete, and an even shorter period is desirable.

The important thing for the student to bear in mind here is that every item . . . ideally constitutes a hypothesis, or part of a hypothesis, in itself . . . (and) every item should be defensible. This obviously requires the fullest possible knowledge of the area in which he is working.

. . . the researcher should first lay out tentatively the logical implications of his problem . . . and then draw upon his own experience and the literature . . . At this point, the researcher should consult colleagues, friends, and acquaintances to get their thinking on his problem. Now the researcher. . . (has) merely a list of areas to be covered and perhaps rough formulations of some of the questions . . . Ultimately, a preliminary set of refined questions is arranged.

. . . The next step should be to submit this list to experts both in the field of the problem and in related fields. With each consultation the same changes occur:

(1) the list of possible questions grows. (2) the number of areas which are of interest increases: (3) the number of areas which the research can cover must be decreased: (4) ambiguities, biases, poor phrasing, etc., are corrected gradually; and (5) a closer logical relationship develops between the parts of the schedule.

Whether the final research plan will use a highly structured set of questions for a questionnaire, or a set of relatively open-ended questions for an interview guide, the researcher will find it necessary to carry out a number of unstructured exploratory interviews . . .

For maximum efficiency, the pretest is suggested, since both the general research design, the interviewing technique, and the schedule itself are thus checked for errors.<sup>1</sup>

A preliminary set of statements relevant to the superintendent's role was outlined using the above suggestions as guides. Included were all those items which were felt to have a value in providing answers for the problem and hypothesis of the study. At this point, the questionnaire was lengthy, and in many cases, ambiguous, and contained many different and various type items.

The next step was to discuss these items with faculty members of the Colleges of Education at Michigan State University, members of the Department of Public Instruction, several superintendents, and the directors of

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<sup>1</sup>Goode, William J., and Hatt, Paul K. Methods of Social Research (New York: McGraw-Hill Book Company, Inc., 1952), pp. 134-169.

both national and state organizations providing extensive services to the intermediate unit. Finally, after much revision which included the deletion and addition of items, the content of the questionnaire was judged to be consistent and as accurate as conditions would permit. The format of the revised questionnaire included seventy-five statements of expectations that could be answered in terms of a scale used by Gross, Mason and McEachern,<sup>2</sup> Nonnamaker,<sup>3</sup> and Hoffman.<sup>4</sup> This scale, consisting of five points ranging from absolutely must, to preferably should, to may or may not, to preferably should not, to absolutely must not, was deemed adequate for this study. Each item could, therefore, be marked with a varying degree of intensity.

#### Pretesting the Instrument

As was stressed in the literature, a pretest is recommended to check the questionnaire. Through this technique, the researcher can find out, for example, if there is a high proportion of unanswered items, if the respondents do

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<sup>2</sup>Gross, op. cit., p. 102.

<sup>3</sup>Nonnamaker, op. cit., pp. 44-45.

<sup>4</sup>Hoffman, op. cit., pp. 50-51.

not understand certain items, or if there is a lack of order or continuity in the items.<sup>5</sup> The pilot study or pretest was conducted with five willing and interested persons. This pilot study included two former superintendents and three board of education members, none of whom were included in the sample. The school board members represented metropolitan, suburban and rural areas. The interviews and the written reactions from these persons proved to be helpful in clarifying certain statements. Based on the pretest several revisions were made in the instrument.

### The Sample

The sample included all the intermediate school district superintendents in Michigan, forty per cent of the board of education members and a group of recognized knowledgeable people closely related to the work and goals of the intermediate school office. Questionnaires were mailed to 83 county superintendents, 166 board of education members, and 8 recognized authorities. Board of Education members were stratified so that two were selected at random for each of the 83 intermediate board of education units. As was

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<sup>5</sup>Goode, op. cit., pp. 157-161.

stated in Chapter II, all intermediate units in Michigan had a membership of five.

The eight individuals chosen as the jury of experts or knowledgeable people representing the current thinking and trends relevant to the role of the intermediate school district superintendent were selected from a much larger group. The writer, with the help of three superintendents, compiled a list of people recognized as being familiar with the area of school administration. This list was reduced to a point where the three superintendents, two members of the Department of Public Instruction, and two university professors agreed that the selected individuals met the following criteria:

1. Someone familiar with the functions of the intermediate unit of school administration in Michigan.
2. Individuals representative of various groups or organizations associated with the office.
3. Someone who occupies a position of leadership most likely to influence the opinions of other school personnel and citizens.
4. Individuals sufficiently interested in this investigation to give careful consideration to the study.

The individuals recognized as meeting the above criteria and cooperating in the study are as follows:

1. Dr. Julius Barbour, Executive Director, Michigan Association of School Boards, East Lansing, Michigan.

2. Mr. Max W. Cochran, Consultant Research Services, Department of Public Instruction, Lansing, Michigan.
3. Dr. Charles O. Fitzwater, Chief, Local School Administration Section, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D. C.
4. Dr. Ed Pfau, Dean of Education, Northern Michigan University, Marquette, Michigan.
5. Mr. E. George Schutt, Consultant, Administrative Services, Department of Public Instruction, Lansing, Michigan.
6. Dr. W. Ray Smittle, Professor of Education, College of Education, Wayne State University, Detroit, Michigan.
7. Dr. Roland Strolle, Assistant Dean of School of Education, Western Michigan University, Kalamazoo, Michigan.
8. Dr. Fred Vescolani, Associate Professor, College of Education, Michigan State University, East Lansing, Michigan.

An envelope containing a covering letter, a copy of the questionnaire,<sup>6</sup> and a stamped, self-addressed return envelope was sent to each of the selected persons in the three groups. The questionnaires were sent to the office of each of the superintendents and recognized authorities and to the home address of each board of education member. A follow-up letter was sent approximately three weeks after the initial mailing.

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<sup>6</sup>Appendix A., pp. 140-148.

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### Method of Analysis

To study any differences that the group might have with respect to expectations for the role of the intermediate school district superintendent, it was necessary to use several statistical tools.

Basic to the analysis of the data is the distinction between the within or intraposition consensus, that is, consensus among all the respondents within the particular group, i.e., superintendents, school board members, or the jury of experts; and the between or interposition consensus, that is, consensus between two groups of role definers, i.e., superintendents and school board members.

Intraposition Consensus. Through the use of a five-point scale of intensity, running from "absolutely must" to "absolutely must not", it was possible to total the frequencies in each category and to arrive at a mean for each item. Thought was given to greater use of the various means but due to the nature of the instrument and lack of definite equal intervals it was decided not to use statistical measures employing greater use of mean scores.\*

It was decided that the instrument used which allowed for a series of distributions obtained from a set of responses

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\* The assumption of equal interval in computing the variance was recognized but there was no reason to feel this would significantly affect the conclusions.

of a sample to a single expectation item, could best be analyzed with the variance of the distribution as the measure of the within sample consensus. Variance for each sample on each item was computed by a standard operational variance formula.<sup>7</sup> The variance employs squared deviations, and it seemed desirable to magnify extreme deviations, particularly in view of the fact that the check list included variations in intensity. Differences between adjacent categories such as "absolutely must" and "preferably should" measure differences in degree to which the role obligation is felt to be obligatory, whereas differences between nonadjacent categories appear to measure far more important conflicts of viewpoint.

Interposition Consensus. The chi-square test for two independent samples was chosen because the two major groups are definitely independent, and because the item responses under study are frequencies in discrete categories.<sup>8</sup> In all hypotheses to be tested by use of the  $\chi^2$  there will be two samples (superintendents and board of education

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$$s^2 = \frac{N(\sum X^2) - (\sum X)^2}{N(N-1)}$$

<sup>8</sup> Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, 1956), p. 104.

members). The 75 items tested with chi-square used four degrees of freedom as derived by a standard formula.<sup>9</sup> The .05 level of significance was accepted as indicating a lack of consensus between superintendents and school board members. Levels of significance at the .01 and .001 level were also noted.

#### Treatment of Data

The questionnaire was constructed to utilize IBM processing procedures. This method was considered most efficient because of the number of questions and the kind of analysis desired.

The data were scored and coded for machine tabulation. Responses were tabulated for the three groups of respondents according to the frequency of selection of each item by each group. The per cent of agreement on all 75 items in the questionnaire was calculated from the responses by the three groups. In addition, the data were processed through the use of a digital computer, MISTIC (Michigan State Illiac Computer).

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<sup>9</sup>d.f. = (r - 1)(k - 1).

Summary

In this chapter, the general methods of the study have been described, and the persons participating in the study have been identified. The questionnaire construction, scaling method, and pretesting were outlined, as well as procedures followed in the analytical framework development.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

The major focus of interest in the analysis of the data collected in this study is the agreement and disagreement among three sets of role definers; namely, incumbents of the intermediate superintendency position, incumbents of the intermediate school board member position, and the selected jury of experts.

Each group's response to individual items was analyzed. This was done from the within or intraposition extents of agreement, as well as the between or interposition consensus.

It was hypothesized that selected independent variables as they regard both the intermediate school district superintendent and board of education would significantly affect the expectations held for the incumbent of the intermediate school district superintendency.

The opinions being compared were concerned with the intermediate school district superintendent's role expectations as expressed by each relevant group.

### The Instrument

The basic instrument used in this investigation herein described was a survey form consisting of seventy-five statements. The respondent was given the choice of five possible degrees of expectations, viz., absolutely must, preferably should, may or may not, preferably should not, or absolutely must not. The frequency of response on individual items for each group of role definers was determined.

The seventy five items which are possible obligations ascribed to the intermediate school superintendent can readily be grouped into three major sub-groups or categories.

The sub-groups are:

1. Characteristics: These range from items that deal with age to others which deal with educational qualifications to some which are descriptive of general personality characteristics or intermediate personal skills. The following 17 numbered items were placed in this category: 1, 4, 7, 8, 9, 11, 29, 31, 33, 34, 35, 39, 50, 54, 55, 56, and 60.
2. Performance: These items were designed to describe a behavior in which the superintendent may or may not be expected to engage as the chief administrator of the intermediate school office. Some items are of a general nature while others tend to be more

specific. However, they all deal with things a superintendent may do as a superintendent of the intermediate district. This was planned as the largest category and it contains 48 items which are numbered as follows: 2, 3, 10, 12, 13, 14, 15, 18, 21, 22, 23, 24, 25, 26, 27, 30, 36, 37, 38, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51, 52, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 71, 72, 73, 74, and 75.

3. Participation: These items were placed in the instrument to determine to what extent a superintendent of the intermediate district might be expected to relate to specific groups in the community. Most of these items are probably peripheral to the function of administering the intermediate school district, but they are nearly all concerned with his relationship to other systems in the environment in which a school system functions. The following 10 numbered items were placed in this category: 5, 6, 16, 17, 19, 20, 28, 32, 53, and 70.

#### Presentation of the Data

The number of usable questionnaires returned during the specified allowable time is described in Table 1.

Table 1.--Number of usable returns.

Group	Number Sent	Returned	Per Cent
School Board Members	166	122	73.5
Superintendents	83	67	80.7
Experts	8	8	100.0
	<u>257</u>	<u>197</u>	<u>76.7</u>

Table 2 classifies the board of education members according to age, sex, and experience on the county board of education. Educational level, income, and experience as a school teacher are indicated in Table 3.

The occupational characteristics of school board members have been classified in Table 4. These can be compared to figures in Michigan's employed work force as stated in the last decennial census.<sup>1</sup>

As indicated by the response from 122 board of education members, 26.7%, the largest single category, are farm owners and managers while the smallest single category in Michigan's work force is farm owners and managers, 2.3%. However, board of education members least characteristic occupational group of 1.7% is the semi-skilled category; the Michigan work force category in semi-skilled workers is the largest at 23.2%. Therefore, it seems reasonable to assume that board of education members are not representative of Michigans total work force.

In an effort to obtain the perception and also to observe the degree of divergence and convergence of these

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<sup>1</sup>U.S. Department of Commerce, Bureau of Census, United States Census of Population, 1960 Michigan, Detailed Characteristics," U. S. Government printing Office, Washington D. C., 1962 P. C. (1), H.C., pp. 474-479.



Table 2.--Classification of school board members to age, sex, and experience on county board of education.

