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A STUDY OF PERCEPTIONS OF THE LEADER BEHAVIOR
OF THE SCHOOL SUPERINTENDENT IN SELECTED
MICHIGAN SCHOOL DISTRICTS WITH USE
OF THE LBDQ

By

Victor Lewis Schug

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ABSTRACT

A STUDY OF PERCEPTIONS OF THE LEADER BEHAVIOR OF THE SCHOOL SUPERINTENDENT IN SELECTED MICHIGAN SCHOOL DISTRICTS WITH USE OF THE LBDQ

By

Victor Lewis Schug

Purpose

It was the writer's purpose in this study to investigate the perceptions of leadership behavior of the superintendent of schools as seen by the superintendent, principals, teachers and board members through the use of the LBDQ. Further it was attempted in this study to determine whether these perceptions of leadership by the various groups involved changed as the size of the school districts increased. Observation visitations were used to determine if in certain districts the responses to the LBDQ were reflected by the leadership behavior of the superintendents. It was hoped that through the findings of this study a better perception of the performance of the superintendent and his duties by the various groups may be developed.

Procedure

The Leader Behavior Description Questionnaire (LBDQ - XII) was selected as the main research tool for this study. To reduce the number of subscales used a pilot study was conducted. Results of the pilot study established that the four subscales of Persuasiveness, Tolerance of Freedom, Production Emphasis, and Predictive Accuracy were appropriate for use in this study. These four subscales also produced a shortened thirty-five item questionnaire.

Twenty-one superintendents accepted the invitation to participate in the study representing ten large (10,000 students or more) districts and eleven small (under 3,000 students) districts. Each supplied three names for each category of people to be contacted for a total of ten people from each district.

Through the cooperation of several professional organizations and respondents, a return of 94 per cent was realized from the 209 questionnaires solicited.

Findings

1. Analysis of the leadership dimensions with respect to school district size involved investigating only the variable of Persuasiveness which produced statistical significance. Further investigation indicated that superintendents in large

districts were perceived to be more persuasive than the superintendents of small districts.

2. Multivariate analysis of the leadership dimensions with respect to group position in the school district indicated statistical significance only for the variable of Production Emphasis. When Scheffé post hoc comparisons did not yield significant difference, a t test of mean comparison was computed which suggested that the significance existed between board member - principal mean scores, and board member - teacher mean scores. In each case the board members' scores were higher than the comparison groups.
3. With the exception of Tolerance of Freedom board member mean scores were higher than the other respondent groups for the variables. On Tolerance of Freedom the board members had the lowest scores.
4. Group respondents from small districts generally had lower mean scores than their large district counterparts.
5. Observation visitations reinforced the LBDQ subscale data suggesting that large district superintendents are more persuasive than small district superintendents.

6. Based on observations large district superintendents worked with a greater intensity in areas of abstract decisions which affect their districts than did the small district superintendents.
7. Field observations led the researcher to conclude that the large district superintendent behavior was different than the small district superintendent. Further, it would be difficult if not impossible to isolate these differences with use of a situational instrument such as the LBDQ.

Conclusions

The empirical and subjective information collected in this study support the need for additional exploration of the role and position of the school superintendent, not as a theoretical construct but the way by which these people perceive themselves and how others perceive them. Further studies are needed to inquire into the school organization as a functioning and ongoing process.

DEDICATION

To my wife, Susan, and the sunshine of our lives, our daughter, Jennifer, who without their counsel and encouragement this research would have been infinitely more difficult. You have made the greatest sacrifices.

To the salient teachers of my life: My mother Carrie, Aunt Mary and Uncle Harold. Their encouragement, love, understanding and financial support can never be repaid. Each person should be so fortunate to have people like this to give moral support to goals and achievements.

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The writer during his program has been indebted to many people and while many individuals will be identified here I would be remiss not to mention that time and space limits recognizing many more.

Keith and Margret Stoner, parents who have endured through the long and trying period being supportive and understanding.

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Without the help of Dr. Norman Weinheimer, MSBA and Dr. Donald Currie, MASA this study could not have been as successful as it was. Thank you.

Dr. C. Robert Muth must be credited for the many educational experiences that he provided to me during this year of work with Middle Cities Education Association and Michigan School Business Officials and the flexibility to enable the writer to complete his work.

This study could not have been completed without the "super" cooperation extended by the twenty-one superintendents and the members of their staffs who participated in the research. I am also deeply indebted to the four superintendents who gave so generously of their time during visits to the districts that they administer.

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To Dr. David C. Smith for his encouragement during the early stage of my studies and his interest in my progress.

It has been my good fortune to have close friends who have shared my study, listened and become involved,

particularly Bill and Sue Binning, Durrell and Marsha McKenzie, Dale and Dianne McKenzie, and W. Craig Misner.

Formal education has provided me with teachers that have promoted insight and questions to answer and goals to reach for. Namely: Edith French, William Timm Sr., Don Allen, Dr. Gil Mazer, Dr. Roland Strolle, Dr. Larry Schlack, Dr. Paul Misner, Dr. Ernest Melby, Dr. Richard Featherstone, and Dr. Avery Craven. Each of you has had an effect on this study.

As one student drawing on the strengths of other students or "misery loves company," my fellow students have done both for me, their