Age group	Number	Sex	Number	Years experience on County Board of Education	Number
21 - 30	1	Male	108	1 - 2	16
31 - 40	8	Female	14	3 - 5	33
41 - 50	39			6 - 10	33
51 - 60	48			11 - 20	39
61 - over	25			21 - over	1

Table 3.--Classification of school board members according to educational level, income, and school teaching experience.

Educational level	No.	Family Income	No.	Classroom Experience	No.
Less than high school diploma	27	under \$5,000	13	yes	28
High School graduate	28	\$5,000 - 7,500	37	no	94
Less than college degree	37	\$7,501 - 10,000	30		
B. A. degree	18	10,001 - 15,000	23		
M. A. degree	6	15,001 - 25,000	16		
Doctorate degree	6	25,000 - over	2		

Table 4.--Classification of school board members according to their occupational characteristics as compared to Michigan's work force, last decennial census.

Occupation	Study Respondents		Michigan's Work Force
	Number	per cent	per cent
Professional and Technical	20	16.7	12.0
Farm Owners and Managers	32	26.7	2.3
Managers and Proprietors (excluding farmers)	28	23.3	7.7
Clerical and Sales	9	7.5	22.3
Craftsmen and Foremen	8	6.7	16.1
Semi-skilled	2	1.7	23.2
Service workers and Laborers	8	6.7	16.5
Homemakers	7	5.8	
Retired	6	5.0	
No response	2		

perceptions, the intermediate units in Michigan were divided into three categories. The classification of all units was arrived at after careful study and review of the intermediate unit's program. Among selected individuals closely associated

with the intermediate office there was consensus on placing five units into Group I--those units having a highly developed and organized program serving and adequately meeting the needs of education in their respective units. Group II contained those units that had moderately developed programs or were units that in recent years had endeavored to meet the needs and responsibilities placed upon the office. This group contained 16 intermediate units. All other units were placed in Group III--those units that had not given indication of changing the program substantially to better meet the needs of education.

Table 5 classifies the intermediate units into three categories, e.g., Group I, II, and III, and compares the questionnaire returns for superintendent and board of education members with the public school enrollment for the units within the particular group.

The above table indicates that in both superintendents and school board sub-groups the returns were evenly distributed among the three groups.

The incumbents of the position being studied were asked to reply to several personal characteristics. These were classified in Table 6 and Table 7.

Table 5.--Per cent of questionnaires returned by sub-groups of superintendent and board of education members compared to the per cent of school enrollment.

Sub-Group	Intermediate		Total Public		Per cent Returned	
	Units	Number	School Enrollment*	Per Cent	Superin- tendents	School Board Members
I	5		53.2		100.0	70.0
II	16		24.3		87.5	81.2
III	62		22.5		77.4	71.7
	83		100.0		80.7	73.5

\* Unaudited enrollment of 1,793,794 students in Michigan's public schools as of September 28, 1962.

Table 6.--Classification of intermediate school district superintendents according to experience as a county superintendent, other administrative experience, and classroom teaching.

Years	Years of Experience		
	County Super- intendency	Other Adminis- trative areas	Classroom Teacher
	Number	Number	Number
None	0	17	0
1 - 2	10	4	3
3 - 5	14	9	13
6 - 10	19	16	13
11 - 20	15	16	25
21 - over	9	5	11

The educational level and current (1962-63) salary are indicated in Table 7.

Table 7.--Classification of superintendents according to education level and salary.

Educational Level	No.	Current Salary	No.
B.A.	10	Under \$7,000	17
M.A.	53	\$7,001 - \$9,000	26
6 Years	2	\$9,001 - \$11,000	11
Ed.D or Ph.D	2	over \$13,000	6

The seventy-five items were categorized into three classifications for analysis. These included the items relevant to work performance, personal characteristics, and areas of participation.

Table 8.--Classification of selected characteristic items relevant to the role of the intermediate school district superintendent's position.

17 Items	
<u>Number</u>	<u>Item</u>
1.	Have at least some local school district administrative experience.
4.	Be someone over 45 years of age.
7.	Be a good public speaker.
8.	Be well-informed on educational issues and trends.
9.	Be the scholarly, the intellectual type.
11.	Be an active church member.
29.	Be outspoken on issues affecting education.
31.	Keep his personal life above reproach or question.
33.	Be skilled in public relations.
34.	Be able to express ideas clearly.

Table 8.--Continued

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17 Items	
<u>Number</u>	<u>Item</u>
35.	Have demonstrated ability to work effectively with others.
39.	Be a firm disciplinarian.
50.	Be educationally "conservative."
54.	Have a wife or husband that shares his or her ambition.
55.	Have an attractive personal appearance.
56.	Be a person that has great drive and is personally ambitious.
60.	Be a teetotaler.

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Table 9.--Classification of selected performance items relevant to the role of the intermediate school district superintendent's position.

48 Items	
<u>Number</u>	<u>Items</u>
2.	Have approval power of local district's building plans.
3.	Maintain and coordinate teacher recruiting program for all schools in the county.
10.	Take the leadership in providing opportunities for a comprehensive educational program for all students in the county.
12.	Be concerned about the handicapped child who has not been provided for in the regular school program.
13.	Encourage and assist in the establishment of an adult education program if none is available at the local level.
14.	Be flexible and able to vary the scope of his services as changing events demand.
15.	Assume the responsibility to plan and promote systematic occasions for local district administrators to discuss and study important educational issues.
18.	Keep abreast of trends in education practices.

Table 9.--Continued

48 Items	
<u>Number</u>	<u>Items</u>
21.	Establish regular channels of communication with local newspapers.
22.	Occasionally compromise with local citizens pressure groups.
23.	Take direction from individual intermediate district school board members.
24.	Give consideration to local values or feelings regarding race, religion and national origin in recommending individuals for vacant positions.
25.	Encourage and work toward adequate K-12 districts.
26.	Promote and aid the election of board of education members sympathetic to his thinking and philosophy.
27.	When called upon, actively support the local district in passage of bonding and millage proposals.
30.	Listen to complaints regarding local district operations as presented by citizens of that district.

Table 9.--Continued

48 Items	
<u>Number</u>	<u>Items</u>
36.	Actively seek support for improving equal educational opportunities for all students within the county.
37.	Actively seek to consolidate small inefficient and inadequate high school districts.
38.	Coordinate and provide services on a cost basis to local districts requesting them.
40.	Make regular visits to local school superintendents and their schools.
41.	Remain aloof from community issues not affecting his office.
42.	See that minimum subject matter standards are maintained in the various grades of schools within the county.
43.	Lead fight against critics of education.
44.	Arrange opportunities and occasions that could lead to improved administrative procedures in local schools.
45.	Reprimand staff members for going directly to board of education members, thereby by-passing the superintendent.

Table 9.--Continued

48 Items	
<u>Number</u>	<u>Items</u>
46.	Keep county board posted on educational conditions within the county.
47.	Maintain continuous contact with key legislative groups.
48.	Encourage and establish working agreements between local school districts.
49.	Refuse to permit members of his board of education to give direction to subordinates within his office.
51.	Assist new board of education members in orientation to their responsibilities.
52.	Be the foremost educational leader in the county.
57.	Seek ways to work directly with local school district patrons in the improvement of financial support of schools.
58.	Actively seek support of service clubs and citizens groups for the county educational program.
59.	Continuously evaluate the effectiveness of county staff activities.

Table 9.--Continued

48 Items	
<u>Number</u>	<u>Items</u>
61.	Be present at all board of education meetings except meetings when his contract is under consideration.
62.	Leave the impression at all times that in local school systems the local district superintendent is the chief administrator.
63.	Actively seek the allocation of a portion of the property tax to support educational services that is needed in his intermediate district.
64.	Actively support, while a member of the county allocation board, the local school district millage requirements over county governmental needs.
65.	Provide ways in which local district superintendents may evaluate the county program and services.
66.	Help identify problems which are common within the county.
67.	Offer his or her personal opinion to community or civic groups within the county concerning significant local school problems.

Table 9.--Continued

48 Items	
<u>Number</u>	<u>Items</u>
68.	Enforce all Board of Education policies whether he agrees with the policy or not.
69.	Be familiar with the educational program carried on by the local school districts.
71.	Enlist the aid of businessmen in providing materials and supplies for various educational activities, such as TV dealers furnishing sets or antennas.
72.	Take the initiative in securing the local radio or TV stations to sponsor educational-type public relations programs.
73.	Solicit advice in a systematic way from citizens and professional groups regarding specific educational issues confronting the intermediate district.
74.	Follow the direction of a local district superintendent on a matter directly affecting the local district, such as aid in securing certification of marginal teachers.
75.	Inform the president of the local board of education in the event that the local district superintendent fails to submit required information and reports to the intermediate district office, such as the registration of teacher certificates.

Table 10.--Classification of selected participation items relevant to the role of the intermediate school district superintendent's position.

10 Items	
<u>Number</u>	<u>Items</u>
5.	Work with state professional groups to improve public education.
6.	Look to the Department of Public Instruction for guidance and direction.
16.	Attend and actively participate in professional teacher-oriented organizations.
17.	Enroll or participate in a college or university professional improvement program at least every three years.
19.	Give time on committees sponsored by the Department of Public Instruction.
20.	Give time on committees sponsored by professional educational organizations.
28.	Cooperate willingly with the Department of Public Instruction and researchers who are attempting to advance knowledge in his field.
32.	Be active in community and county-wide civic organizations.
53.	Actively participate in local, regional, state, and national professional educational organizations.

Table 10.--Continued

10 Items	
<u>Number</u>	<u>Items</u>
70.	Know personally the recognized leaders in business, civic, and social agencies within the county.

As indicated in the preceding chapters, 257 individuals were asked to respond to a seventy-five item instrument which had a five point scale. The scale is as follows:

Scale value 5 -----absolutely must

Scale value 4 -----preferably should

Scale value 3 -----may or may not

Scale value 2 -----preferably should not

Scale value 1 -----absolutely must not

Before the three role categories as defined in Tables 8, 9, and 10 are analyzed, it seemed pertinent to examine the percentage of items in each of the sub groups on which there is disagreement between the superintendent and board of education member samples. This was done according to the chi square criterion and is presented in Table 11.



Table 11.--Percentage of items in the three role categories yielding significant chi-squares.

Role Category	Number of Items	Percentage of Items			
		At Less Than .001	Between .001 and .01	Between .01 and .05	Total Less Than .05
Characteristic	17	5.9	11.8	17.6	35.3
Performance	48	6.2	8.3	18.8	33.3
Participation	10	10.0	20.0	30.0	60.0
Total Instrument	75	6.7	10.7	20.0	37.3

$$d.f. = 4 \quad \chi^2_{.05} = 9.49 \quad \chi^2_{.01} = 13.28 \quad \chi^2_{.001} = 18.46$$

On slightly less than two thirds (62.7 per cent) of the role expectation items there is no significant difference. This suggests a tendency toward consistency between the two samples. However, the fact that on 37 per cent of the expectation items there is a significant difference between the two distributions, significant at least at the .05 level, indicates there is a reasonable possibility toward strained relationships between intermediate school district superintendents and their board of education members.

A more detailed examination of the total instrument through the three sub-groups or role categories is necessary. Relevant to this is the intraposition consensus of the three respondent groups.

The cutting point selected was a variance score over .750 which would indicate a tendency toward a lack of agreement within the role defining group.

The school board members per cent of agreement among themselves is lower than either of the other two groups. On only thirteen of the items was there lack of agreement within the jury of experts group.

Table 12.--Percentage of items in the three role categories having consensus within each of the samples.

Role Category	Number of Items	Percentage of Items		
		School Board Members	Superintendents	Experts
Characteristic	17	82.4	94.1	94.1
Performance	48	56.2	62.5	77.1
Participation	10	90.0	100.0	90.0
Total Instrument	75	66.7	74.7	82.7

#### Analysis of Characteristic Items

The statistical information relevant to the seventeen items characteristic role category part of the instrument is presented in Table 13. In this table the individual items are analyzed separately according to percentage responses, mean, variance and the chi-square test of significance.

It is demonstrated by the chi-square test that on five items a significant difference exists between superintendents and board of education members. Two of these items are at the .01 level of significance while three are between the .01 and .05 level. The greatest divergence of opinion occurred in Items 50 and 56 on whether or not the superintendent should "be educationally conservative" and whether or

Table 13.--Responses, mean, variance, and chi-square test of significance on characteristic items relevant to the role of the intermediate school district superintendent's position.

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{X}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
1	SB	40	46	12	1	4.23	.578	
	S	33	52	12	1	4.13	.640	1.22
	E	63	38	0	0	4.63	.270	
4	SB	2	20	71	5	3.17	.384	
	S	3	7	75	6	2.90	.608	9.88
	E	0	0	50	38	2.38	.548	
7	SB	13	73	13	1	3.98	.303	
	S	3	73	24	0	3.79	.230	8.17
	E	0	75	25	0	3.75	.212	
8	SB	82	16	1	0	4.79	.281	
	S	85	15	0	0	4.85	.130	1.16
	E	88	13	0	0	4.88	.123	
9	SB	15	35	48	2	3.62	.578	
	S	7	43	49	0	3.58	.397	7.20
	E	0	13	75	13	3.00	.281	

11	SB S E	7 3 0	58 42 0	35 55 100	0 0 0	0 0 0	3.71 3.48 3.00	.336 .314 -----	7.34
29	SB S E	31 17 38	35 50 25	21 27 38	10 6 0	2 0 0	3.83 3.77 4.00	1.124 .640 .865	8.74
31	SB S E	69 72 63	30 28 38	0 0 0	2 0 0	0 0 0	4.65 4.72 4.63	.325 .203 .270	1.19
33	SB S E	34 40 50	61 58 38	4 1 13	0 0 0	0 0 0	4.30 4.39 4.38	.292 .270 .548	1.41
34	SB S E	54 49 88	44 49 13	2 1 0	0 0 0	0 0 0	4.52 4.48 4.88	.281 .281 .123	0.43
35	SB S E	62 63 88	38 37 13	0 0 0	0 0 0	0 0 0	4.62 4.63 4.88	.240 .240 .123	0.00
39	SB S E	21 9 0	52 45 0	24 35 100	2 9 0	2 2 0	3.89 3.52 3.00	.656 .723 -----	11.58
50	SB S E	7 2 0	33 9 0	34 52 38	19 26 63	8 12 0	3.12 2.62 2.38	1.082 .757 .270	17.01



Table 13.--Continued

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{X}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
54	SB	2	49	46	1	3.50	.423	
	S	3	51	45	1	3.55	.342	1.38
	E	0	38	63	0	3.38	.270	
55	SB	21	66	12	0	4.07	.410	
	S	18	73	9	0	4.08	.263	1.59
	E	13	63	25	0	3.88	.410	
56	SB	0	72	24	3	3.49	.323	
	S	6	52	36	6	3.54	.494	13.95
	E	13	75	13	0	4.00	.281	
60	SB	12	37	43	3	3.47	.865	
	S	3	33	62	0	3.36	.384	10.40
	E	0	0	100	0	3.00	-----	

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(1) For the text of each item on the instrument see Appendix A, pp. 140-148.

(2) Size of SB (school board members) is 122, S (superintendents) is 67, and E (jury of experts) is 8.

(3) Since percentages are approximations, the total for the five response categories deviates slightly from 100 in the case of some items.

AM - Absolutely must

PS - Preferably should

MMN - May or may not

PSN - Preferably should not

AMN - Absolutely must not

(4) Mean response of the groups for each item (AM weighted as 1, PS as 2, MMN as 3, PSN as 4, and AMN as 5).

(5) Variance of the distribution of responses for each group for each item.

(6) Chi-square obtained for the comparison of the superintendent and school board member groups. Critical values of chi-square with four degrees of freedom at the 5 per cent level of significance is 9.49, the 1 per cent level is 13.28 and the .01 per cent level is 18.46.

not he should "be a person that has great drive and is personally ambitious."

Convergence of expectations held for the superintendent of the intermediate district was greatest in the following four areas:

Item 8 - Be well-informed on educational issues and trends.

Item 31 - Keep his personal life above reproach or question.

Item 33 - Be skilled in public relations.

Item 35 - Have demonstrated ability to work effectively with others.

The jury of experts had complete agreement on the following three items:

Item 11 - Be an active church member.

Item 39 - Be a firm disciplinarian.

Item 60 - Be a teetotaler.

On 6 of the 14 other items they had consensus by at least six members or 75% of the group. Item 29, "Be outspoken on issues affecting education" was the only item on which they failed to get 50% agreement.

In Table 14 which classifies responses to a characteristic role expectation, the superintendents and school board



members in Sub-Groups I and II (the more highly developed intermediate units) appear to be more divergent in their expectation than the respondents in Group III. However, superintendents in Groups I and II are more in agreement with the jury of experts than any of the other sub-groups.

Table 14.--Comparison of responses to item 50 (be educationally 'conservative') between various sub-groups with the samples.

Sub-Groups	Sample (Size)	Percentage of Response				
		AM	PS	MMN	PSN	AMN
I, II, and III (Total)	SB(122)	7	33	34	19	8
	S (67)	2	9	52	26	12
	E (8)	0	0	38	63	0
I and II	SB(33)	6	50	31	6	6
	S (19)	0	0	53	26	21
III	SB(89)	7	26	35	24	8
	S (48)	2	13	51	26	9

In Table 15 the superintendents and school board members in Sub-Groups I and II are in greater accord with the jury of experts than both the superintendent and school board member respondents in Group III.

Variance which indicated the amount of agreement within a sample was generally greater for school board members. This was true on 9 items; superintendents were in

Table 15.--Comparison of responses to item 56 (be a person that has great drive and is personally ambitious) between various sub-groups with the samples.

Sub-Groups	Sample (Size)	Percentage of Response				
		AM	PS	MMN	PSN	AMN
I, II, and III (Total)	SB(122)	0	72	24	3	1
	S (67)	6	52	36	6	0
	E (8)	13	75	13	0	0
I and II	SB(33)	0	82	18	0	0
	S (19)	0	58	37	5	0
III	SB(89)	0	69	27	4	1
	S (48)	9	49	36	6	0

greater divergence of opinion on 4 items while the jury of experts indicated greatest divergence on only one item.

In the area of consensus as indicated by a low variance score the jury of experts were in agreement on eleven items, superintendents on four items, and school board members were in greatest agreement on only one.

#### Analysis of Performance Items

The performance role category part of the instrument is presented in Table 16. Forth-eight items are statistically analyzed for areas of convergence and divergence of the role expectations for the superintendent of the interim school district as viewed by the respondent groups. In Table 16 the

Table 16.--Responses, mean, variance, and chi-square test of significance on performance items relevant to the role of the intermediate school district superintendent's position.

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{X}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
2	SB	2	14	26	35	2.40	1.124	
	S	1	24	27	33	2.67	1.082	4.40
	E	0	0	0	38	1.38	.270	
3	SB	11	39	23	16	3.26	1.346	
	S	5	39	37	13	3.22	.903	6.55
	E	0	0	50	13	2.13	.980	
10	SB	42	50	5	3	4.30	.504	
	S	40	51	9	0	4.31	.397	3.33
	E	38	63	0	0	4.38	.270	
12	SB	64	35	1	0	4.63	.250	
	S	69	31	0	0	4.69	.221	0.89
	E	63	38	0	0	4.63	.270	
13	SB	14	62	23	1	3.89	.397	
	S	22	58	18	1	4.01	.476	2.64
	E	13	88	0	0	4.13	.123	
14	SB	60	38	2	0	4.59	.281	
	S	70	30	0	0	4.70	.212	2.40
	E	88	13	0	0	4.88	.123	

15	SB	37	51	10	1	1	4.23	.518	
	S	43	51	6	0	0	4.37	.360	2.32
	E	38	63	0	0	0	4.38	.270	
18	SB	77	22	1	0	0	4.76	.203	
	S	81	19	0	0	0	4.81	.160	0.77
	E	88	13	0	0	0	4.88	.123	
21	SB	35	53	10	1	1	4.21	.518	
	S	49	45	6	0	0	4.43	.372	4.59
	E	63	38	0	0	0	4.63	.270	
22	SB	4	18	34	31	13	2.70	1.082	
	S	1	28	48	15	8	3.00	.810	9.79
	E	0	0	63	38	0	2.63	.270	
23	SB	4	9	21	21	44	2.07	1.392	
	S	3	15	16	28	37	2.18	1.392	3.43
	E	13	13	25	13	38	2.50	2.28	
24	SB	11	42	17	15	15	3.20	1.563	
	S	8	42	12	26	12	3.08	1.488	4.14
	E	13	63	25	0	0	3.88	.410	
25	SB	52	33	10	2	2	4.29	.865	
	S	70	24	4	1	0	4.63	.423	7.31
	E	88	13	0	0	0	4.88	.123	
26	SB	1	4	14	24	57	1.68	.846	
	S	1	6	30	34	28	2.18	.941	14.94
	E	0	0	13	25	63	1.50	.578	
27	SB	8	44	32	11	4	3.41	.884	
	S	24	42	22	10	1	3.76	.980	10.15
	E	25	50	25	0	0	4.00	.578	

Table 16.--Continued

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{x}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
30	SB	38	39	16	5	4.08	.884	
	S	15	45	33	7	3.67	.672	15.81
	E	0	63	13	25	3.38	.846	
36	SB	67	28	3	0	4.59	.504	
	S	82	17	2	0	4.80	.194	5.09
	E	100	0	0	0	5.00	-----	
37	SB	31	42	13	11	3.87	1.166	
	S	45	45	10	0	4.34	.436	11.91
	E	63	38	0	0	4.63	.270	
38	SB	25	55	17	1	4.01	.608	
	S	49	42	7	1	4.39	.490	13.61
	E	63	38	0	0	4.63	.270	
40	SB	36	40	19	5	4.07	.740	
	S	28	42	24	4	3.91	.846	3.16
	E	38	13	50	0	3.88	.980	
41	SB	11	17	43	18	2.98	1.254	
	S	0	12	42	31	2.51	.810	11.16
	E	0	0	50	25	2.25	.792	

42	SB	60	33	4	2	2	4.48	.640	27.35
	S	27	40	21	6	6	3.76	1.210	
	E	0	43	14	14	29	2.71	1.904	
43	SB	17	23	36	11	12	3.21	1.488	
	S	12	35	47	6	0	3.53	.624	18.65
	E	0	38	63	0	0	3.38	.270	
44	SB	34	61	6	0	0	4.28	.314	
	S	37	61	0	0	1	4.33	.410	5.83
	E	38	63	0	0	0	4.38	.270	
45	SB	22	21	28	18	11	3.26	1.664	
	S	30	31	30	7	1	3.81	1.000	11.44
	E	13	38	50	0	0	3.63	.548	
46	SB	84	16	0	0	0	4.84	.130	
	S	87	12	1	0	0	4.85	.160	2.24
	E	88	13	0	0	0	4.88	.123	
47	SB	32	49	16	1	3	4.07	.740	
	S	42	54	4	0	0	4.37	.325	8.37
	E	25	63	13	0	0	4.13	.410	
48	SB	33	57	8	0	2	4.20	.518	
	S	45	52	3	0	0	4.42	.303	4.83
	E	50	38	13	0	0	4.38	.548	
49	SB	46	22	15	11	6	3.92	1.588	
	S	52	16	21	4	6	4.04	1.464	3.85
	E	63	13	13	13	0	4.25	1.346	
51	SB	56	42	2	0	1	4.52	.384	
	S	61	34	3	0	1	4.54	.490	1.39
	E	57	43	0	0	0	4.57	.281	

Table 16.---Continued

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{X}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
52	SB	21	53	24	2	3.94	.518	
	S	22	63	15	0	4.07	.372	3.55
	E	13	25	63	0	3.50	.578	
57	SB	16	66	11	3	3.86	.749	
	S	27	45	21	4	3.88	.925	9.74
	E	13	25	25	38	3.13	1.277	
58	SB	17	55	21	4	3.80	.738	
	S	20	68	12	0	4.08	.317	7.73
	E	13	88	0	0	4.13	.123	
59	SB	49	46	3	2	4.42	.410	
	S	73	25	0	2	4.70	.303	11.50
	E	88	13	0	0	4.88	.123	
61	SB	72	25	2	0	4.68	.348	
	S	72	25	3	0	4.69	.281	0.92
	E	88	13	0	0	4.88	.123	
62	SB	61	19	5	9	4.20	1.513	
	S	81	10	4	3	4.66	.689	8.79
	E	75	13	0	0	4.38	1.988	
63	SB	67	25	5	2	4.57	.548	
	S	69	28	3	0	4.66	.292	2.18
	E	63	25	13	0	4.50	.578	

64	SB	29	34	27	6	4	3.78	1.124	6.63
	S	15	33	41	5	6	3.47	1.020	
	E	13	75	13	0	0	4.00	.281	
65	SB	35	60	6	0	0	4.29	.325	0.44
	S	31	64	4	0	0	4.27	.292	
	E	50	50	0	0	0	4.50	.281	
66	SB	32	59	8	1	0	4.22	.384	9.96
	S	49	51	0	0	0	4.49	.250	
	E	75	25	0	0	0	4.75	.212	
67	SB	16	41	26	10	7	3.47	1.210	4.75
	S	12	31	42	9	6	3.34	1.020	
	E	0	38	38	25	0	3.13	.689	
68	SB	68	20	7	3	2	4.49	.810	5.58
	S	61	30	9	0	0	4.52	.436	
	E	88	13	0	0	0	4.88	.123	
69	SB	71	29	0	0	0	4.71	.203	16.39
	S	43	54	3	0	0	4.40	.303	
	E	88	13	0	0	0	4.88	.123	
71	SB	0	28	55	12	5	3.07	.593	12.33
	S	7	36	40	13	3	3.31	.828	
	E	0	25	38	38	0	2.88	.689	
72	SB	9	62	25	2	2	3.74	.518	5.79
	S	15	52	33	0	0	3.82	.449	
	E	0	63	38	0	0	3.63	.270	
73	SB	14	57	21	5	3	3.73	.792	4.40
	S	22	54	21	3	0	3.96	.563	
	E	38	63	0	0	0	4.38	.270	



Table 16.--Continued

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{X}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
74	SB	10	38	28	17	3.28	1.166	
	S	9	30	37	15	3.15	1.166	2.46
	E	0	25	50	13	2.88	.980	
75	SB	53	36	5	3	4.34	.828	
	S	7	12	33	18	2.49	1.563	93.26
	E	13	13	25	25	2.63	1.988	

(1) For the text of each item on the instrument see Appendix A, pp. 140-148.

(2) Size of SB (school board members) is 122, S (superintendents) is 67, and E (jury of experts) is 8.

(3) Since percentages are approximations, the total for the five response categories deviates slightly from 100 in the case of some items.

AM - Absolutely must

PS - Preferably should

MMN - May or may not

PSN - Preferably should not

AMN - Absolutely must not

(4) Mean response of the groups for each item. (AM weighted as 1, PS as 2, MMN as 3, PSN as 4, and AMN as 5)

(5) Variance of the distribution of responses for each group for each item.

(6) Chi-square obtained for the comparison of the superintendent and school board member groups. Critical values of chi-square with four degrees of freedom at the 5 per cent level of significance is 9.49, the 1 per cent level is 13.28 and the .01 per cent level is 18.46.

individual items are analyzed separately according to percentage responses, mean, variance and the chi-square test of significance.

It is demonstrated by the chi-square test that on 16 of the 48 items a significant difference exists between superintendents and school board members. Three of the items are at the .001 level of significance and are as follows:

- Item 42 - See that minimum subject matter standards are maintained in the various grades of schools within the county.
- Item 43 - Lead fight against critics of education.
- Item 75 - Inform the president of the local board of education in the event that the local district superintendent fails to submit required information and reports to the intermediate district office, such as the registration of teacher certificates.

Four additional performance role items lie between the .001 and .01 level of significance and they are as follows:

- Item 26 - Promote and aid the election of board of education members sympathetic to his thinking and philosophy.
- Item 30 - Listen to complaints regarding local district operations as presented by citizens of that district.
- Item 38 - Coordinate and provide services on a cost basis to local districts requesting them.

Item 69 - Be familiar with the educational program carried on by the local school districts.

The remaining items in this section on which there is a divergence in views below the .05 level of significant difference are as follows:

Item 22 - Occasionally compromise with local citizen pressure groups.

Item 27 - When called upon, actively support the local district in passage of bonding and millage proposals.

Item 37 - Actively seek to consolidate small inefficient and inadequate high school districts.

Item 41 - Remain aloof from community issues not affecting his office.

Item 45 - Reprimand staff members for going directly to board of education members, thereby by-passing the superintendent.

Item 57 - Seeks ways to work directly with local school district patrons in the improvement of financial support of schools.

Item 59 - Continuously evaluate the effectiveness of county staff activities.

Item 66 - Help identify problems which are common within the county.

Item 71 - Enlist the aid of businessmen in providing materials and supplies for various educational activities, such as TV dealers furnishing sets or antennas.

Agreement as to expectation of role held for the superintendent as perceived by school board members and

incumbents of the office was greatest in the following seven areas:

- Item 12 - Be concerned about the handicapped child who has not been provided for in the regular school program.
- Item 15 - Assume the responsibility to plan and promote systematic occasions for local district administrators to discuss and study important educational issues.
- Item 18 - Keep abreast of trends in education practices.
- Item 46 - Keep county board posted on educational conditions within the county.
- Item 51 - Assist new board of education members in orientation to their responsibilities.
- Item 61 - Be present at all board of education meetings except meetings when his contract is under consideration.
- Item 65 - Provide ways in which local district superintendents may evaluate the county program and services.

The jury of experts found it possible to have complete agreement on only one item, Item 36, "Actively seek support for improving equal educational opportunities for all students within the county". They did have consensus by at least six members on 14 of the 48 items in this section of the analysis. However, on 6 items, 12.5% of the performance items, they failed to get consensus at the 50% level.

Table 17 classifies the responses from superintendents and school board members in Sub-Groups I, II, and III with

Table 17.--Comparison of responses to item 26 (promote and aid the election of board of education members sympathetic to his thinking and philosophy) between various sub-groups with the samples.

Sub-Groups	Sample (Size)	Percentage of Response				
		AM	PS	MMN	PSN	AMN
I, II, and III (Total)	SB(122)	1	4	14	24	57
	S (67)	1	6	30	34	28
	E (8)	0	0	13	25	63
I and II	SB(33)	0	6	16	22	56
	S (19)	0	0	21	42	37
III	SB(89)	1	3	13	25	57
	S (48)	2	8	33	31	25

the sample response. It appears that in Item 26 superintendents in Groups I and II are more in agreement with the jury of experts than any other sub-group. All sub-categories of school board members vary only slightly from one another, indicating divergence of views at the various levels.

Careful analysis of the responses by various sub-groups to items numbered 42, 43, and 69 indicated no major shift in direction on the scale by any of the sub-group respondents.

Item 75 proved to be interesting when analyzed, not because of role expectation expectancies by various sub-groups, but because superintendents felt very strongly that

they should not bypass the local superintendent and go directly to the president of the local school board on matters affecting education at the local level, while school board members indicated the circumventing of the local superintendent would be acceptable. Lack of consensus by the jury of experts must also be noted.

Variance within a sample indicating a lack of intraposition consensus was generally greater for school board members. This was true on 29 of the 48 items. Superintendents were in the least amount of agreement on only 8 of the items.

Consensus as indicated by a low variance score was highest among the jury of experts. They indicated most agreement on 69% of the items.

#### Analysis of Participation Items

The statistical analysis of the ten items contained in the participation role category is presented in Table 18. In this table the individual items are analyzed separately according to percentage responses, mean, variance and chi-square test of significance.

In the chi-square test of significant difference at the .05 level of significance, 60% of the items give

Table 18.--Responses, mean, variance, and chi-square test of significance on participation items relevant to the role of the intermediate school district superintendent's position.

(1) Item	(2) Group	(3) Percentage of Response				(4) $\bar{X}$	(5) $s^2$	(6) $\chi^2$
		AM	PS	MMN	PSN			
5	SB	40	48	9	1	4.25	.624	
	S	72	27	1	0	4.70	.240	18.75
	E	88	13	0	0	4.88	.123	
6	SB	34	48	16	1	4.15	.593	
	S	36	57	7	0	4.28	.360	3.95
	E	25	25	50	0	3.75	.792	
16	SB	24	50	21	3	3.89	.792	
	S	25	58	15	1	4.07	.462	3.60
	E	25	75	0	0	4.25	.212	
17	SB	7	41	51	1	3.55	.410	
	S	7	64	28	0	3.79	.325	10.37
	E	0	50	50	0	3.50	.281	
19	SB	20	54	25	1	3.94	.490	
	S	36	57	7	0	4.28	.360	11.37
	E	25	63	13	0	4.13	.410	
20	SB	7	54	34	3	3.64	.490	
	S	19	67	12	1	4.04	.372	15.96
	E	38	63	0	0	4.38	.270	

28	SB	45	48	6	0	1	4.37	.449	
	S	61	39	0	0	0	4.61	.240	7.48
	E	75	25	0	0	0	4.75	.212	
32	SB	45	48	26	0	0	3.83	.336	
	S	18	72	10	0	0	4.07	.281	7.89
	E	25	63	13	0	0	4.13	.410	
53	SB	20	52	25	2	2	3.88	.656	
	S	33	60	7	0	0	4.25	.348	12.21
	E	50	50	0	0	0	4.50	.281	
70	SB	8	69	22	1	0	3.84	.314	
	S	22	69	9	0	0	4.13	.303	11.43
	E	38	63	0	0	0	4.38	.270	

(1) For the text of each item on the instrument see Appendix A, pp. 140-148.

(2) Size of SB (school board members) is 122, S (superintendents) is 67, and E (jury of experts) is 8.

(3) Since percentages are approximations, the total for the five response categories deviates slightly from 100 in the case of some items.

AM - Absolutely must  
 PS - Preferably should  
 MMN - May or may not  
 PSN - Preferably should not  
 AMN - Absolutely must not

(4) Mean response of the groups for each item (AM weighted as 1, PS as 2, MMN as 3, PSN as 4, and AMN as 5).

(5) Variance of the distribution of responses for each group for each item.

(6) Chi-square obtained for the comparison of the superintendent and school board member groups. Critical values of chi-square with four degrees of freedom at the 5 per cent level of significance is 9.49, the 1 per cent level is 13.28 and the .01 per cent level is 18.46.



indication of a divergence of expectations held by superintendents and school board members for the intermediate school district superintendent.

One of the items is significant at the .001 level of significance, indicating disagreement on Item 5, "Work with state professional groups to improve public education"; another item, Item 20, "Give time on committees sponsored by professional educational organizations", is significant at the .01 level. Four items indicate a significant difference between the .01 and .05 level of significance. They are these items:

- Item 17 - Enroll or participate in a college or university professional improvement program at least every three years.
- Item 19 - Give time on committees sponsored by the Department of Public Instruction.
- Item 53 - Actively participate in local, regional, state, and national professional educational organizations.
- Item 70 - Know personally the recognized leaders in business, civic, and social agencies within the county.

Convergence of expectations held for the superintendent of the intermediate district was greatest in the following two areas:

- Item 6 - Look to the Department of Public Instruction for guidance and direction.

Item 16 - Attend and actively participate in professional teacher-oriented organizations.

However, the jury of experts were in greatest agreement on Item 5, "Work with state professional groups to improve public education", and on the nine other individual items had agreement in expectation for the role at least the 50% level.

Lack of agreement within the respondent groups in the participation role section was negligible.

The participation role aspect as viewed and perceived by respondent groups finds its greatest divergence and convergence in this area of role expectation. Here we find the greatest within or intraposition agreement and also the greatest between or interposition disagreement.

The two items on which there was greatest divergence were analyzed by both total sample and sub-groups. Table 19 compares responses by sub-groups to Item 5. Item 20 indicated no greater convergence by any of the sub-groups. In fact, school board member responses in Sub-Groups I, II, III, and the total sample were on the scale continuum in nearly like manner.

Superintendents in Sub-Groups I and II in Table 19 are nearly in complete agreement with the experts. School board members in this same sub-group have a greater tendency

Table 19.--Comparison of responses to item 5 (work with state professional groups to improve public education) between various sub-groups with the samples.

Sub-Groups	Sample (Size)	Percentage of Response				
		AM	PS	MMN	PSN	AMN
I, II and III (Total)	SB(122)	40	48	9	1	1
	S (67)	72	27	1	0	0
	E (8)	88	13	0	0	0
I and II	SB(33)	42	55	0	0	3
	S (19)	89	11	0	0	0
III	SB(89)	39	46	12	1	1
	S (48)	65	33	2	0	0

toward the role expectations held by superintendents and experts than do those in Sub-Group III.

#### Analysis of Selected Personal Variables

Selected items for both the superintendents and school board members were compared to various independent variables regarding the intermediate school district superintendency. The expectations held were compared to discover any differences which might be related to the particular personal characteristic.

Responses to Item 17, whether or not the intermediate school district superintendent should enroll or participate in an improvement program periodically, was compared to the

responses from school board members according to occupation classification. It was hypothesized that those with more skill or training as necessary for their particular occupation would see merit in this approach. Table 20 indicates that no observed difference is indicated.

Table 20.--Comparison of percentage responses of school board members according to occupational classifications on item 17, "enroll or participate in a college or university professional improvement program at least every three years."

Occupation	Number	Percentage Response				
		AM	PS	MMN	PSN	AMN
Professional and Technical	20	5	40	55	0	0
Farm Owners and Managers	32	3	41	53	3	0
Managers and Proprietors (excluding farmers)	28	10	41	48	0	0
Clerical and Sales	9	0	50	50	0	0
Craftsmen and Foremen	8	0	38	63	0	0
Semi-skilled	2	0	0	100	0	0
Service workers and Laborers	8	38	25	38	0	0
Homemakers	7	14	57	29	0	0
Retired	6	0	67	33	0	0

Table 21 compares responses on whether or not the incumbent of the superintendent's position should be the scholarly and intellectual type and Table 22 classifies responses on whether or not the superintendent should give time on committees sponsored by professional and educational organizations.

The hypothesis that individuals with the greater amount of formal educational training would view significantly differently the need for a scholarly and intellectual administrator willing to serve on professional committees was not substantiated.

Table 21.--Comparison of percentage responses of superintendents and school board members according to educational level on item 9, "be the scholarly, the intellectual type."

Educational Level			Group (Size)	Percentage Response				
				AM	PS	MMN	PSN	AMN
High school graduate or less	SB	(55)		17	34	49	0	0
	S	(0)		0	0	0	0	0
One year college to B A degree	SB	(55)		13	35	51	2	0
	S	(10)		20	30	50	0	0
M A degree	SB	(6)		33	50	17	0	0
	S	(51)		2	43	55	0	0
6 years training to doctorate	SB	(6)		0	50	50	0	0
	S	(6)		0	100	0	0	0

Table 22.--Comparison of percentage responses of superintendents and school board members according to educational level on item 20, "give time on committees sponsored by professional educational organizations.

Educational Level		Group (Size)	Percentage Response				
			AM	PS	MMN	PSN	AMN
High school graduate or less	SB	(55)	13	47	33	6	2
	S	(0)	0	0	0	0	0
One year college to B A degree	SB	(55)	4	60	35	2	0
	S	(10)	10	80	10	0	0
M A degree	SB	(6)	0	50	50	0	0
	S	(51)	18	69	14	0	0
6 years training to doctorate	SB	(6)	0	67	33	0	0
	S	(6)	50	33	17	0	0

Tables 23 and 24 compare responses by school board members according to the number of years' experience on county or intermediate unit boards of education. It was believed that a significant difference would be observed among school board members and their expectation of the superintendent's role regarding "taking direction from individual school board members" and "promoting the election of members sympathetic to his thinking." The following two tables fail to indicate this supposition.

Responses to Item 49, whether or not the intermediate school district superintendent should refuse to permit

Table 23.--Comparison of percentage responses of school board members according to years of experience on the county school board on item 23, "take direction from individual intermediate district school board members."

Years of Experience	Number	Percentage Response				
		AM	PS	MMN	PSN	AMN
1 - 2	16	0	0	25	19	56
3 - 5	33	0	0	9	27	64
6 - 10	33	0	9	18	24	48
11 - 20	39	3	5	10	26	56
21 or more	1	0	0	0	0	100

Table 24.--Comparison of percentage responses of school board members according to years of experience on the county school board on item 26, "promote and aid the election of board of education members sympathetic to his thinking and philosophy."

Years of Experience	Number	Percentage Response				
		AM	PS	MMN	PSN	AMN
1 - 2	16	0	13	13	50	25
3 - 5	33	6	3	21	18	52
6 - 10	33	3	9	24	15	48
11 - 20	39	5	13	23	21	38
21 or more	1	0	0	0	0	100

members of his school board to give directions to subordinates within his office, was compared to the responses from

superintendents according to years of experience as the chief school officer at the intermediate level of administrator. It was hypothesized that those with more experience would object to this more strenuously. Table 25 indicates that there is no significant difference in expectation.

Table 25.--Comparison of percentage responses of superintendents according to years of experience as the intermediate district's superintendent on item 49, "refuse to permit members of his board of education to give direction to subordinates within his office."

Years of Experience	Number	Percentage Response				
		AM	PS	MMN	PSN	AMN
1 - 2	10	50	10	30	10	0
3 - 5	14	57	21	21	0	0
6 - 10	19	47	11	37	0	5
11 - 20	15	53	27	7	7	7
21 or more	9	56	11	0	11	22

### Summary

An analysis was made of the data to determine areas of convergence and divergence of expectations held by superintendents, school board members, and the jury of experts. Significant differences regarding the role expectations held for the intermediate school district superintendent were studied.



The seventy-five items on the questionnaire were classified and placed in three distinct sub-groups, i.e., characteristics, performance, and participation role categories. A group of 252 individuals composed of 83 superintendents, 166 school board members, and 8 people considered knowledgeable in the area of school administration were asked to respond to the questionnaire. Of this number 76.7% returned useable questionnaires. These findings and their implications and conclusions are generalized only to this population in Michigan.

The basic hypothesis that there is significant difference between expectations held by the incumbents of the intermediate school district superintendent's position and relevant others was accepted for 27 of the 75 selected items. Therefore, it can be concluded that not all groups hold expectations to the same extent and that some conflicting expectations are held.

There was no group of respondents which consistently perceived the roles with divergence or convergence. Instead, there was inconsistency in differences or similarities of expectations held for the position.

When variables were analyzed, the conclusion was drawn that, for the sample tested and the items analyzed, the years

of experience, educational level, and occupational classification, do not affect, at least to a great degree, the manner in which these role definers view the role of intermediate school district superintendent.

It should not be overlooked that significant agreement in expectations exists for many of the seventy-five selected items on the questionnaire. Knowledge of these recognized areas of agreement and also disagreement concerning selected aspects of the intermediate school district superintendent's position should serve as a starting point for role clarification and also the reduction of potential areas of conflict.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

This study is an attempt to determine the perception of intermediate school district superintendents, board of education members, and selected knowledgeable individuals in this field of investigation. Perceptions in role expectations were sought on seventy-five statements that may affect the function of the intermediate school district superintendent's office. Congruency in role expectation by individuals and groups relevant to the superintendency position, as well as the position incumbents, is essential for effective administration of the office. As indicated in a previous chapter, human behavior is influenced by expectations individuals hold for themselves or which others may hold for them.

The empirical complexities of "degrees of consensus" on role expectations have been examined. The "degree of

consensus" on each of the seventy-five items relevant to the position was carefully analyzed from several possible avenues. The intraposition or within agreement was analyzed by use of a standard variance formula. This method determined if significant differences existed between individuals within a particular group for each of the items on the instrument.

The chi-square technique was employed in testing and comparing the pattern of responses of the superintendents and board of education members. This between or interposition analysis was computed for each of seventy-five items in the instrument.

Selected personal variables and characteristics of the role definers were hypothesized to be systematically related to the role expectations held.

Several sub-groups within the samples were defined and classified, and their responses analyzed to determine possible causes for variations in the degree of consensus. Similar reasoning prompted the classification of each of the seventy-five items on the instrument used into three sub-categories.

The direction and intensity of the expectation held by each respondent was measured on a five-point scale. This

study did not purport to determine the causes of conflict. Although the intermediate district superintendent interacts with many persons and groups, this study was limited to expectations held by superintendents, board of education members, and experts in the intermediate unit of state school administration. The investigation was conducted in all 83 counties in the State of Michigan during the 1962-63 school year.

The initial approach was to identify the professional roles of the superintendent's position. Many basic operations and responsibilities as determined by legislative mandate were not included, whereas, other characteristics and roles as determined by interviews, on-the-job observations, and the review of pertinent literature was included.

A check list type of questionnaire was developed regarding selected aspects of the position. This instrument and related information and instructions were mailed to 83 superintendents, 166 school board members, and 8 knowledgeable individuals on February 14, 1963. The questionnaire was sent to office address, except in the case of the board of education members when it was sent to their home address. A follow-up letter was sent three weeks later to encourage nonrespondents to return the instrument.

The questionnaire was constructed to utilize machine processing procedures. The data were scored and coded for IBM tabulation and, in addition, processed through the use of a digital computer, Michigan State University's MISTIC. Responses were tabulated in each of the three response categories according to the selection frequency for each group and for each item. Total group responses also were tabulated. The percent of agreement on all 75 items on the questionnaire was calculated from the responses by the three groups.

There were two major limitations to this study: The questionnaire technique imposed a fundamental limitation--that of interpretation of written communication. It is debatable whether a questionnaire is interpreted by respondents as its author intended.

The investigator attempted to overcome this limitation by conducting a pilot study in which subjects in each of the populations studied were interviewed personally and asked to comment on the clarity of the questionnaire. Since the questionnaire was tested in a private study, and since the investigation included returns from a reasonably large number of individuals, the biasing factor was thought to be diminished.

It is difficult to generalize beyond the populations studied. Although the differences in perceptions between superintendents, board of education members, and the jury of experts might well be found in other groups similarly interested in education, such a generalization is only hypothesized; it would have to be tested by examining the expectations held for the seventy-five individual items in the instrument by other groups of individuals.

### Conclusions

The evidence found in the statistical analysis led to several conclusions. An initial premise of this study was that intermediate school district superintendents, board of education members, and knowledgeable individuals in this area of investigation would hold different and sometimes conflicting expectations regarding the selected aspects of the superintendent's position. This hypothesis was supported by the evidence.

Results of the investigation indicate that potential role conflict exists in over one-third of the items analyzed. The chi-square test of significance as demonstrated at the .05 level indicated that divergent views are held on 27 of the 75 items in the instrument.

Consensus between intermediate school district superintendents and the jury of experts regarding the by-passing of the local district superintendent was observed. Both groups felt the local superintendent should be consulted, whereas 89% of the board of education members stated that the local district superintendent preferably should not or absolutely must not be consulted in certain instances. The incumbents of the office and the jury of experts were in more general agreement regarding this by-pass aspect in role expectancies than were the board of education members. The board of education group differed more greatly from an intraposition consensus point of view than did any of the other groups. This indecisiveness points to the apparant need for the Department of Public Instruction to take a leadership role in assisting board of education members to interpret their responsibilities in the formulation of operational policies regarding the intermediate unit of school administration.

Board of education members were much less willing to have the intermediate unit school district superintendent work with the Department of Public Instruction and other professional groups engaged in research and the improvement of education than was the jury of experts group. Incumbents of position were in the middle but in much closer agreement with the experts than the board of education members.



Role expectancy items relevant to the general operation of the office were usually more clearly perceived in similar manner by intermediate school district superintendents and jury of experts than board of education members.

Board of education members had a tendency to confine the incumbents of the position to the more clerical, house-keeping, or menial type work activities. The majority of the respondents in this group felt the superintendent of the intermediate school district should be readily available to members of local districts, see that minimum subject matter standards are maintained, and other duties usually reserved for and accepted by the local district superintendent.

It should be noted that a program supported by the Department of Public Instruction in recent legislative sessions which sought to consolidate small inefficient and inadequate school districts was given near unanimous support by intermediate school district superintendents and the jury of experts, whereas less than three-fourths of the board of education members responding indicated they were not willing to support it. This again points to the need for greater clarification and understanding of the educational needs in this level of school administration.

Specific items in the instrument in which divergence and convergence was observed are stated in subsequent paragraphs of this chapter.

Areas in which there was a divergence of the perceived role for the intermediate school district superintendent are noted below. Those with the greatest divergence as indicated by the chi-square test of significance at the .001 level are as follows:

1. Work with state professional groups to improve public education.
2. See that minimum subject matter standards are maintained in the various grades of schools within the county.
3. Lead fight against critics of education.
4. Inform the president of the local board of education in the event that the local district superintendent fails to submit required information and reports to the intermediate district office, such as the registration of teacher certificates.

Seven areas indicated divergence at the .01 level of significance as obtained from the chi-square test. They are as follows:

1. Give time on committees sponsored by professional educational organizations.
2. Promote and aid the election of board of education members sympathetic to his thinking and philosophy.
3. Listen to complaints regarding local district operations as presented by citizens of that district.

4. Coordinate and provide services on a cost basis to local districts requesting them.
5. Be educationally "conservative."
6. Be a person that has great drive and is personally ambitious.
7. Be familiar with the educational program carried on by the local school districts.

Those areas which indicated divergence at the .05 level of significance as obtained from the chi-square test are as follows:

1. Be someone over 45 years of age.
2. Enroll or participate in a college or university professional improvement program at least every three years.
3. Give time on committees sponsored by the Department of Public Instruction.
4. Occasionally compromise with local citizen pressure groups.
5. When called upon, actively support the local district in passage of bonding and millage proposals.
6. Actively seek to consolidate small inefficient and inadequate high school districts.
7. Be a firm disciplinarian.
8. Remain aloof from community issues not affecting his office.
9. Reprimand staff members for going directly to board of education members, thereby by-passing the superintendent.

10. Actively participate in local, regional, state, and national professional educational organizations.
11. Seeks ways to work directly with local school district patrons in the improvement of financial support of schools.
12. Continuously evaluate the effectiveness of county staff activities.
13. Be a teetotaler.
14. Help identify problems which are common within the county.
15. Know personally the recognized leaders in business, civic, and social agencies within the county.
16. Enlist the aid of businessmen in providing materials and supplies for various educational activities, such as TV dealers furnishing sets or antennas.

The percentage of items in which divergent views were found between the superintendents and the board of education members were very similar for both the characteristics and performance role category items. Expectations held for superintendents in the participation role category demonstrated the greatest degree of divergence. In this category 60% of the items failed to have consensus between the two groups.

Areas in which there was agreement or a convergence of the perceived role for the intermediate school district superintendent are listed below. Those with the greatest

convergence as indicated by the chi-square test of significance at the .90 level are as follows:

1. Be concerned about the handicapped child who has not been provided for in the regular school program.
2. Keep abreast of trends in educational practices.
3. Be skilled in public relations.
4. Be able to express ideas clearly.
5. Be present at all board of education meetings except meetings when his contract is under consideration.
6. Provide ways in which local district superintendents may evaluate the county program and services.

An analysis of variance revealed that the variance within the three samples in all three categories of the instrument was greatest for the board of education members. The highest degree of consensus within the samples as indicated by a low variance score was noted for the jury of experts' sample.

An analysis based on the comparison of frequency response to the five-point scale between various sub-groups of role definers and the total samples on selected items failed to show consistent significant convergence or divergence.

The various groups of role definers were compared according to the expectations held for selected key items and for certain personal variables hypothesized to be relevant. No significant relationships were established between the personal variables and the degree of expectation held for the items analyzed.

### Recommendations

The results of this exploratory study point out several recommendations and avenues for further research.

The difference in expectations held as to the relevant importance of the various statements implies that there is a need for better communication among and between professional educators and the lay citizens who constitute the boards of education of the intermediate unit. If there is to be an increase in convergence of role expectations, adequate lines of communication must be maintained.

A similar study might be conducted with the same populations but with additional role expectation items and categories added to the present instrument.

A replication of the study might be made by using other groups and/or organizations concerned with the operation

of the intermediate school office, i.e., local school district administrators, teachers, members of civic organizations, and Department of Public Instruction personnel.

An instrument which included only those items showing a high percentage of response of "absolutely must" and "absolutely must not," by anyone of the three groups, might be submitted to a wider population from which the study was drawn for further comment and analysis.

Further research could be aimed at determining not only the expectations held for the position incumbent but the actual performance as viewed by the role definers and the perception of the role definers' expectations as perceived by the position incumbent.

Those role categories or individual items showing significant difference in expectations held either in the between or the within group perception should be studied further to learn the basis for them.

The main instrument of this investigation was a paper - pencil type questionnaire. Blind spots might be revealed if the role definers and incumbents of the position were submitted to depth interviews.

### Implications

The quality of our educational program depends in large measure upon the perceptions these three groups hold concerning what constitutes effective school administration at the intermediate office level. Therefore, the fact that this investigation disclosed statistically significant differences in the ways school board members, superintendents, and knowledgeable people in the field perceive these 75 factors has important implications for all three groups.

It seems readily apparent that attempts should be made to assist superintendents and board of education members reach agreement in defining the superintendent's professional roles. A better understanding is needed of the normative expectations which relate to the intermediate school district superintendent's position.

The knowledge that there is a significant relationship between the group and the individual was a member of and his perception of the 75 items should be of importance to the individuals and/or organizations concerned with the quality of educational administration at the intermediate office level. Individuals responsible for the educational program at this level of school administration have further



evidence to demonstrate the need of understanding the divergent attitude and values held by individuals. Educational leaders who are aware of the perceptions held by the various publics concerning factors which affect the quality of an educational program are most likely to give consideration to these perceptions when planning and operating this level of school administration.

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## **APPENDIX A**

### **LETTERS AND INSTRUMENT USED IN THIS STUDY**

Michigan :  
 Association : *of Intermediate School Administrators*

Isaac Grove, *President*

Dr. William Emerson, *Vice President*

Claude Elmore, *Secretary-Treasurer*

G. Vance Hiney, *Past President*

February 14, 1963

Dear Board of Education Member:

Would you take a few minutes of your time to respond to a questionnaire prepared by Mr. LaVerne Boss, Superintendent of Northview Public Schools, Grand Rapids, Michigan? This study was unanimously endorsed at the winter meeting of the Michigan Association of Intermediate School Administrators.

A check-list type questionnaire has been prepared which covers selected aspects of the county or intermediate school district superintendent's position. Your response will not be identified in any form. In fact, your name or the area you represent is not required. You can rest assured that your confidence will be respected.

We would like to complete our analysis of the data as soon as possible. Therefore, would you please complete the questionnaire and return it in the stamped, addressed envelope provided before February 28, 1963.

You may be interested to know that you are one of two board of education members selected at random from your county.

We are anxious to have you respond to the various statements contained in the questionnaire and if you desire, we will gladly send you a statistical compilation of the responses you and others have given.

We would also like to express our appreciation for your participation and cooperation in this study.

Sincerely yours,



Isaac Grove, President  
 Michigan Association of Intermediate  
 School Administrators



LaVerne H. Boss  
 Study Coordinator



Michigan :  
 Association : *of Intermediate School Administrators*

Isaac Grove, *President*

Dr. William Emerson, *Vice President*

Claude Elmore, *Secretary-Treasurer*

G. Vance Hiney, *Past President*

February 14, 1963

Dear Intermediate School District Superintendent:

I am taking this opportunity to introduce you to a study being undertaken by Mr. LaVerne Boss. At the winter meeting of the Michigan Association of Intermediate School Administrators, the organization unanimously endorsed the need for this research and recognized the necessity for your participation.

A check-list type questionnaire has been prepared which covers selected aspects of your position. This same questionnaire is being sent to two members of your board of education that have been selected at random. Responses will not be identified in any form. In fact, your name or the area you represent is not required. You can rest assured that your confidence will be respected.

We would like to complete our analysis of the data as soon as possible. Therefore, would you please complete the questionnaire and return it in the stamped, addressed envelope provided before February 28, 1963.

If you desire, we will gladly send you a statistical compilation of the responses you and others have given.

We would also like to express our appreciation for your participation and cooperation in this study.

Sincerely yours,



Isaac Grove, President  
 Michigan Association of Intermediate  
 School Administrators



LaVerne H. Boss, Superintendent  
 Northview Public Schools  
 Grand Rapids, Michigan  
 Study Coordinator

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## NORTHVIEW PUBLIC SCHOOLS

3860 PLAINFIELD AVENUE, N. E.

GRAND RAPIDS 5, MICHIGAN

Your name was suggested by several of your colleagues in the area of education and the Department of Public Instruction as a person familiar with the intermediate school districts in Michigan.

This winter, the Michigan Association of Intermediate School District Administrators unanimously endorsed and agreed to cooperate in a study which I am undertaking. My area of research is in role expectations for the intermediate school district superintendent as perceived by himself, board of education members, and knowledgeable people in education.

A check-list type questionnaire has been prepared which covers selected aspects of the county or intermediate school district superintendent's position. Questionnaires are being sent to the superintendents and two board of education members from each intermediate school district in Michigan.

I am anxious to have you respond to the various statements contained in the questionnaire and, if you desire, I will gladly send you a statistical compilation of the responses which you and others have given. A stamped, self-addressed envelope is provided for the return of the questionnaire.

Permit me to take this opportunity to express my appreciation for completing the questionnaire.

Sincerely yours,

LaVerne H. Boss, Superintendent  
Northview Public Schools  
Study Coordinator

LHB:ekw

Enc.

There is a significant positive correlation between the number of children in the household and the number of children in the neighborhood. The correlation is significant at the 0.05 level, two-tailed.

BACKGROUND INFORMATION - BOARD OF EDUCATION MEMBER

The following background information is needed for statistical analysis of the data. This information will be held in strict confidence.

1. Please check your approximate age group: 21-30\_\_\_\_; 31-40\_\_\_\_; 41-50\_\_\_\_; 51-60\_\_\_\_; 61 or over\_\_\_\_\_.
2. What is your occupation?\_\_\_\_\_
3. Your sex: Male\_\_\_\_; Female\_\_\_\_\_.
4. Are you a member of a P.T.A. group? Yes\_\_\_\_; No\_\_\_\_\_.
5. How many years have you been a member of the county board of education?  
1-2 yrs.\_\_\_\_; 3-5 yrs.\_\_\_\_; 6-10 yrs.\_\_\_\_; 11-20 yrs.\_\_\_\_; 21 yrs.  
or more\_\_\_\_\_.
6. What was the last grade you completed in school?  
     Less than 12\_\_\_\_  
     High school diploma\_\_\_\_  
     1-3 years of college\_\_\_\_  
     Bachelors degree\_\_\_\_  
     Masters degree\_\_\_\_  
     Doctorate degree\_\_\_\_\_
7. What was your total family household income from all sources last year?  
     Under \$5,000\_\_\_\_  
     \$5,000-\$7,500\_\_\_\_  
     \$7,501-\$10,000\_\_\_\_  
     \$10,001-\$15,000\_\_\_\_  
     \$15,001-\$25,000\_\_\_\_  
     Over \$25,000\_\_\_\_\_
8. Do you have children attending school in the county? Yes\_\_\_\_; No\_\_\_\_\_.
9. Have you ever been a school teacher? Yes\_\_\_\_; No\_\_\_\_\_.





BACKGROUND INFORMATION - SUPERINTENDENT

The following background information is needed for statistical analysis of the data. This information will be held in strict confidence.

1. Years as county superintendent: 1-2 yrs.\_\_\_\_; 3-5 yrs.\_\_\_\_; 6-10 yrs.\_\_\_\_; 11-20 yrs.\_\_\_\_; 21 yrs. or more\_\_\_\_.
2. Years of administrative experience (do not include years as county superintendent): 1-2 yrs.\_\_\_\_; 3-5 yrs.\_\_\_\_; 6-10 yrs.\_\_\_\_; 11-20 yrs.\_\_\_\_; 21 yrs. or more\_\_\_\_.
3. Years of teaching experience (do not include any administrative experience): 1-2 yrs.\_\_\_\_; 3-5 yrs.\_\_\_\_; 6-10 yrs.\_\_\_\_, 11-20 yrs.\_\_\_\_; 21 yrs. or more\_\_\_\_.
4. Have you worked at the county level of administration in other than your present position? Yes\_\_\_\_; No\_\_\_\_.
5. Indicate highest degree or level of education attained:
  - 4 yrs. - B.A. or B.S.\_\_\_\_
  - 5 yrs. - M.A. or M.S.\_\_\_\_
  - 6 yrs. of training\_\_\_\_
  - 7 yrs. - Ed.D. or Ph.D.\_\_\_\_
6. Indicate your current salary:
  - Under \$7,000\_\_\_\_
  - \$7,001 - \$9,000\_\_\_\_
  - \$9,001 - \$11,000\_\_\_\_
  - \$11,001 - \$13,000\_\_\_\_
  - Over \$13,000\_\_\_\_
7. Did you attend the last meeting of the Michigan Association of Intermediate School Administrators at Grand Rapids? Yes\_\_\_\_; No\_\_\_\_.
8. Did you attend the last meeting of the National Association of Intermediate School Administrators at Wichita, Kansas? Yes\_\_\_\_; No\_\_\_\_.
9. How many professional magazines do you usually read (reading at least fifty per cent of the articles) per month? 1-2\_\_\_\_; 3-5\_\_\_\_; 6-7\_\_\_\_; Over 8\_\_\_\_.
10. How many professional books have you read this past year? 1-2\_\_\_\_; 3-5\_\_\_\_; 6-7\_\_\_\_; 8-10\_\_\_\_; Over 10\_\_\_\_.
11. Did you write at least one article for a local newspaper or professional magazine this past year? Yes\_\_\_\_; No\_\_\_\_.

1974-1975

1976-1977

1978-1979

1980-1981

1982-1983

1984-1985

1986-1987

1988-1989

1990-1991

1992-1993

1994

1995-1996

1997-1998

1999-2000

2001-2002

2003-2004

2005-2006

Characteristics and Performances  
of  
Intermediate School District Superintendents in Michigan

**Directions:** The following statements refer to selected aspects and characteristics of the county or intermediate school district superintendent and his or her professional role. Please indicate the degree you expect him or her to comply with the separate statements. Begin each item with, "The intermediate school district superintendent." Then choose the response you think best expresses your expectation for the particular statement. You are given the following five responses from which to choose.

AM - Absolutely Must  
PS - Preferably Should  
MMN - May or May Not  
PSN - Preferably Should Not  
AMN - Absolutely Must Not

Would you respond by checking the column that best expresses your expectation.

**Sample:** Let us assume that you feel the intermediate school district superintendent absolutely must not have approval power over the employment of all local district superintendents. Then you would complete that statement as follows:

AM	PS	MMN	PSN	AMN	
				X	Have approval power over the employment of all local district superintendents.
*	*	*	*	*	*

**THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:**

AM	PS	MMN	PSN	AMN	
					1. Have at least some local school district administrative experience.
					2. Have approval power of local district's building plans.
					3. Maintain and coordinate teacher recruiting program for all schools in the county.
					4. Be someone over 45 years of age.

## THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:

AM - Absolutely Must  
 PS - Preferably Should  
 MMN - May or May Not  
 PSN - Preferably Should Not  
 AMN - Absolutely Must Not

AM	PS	MMN	PSN	AMN	
					5. Work with state professional groups to improve public education.
					6. Look to the Department of Public Instruction for guidance and direction.
					7. Be a good public speaker.
					8. Be well-informed on educational issues and trends.
					9. Be the scholarly, the intellectual type.
					10. Take the leadership in providing opportunities for a comprehensive educational program for all students in the county.
					11. Be an active church member.
					12. Be concerned about the handicapped child who has not been provided for in the regular school program.
					13. Encourage and assist in the establishment of an adult education program if none is available at the local level.
					14. Be flexible and able to vary the scope of his services as changing events demand.
					15. Assume the responsibility to plan and promote systematic occasions for local district administrators to discuss and study important educational issues.
					16. Attend and actively participate in professional teacher-oriented organizations.

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## THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:

AM - Absolutely Must  
 PS - Preferably Should  
 MMN - May or May Not  
 PSN - Preferably Should Not  
 AMN - Absolutely Must Not

AM	PS	MMN	PSN	AMN	
					17. Enroll or participate in a college or university professional improvement program at least every three years.
					18. Keep abreast of trends in educational practices.
					19. Give time on committees sponsored by the Department of Public Instruction.
					20. Give time on committees sponsored by professional educational organizations.
					21. Establish regular channels of communication with local newspapers.
					22. Occasionally compromise with local citizen pressure groups.
					23. Take direction from individual intermediate district school board members.
					24. Give consideration to local values or feelings regarding race, religion and national origin in recommending individuals for vacant positions.
					25. Encourage and work toward adequate K-12 districts.
					26. Promote and aid the election of board of education members sympathetic to his thinking and philosophy.
					27. When called upon, actively support the local district in passage of bonding and millage proposals.
					28. Cooperate willingly with the Department of Public Instruction and researchers who are attempting to advance knowledge in his field.





## THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:

AM - Absolutely Must  
 PS - Preferably Should  
 MMN - May or May Not  
 PSN - Preferably Should Not  
 AMN - Absolutely Must Not

AM	PS	MMN	PSN	AMN	
					29. Be outspoken on issues affecting education.
					30. Listen to complaints regarding local district operations as presented by citizens of that district.
					31. Keep his personal life above reproach or question.
					32. Be active in community and county-wide civic organizations.
					33. Be skilled in public relations.
					34. Be able to express ideas clearly.
					35. Have demonstrated ability to work effectively with others.
					36. Actively seek support for improving equal educational opportunities for all students within the county.
					37. Actively seek to consolidate small inefficient and inadequate high school districts.
					38. Coordinate and provide services on a cost basis to local districts requesting them.
					39. Be a firm disciplinarian.
					40. Make regular visits to local school superintendents and their schools.
					41. Remain aloof from community issues not affecting his office.
					42. See that minimum subject matter standards are maintained in the various grades of schools within the county.

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## THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:

- AM - Absolutely Must  
 PS - Preferably Should  
 MMN - May or May Not  
 PSN - Preferably Should Not  
 AMN - Absolutely Must Not

AM	PS	MMN	PSN	AMN	
					43. Lead fight against critics of education.
					44. Arrange opportunities and occasions that could lead to improved administrative procedures in local schools.
					45. Reprimand staff members for going directly to board of education members, thereby by-passing the superintendent.
					46. Keep county board posted on educational conditions within the county.
					47. Maintain continuous contact with key legislative groups.
					48. Encourage and establish working agreements between local school districts.
					49. Refuse to permit members of his board of education to give direction to subordinates within his office.
					50. Be educationally "conservative."
					51. Assist new board of education members in orientation to their responsibilities.
					52. Be the foremost educational leader in the county.
					53. Actively participate in local, regional, state, and national professional educational organizations.
					54. Have a wife or husband that shares his or her ambition.
					55. Have an attractive personal appearance.

# THE HISTORY OF THE UNITED STATES

1776-1876

The history of the United States is a story of growth, struggle, and achievement. From the first European settlements to the present day, the nation has evolved through a series of challenges and triumphs. The early years were marked by the struggle for independence from British rule, a struggle that culminated in the signing of the Declaration of Independence in 1776. The new nation then faced the task of building a government and a society that would reflect the principles of liberty and justice for all. The Constitution, drafted in 1787, provided the framework for the federal government, and the Bill of Rights, adopted in 1791, guaranteed the fundamental rights of the citizenry. The early 19th century was a period of rapid expansion and growth, as the nation moved westward and the economy diversified. However, this period was also marked by the struggle over slavery, a conflict that ultimately led to the Civil War in 1861. The war was a turning point in the nation's history, as it resulted in the abolition of slavery and the strengthening of the federal government. The Reconstruction era that followed was a period of great challenge and achievement, as the nation sought to rebuild and reunite. The late 19th and early 20th centuries were a period of rapid industrialization and growth, but also of social and economic inequality. The Progressive Era, which began in the late 19th century, sought to address these issues through reform and regulation. The 20th century has been a period of great change and achievement, from the rise of the automobile and the airplane to the development of the atomic bomb and the space program. The nation has also faced significant challenges, including the Great Depression, World War II, and the civil rights movement. Today, the United States is a powerful and influential nation, with a rich and diverse heritage. The story of the United States is a story of the human spirit, of the pursuit of freedom and justice, and of the power of the American dream.

## THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:

- AM - Absolutely Must  
 PS - Preferably Should  
 MMN - May or May Not  
 PSN - Preferably Should Not  
 AMN - Absolutely Must Not

AM	PS	MMN	PSN	AMN	
					56. Be a person that has great drive and is personally ambitious.
					57. Seeks ways to work directly with local school district patrons in the improvement of financial support of schools.
					58. Actively seeks support of service clubs and citizen groups for the county educational program.
					59. Continuously evaluate the effectiveness of county staff activities.
					60. Be a teetotaler.
					61. Be present at all board of education meetings except meetings when his contract is under consideration.
					62. Leave the impression at all times that in local school systems the local district superintendent is the chief administrator.
					63. Actively seek the allocation of a portion of the property tax to support educational services that are needed in his intermediate district.
					64. Actively support, while a member of the county allocation board, the local school district millage requirements over county governmental needs.
					65. Provide ways in which local district superintendents may evaluate the county program and services.
					66. Help identify problems which are common within the county.

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## THE INTERMEDIATE SCHOOL DISTRICT SUPERINTENDENT:

- AM - Absolutely Must  
 PS - Preferably Should  
 MMN - May or May Not  
 PSN - Preferably Should Not  
 AMN - Absolutely Must Not

AM	PS	MMN	PSN	AMN	
					67. Offer his or her personal opinion to community or civic groups within the county concerning significant local school problems.
					68. Enforce all Board of Education Policies whether he agrees with the policy or not.
					69. Be familiar with the educational program carried on by the local school districts.
					70. Know personally the recognized leaders in business, civic, and social agencies within the county.
					71. Enlist the aid of businessmen in providing materials and supplies for various educational activities, such as TV dealers furnishing sets or antennas.
					72. Take the initiative in securing the local radio or TV stations to sponsor educational-type public relations programs.
					73. Solicit advice in a systematic way from citizens and professional groups regarding specific educational issues confronting the intermediate district.
					74. Follow the direction of a local district superintendent on a matter directly affecting the local district, such as aid in securing certification of marginal teachers.
					75. Inform the president of the local board of education in the event that the local district superintendent fails to submit required information and reports to the intermediate district office, such as the registration of teacher certificates.

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## **A P P E N D I X    B**

### **ORIGINAL DATA**

TABLE B-1

Frequencies for Individual Items on the Instrument.

Legend: The frequency in each cell for individual items on the instrument was noted in this table. In the table SB equals school board members, S superintendents, and E experts. In the expectation columns the AM equals absolutely must, PS preferably should, MMN may or may not, PSN preferably should not, and AMN absolutely must not. Some item responses did not total the number of questionnaires returned as all respondents did not mark each item.

Each item began with, "The intermediate school district superintendent."

ITEM	SAMPLE SB(122) S (67)	EXPECTATIONS				
	E (8)	AM	PS	MMN	PSN	AMN
1. Have at least some local school district administrative experience.	SB	48	56	15	1	1
	S	22	35	8	1	1
	E	5	3	0	0	0
2. Have approval power of local district's building plans.	SB	3	17	32	42	27
	S	1	16	18	22	9
	E	0	0	0	3	5
3. Maintain and coordinate teacher recruiting program for all schools in the county.	SB	14	48	28	20	12
	S	3	26	25	9	4
	E	0	0	4	1	3

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE SB(122) S (67) E (8)	EXPECTATIONS				
		AM	PS	MMN	PSN	AMN
4.Be someone over 45 years of age.	SB	3	24	86	6	2
	S	2	5	50	4	6
	E	0	0	4	3	1
5.Work with state professional groups to improve public education.	SB	49	59	11	1	2
	S	48	18	1	0	0
	E	7	1	0	0	0
6.Look to the Department of Public Instruction for guidance and direction.	SB	42	59	19	1	1
	S	24	38	5	0	0
	E	2	2	4	0	0
7.Be a good public speaker.	SB	16	89	16	1	0
	S	2	49	16	0	0
	E	0	6	2	0	0
8.Be well-informed on educational issues and trends.	SB	100	20	1	0	1
	S	56	10	0	0	0
	E	7	1	0	0	0
9.Be the scholarly, the intellectual type.	SB	18	43	58	3	0
	S	5	29	33	0	0
	E	0	1	6	1	0
10.Take the leadership in providing opportunities for a comprehensive educational program for all students in the county.	SB	51	61	6	4	0
	S	27	34	6	0	0
	E	3	5	0	0	0
11.Be an active church member.	SB	8	71	43	0	0
	S	2	28	37	0	0
	E	0	0	8	0	0
12.Be concerned about the handicapped child who has not been provided for in regular school program.	SB	78	43	1	0	0
	S	46	21	0	0	0
	E	5	3	0	0	0

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE		EXPECTATIONS				
	SB(122)						
	S (67)						
	E (8)	AM	PS	MMN	PSN	AMN	
13. Encourage and assist in the establishment of an adult education program if none is available at the local level.	SB	17	76	28	1	0	
	S	15	39	12	1	0	
	E	1	7	0	0	0	
14. Be flexible and able to vary the scope of his services as changing events demand.	SB	73	46	2	0	0	
	S	46	20	0	0	0	
	E	7	1	0	0	0	
15. Assume the responsibility to plan and promote systematic occasions for local district administrators to discuss and study important educational issues.	SB	45	63	12	1	1	
	S	29	34	4	0	0	
	E	3	5	0	0	0	
16. Attend and actively participate in professional teacher-oriented organizations.	SB	29	60	25	4	3	
	S	17	39	10	1	0	
	E	2	6	0	0	0	
17. Enroll or participate in a college or university professional improvement program at least every three years.	SB	9	50	62	1	0	
	S	5	43	19	0	0	
	E	0	4	4	0	0	
18. Keep abreast of trends in educational practices.	SB	94	27	1	0	0	
	S	54	13	0	0	0	
	E	7	1	0	0	0	
19. Give time on committees sponsored by the Department of Public Instruction.	SB	25	66	30	1	0	
	S	24	38	5	0	0	
	E	2	5	1	0	0	
20. Give time on committees sponsored by professional educational organizations.	SB	9	66	42	4	1	
	S	13	45	8	1	0	
	E	3	5	0	0	0	

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE		EXPECTATIONS				
	SB(122)						
	S (67)						
	E (8)	SM	PS	MMN	PSN	AMN	
21.Establish regular channels of communication with local newspapers.	SB	43	64	12	1	1	
	S	33	30	4	0	0	
	E	5	3	0	0	0	
22.Occasionally compromise with local citizen pressure groups.	SB	5	21	41	37	15	
	S	1	18	31	10	5	
	E	0	0	5	3	0	
23.Take direction from individual intermediate district school board members.	SB	5	11	26	26	54	
	S	2	10	11	19	25	
	E	1	1	2	1	3	
24.Give consideration to local values or feelings regarding race, religion and national origin in recommending individuals for vacant positions.	SB	13	52	21	18	18	
	S	5	28	8	17	8	
	E	1	5	2	0	0	
25.Encourage and work toward adequate K-12 districts.	SB	62	40	12	3	3	
	S	47	16	3	1	0	
	E	7	1	0	0	0	
26.Promote and aid the election of board of education members sympathetic to his thinking and philosophy.	SB	1	5	17	30	69	
	S	1	4	20	23	19	
	E	0	0	1	2	5	
27.When called upon, actively support the local district in passage of bonding and millage proposals.	SB	10	54	39	14	5	
	S	16	28	15	7	1	
	E	2	4	2	0	0	
28.Cooperate willingly with the Department of Public Instruction and researchers who are attempting to advance knowledge in his field.	SB	55	59	7	0	1	
	S	41	26	0	0	0	
	E	6	2	0	0	0	

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE		EXPECTATIONS				
	SB(122)		AM	PS	MMN	PSN	AMN
	S (67)	E (8)					
29.Be outspoken on issues affecting education.	SB		38	43	26	12	3
	S		11	33	18	4	0
	E		3	2	3	0	0
30.Listen to complaints regarding local district operations as presented by citizens of that district.	SB		47	48	19	6	2
	S		10	30	22	5	0
	E		0	5	1	2	0
31.Keep his personal life above reproach or question.	SB		83	36	0	2	0
	S		48	19	0	0	0
	E		5	3	0	0	0
32.Be active in community and countywide civic organizations.	SB		12	77	32	0	0
	S		12	48	7	0	0
	E		2	5	1	0	0
33.Be skilled in public relations.	SB		42	75	5	0	0
	S		27	39	1	0	0
	E		4	3	1	0	0
34.Be able to express ideas clearly.	SB		66	54	2	0	0
	S		33	33	1	0	0
	E		7	1	0	0	0
35.Have demonstrated ability to work effectively with others.	SB		76	46	0	0	0
	S		42	25	0	0	0
	E		7	1	0	0	0
36.Actively seek support for improving equal educational opportunities for all students within the county.	SB		82	34	4	0	2
	S		54	11	1	0	0
	E		8	0	0	0	0
37.Actively seek to consolidate small inefficient and inequate high school districts.	SB		38	51	16	13	4
	S		30	30	7	0	0
	E		5	3	0	0	0

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE SB(122) S (67) E (8)	EXPECTATIONS				
		AM	PS	MMN	PSN	AMN
38. Coordinate and provide services on a cost basis to local districts requesting them.	SB	30	67	21	1	2
	S	33	28	5	1	0
	E	5	3	0	0	0
39. Be a firm disciplinarian.	SB	26	63	29	2	2
	S	6	30	23	6	1
	E	0	0	8	0	0
40. Make regular visits to local school superintendents and their schools.	SB	44	49	23	6	0
	S	19	28	16	3	1
	E	3	1	4	0	0
41. Remain aloof from community issues not affecting his office.	SB	13	21	52	22	14
	S	0	8	27	20	10
	E	0	0	4	2	2
42. See that minimum subject matter standards are maintained in the various grades of schools within the county.	SB	72	39	5	2	2
	S	18	27	14	4	4
	E	0	3	1	1	2
43. Lead fight against critics of education.	SB	21	28	44	14	15
	S	8	23	31	4	0
	E	0	3	5	0	0
44. Arrange opportunities and occasions that could lead to improved administrative procedures in local schools.	SB	41	74	7	0	0
	S	25	41	0	0	1
	E	3	5	0	0	0
45. Reprimand staff members for going directly to board of education members, thereby by-passing the superintendent.	SB	27	25	34	22	13
	S	20	21	20	5	1
	E	1	3	4	0	0

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE SB(122) S (67) E (8)	EXPECTATIONS				
		AM	PS	MMN	PSN	AMN
46.Keep county board posted on educational conditions within the county.	SB	103	19	0	0	0
	S	58	8	1	0	0
	E	7	1	0	0	0
47.Maintain continuous contact with key legislative groups.	SB	38	59	19	1	3
	S	28	36	3	0	0
	E	2	5	1	0	0
48.Encourage and establish working agreements between local school districts.	SB	40	70	10	0	2
	S	30	35	2	0	0
	E	4	3	1	0	0
49.Refuse to permit members of his board of education to give direction to subordinates within his office.	SB	55	26	18	13	7
	S	35	11	14	3	4
	E	5	1	1	1	0
50.Be educationally "conservative."	SB	8	39	41	23	9
	S	1	6	34	17	8
	E	0	0	3	5	0
51.Assist new board of education members in orientation to their responsibilities.	SB	68	51	2	0	1
	S	41	23	2	0	1
	E	4	3	0	0	0
52.Be the foremost educational leader in the county.	SB	26	64	29	2	0
	S	15	42	10	0	0
	E	1	2	5	0	0
53.Actively participate in local, regional, state, and national professional educational organizations.	SB	25	63	30	2	2
	S	22	40	5	0	0
	E	4	4	0	0	0
54.Have a wife or husband that shares his or her ambition.	SB	3	59	56	1	2
	S	2	34	30	1	0
	E	0	3	5	0	0



APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE SB(122) S (67) E (8)	EXPECTATIONS				
		AM	PS	MMN	PSN	AMN
55. Have an attractive personal appearance.	SB	26	80	15	0	1
	S	12	49	6	0	0
	E	1	5	2	0	0
56. Be a person that has great drive and is personally ambitious.	SB	0	84	28	3	1
	S	4	34	24	4	0
	E	1	6	1	0	0
57. Seeks ways to work directly with local school district patrons in the improvement of financial support of schools.	SB	19	81	13	4	5
	S	18	30	14	3	2
	E	1	2	2	3	0
58. Actively seeks support of service clubs and citizen groups for the county educational program.	SB	21	67	26	5	3
	S	13	45	8	0	0
	E	1	7	0	0	0
59. Continuously evaluate the effectiveness of county staff activities.	SB	58	55	4	2	0
	S	49	17	0	1	0
	E	7	1	0	0	0
60. Be a teetotaler.	SB	14	44	52	4	6
	S	2	22	41	0	1
	E	0	0	8	0	0
61. Be present at all board of education meetings except meetings when his contract is under consideration.	SB	88	31	2	0	1
	S	48	17	2	0	0
	E	7	1	0	0	0
62. Leave the impression at all times that in local school systems the local district superintendent is the chief administrator.	SB	73	23	6	11	7
	S	54	7	3	2	1
	E	6	1	0	0	1

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE		EXPECTATIONS				
	SB(122)						
	S (67)						
	E (8)	AM	PS	MMN	PSN	AMN	
63. Actively seek the allocation of a portion of the property tax to support educational services that are needed in his intermediate district.	SB	82	31	6	2	1	
	S	46	19	2	0	0	
	E	5	2	1	0	0	
64. Actively support, while a member of the county allocation board, the local school district millage requirements over county government needs.	SB	35	41	32	7	5	
	S	10	22	27	3	4	
	E	1	6	1	0	0	
65. Provide ways in which local district superintendents may evaluate the county program and services.	SB	42	72	7	0	0	
	S	21	53	3	0	0	
	E	4	4	0	0	0	
66. Help identify problems which are common within the county.	SB	39	72	10	1	0	
	S	33	34	0	0	0	
	E	6	2	0	0	0	
67. Offer his or her personal opinion to community or civic groups within the county concerning significant local school problems.	SB	19	49	32	12	9	
	S	8	21	28	6	4	
	E	0	3	3	2	0	
68. Enforce all board of education policies whether he agrees with the policy or not.	SB	82	24	9	4	2	
	S	41	20	6	0	0	
	E	7	1	0	0	0	
69. Be familiar with the educational program carried on by the local school districts.	SB	87	35	0	0	0	
	S	29	36	2	0	0	
	E	7	1	0	0	0	
70. Know personally the recognized leaders in business, civic, and social agencies within the county.	SB	10	84	27	1	0	
	S	15	46	6	0	0	
	E	3	5	0	0	0	

APPENDIX B, TABLE B-1 (continued)

ITEM	SAMPLE SB (122) S (67) E (8)	EXPECTATIONS				
		AM	PS	MMN	PSN	AMN
71. Enlist the aid of business- men in providing materials and supplies for various edu- cational activities, such as TV dealers furnishing sets or antennas.	SB	0	34	67	14	6
	S	5	24	27	9	2
	E	0	2	3	3	0
72. Take the initiative in securing the local radio or TV stations to sponsor edu- cational-type public relations programs.	SB	11	75	30	3	2
	S	10	35	22	0	0
	E	0	5	3	0	0
73. Solicit advice in a system- atic way from citizens and professional groups regarding specific educational issues confronting the intermediate district.	SB	17	68	25	6	4
	S	15	36	14	2	0
	E	3	5	0	0	0
74. Follow the direction of a local district superintendent on a matter directly affecting the local district, such as aid in securing certification of marginal teachers.	SB	12	45	33	20	8
	S	6	20	25	10	6
	E	0	2	4	1	1
75. Inform the president of the local board of education in the event that the local district superintendent fails to submit required information and reports to the intermediate district office, such as the registration of teacher certificates.	SB	64	44	6	4	3
	S	5	8	22	12	20
	E	1	1	2	2	2



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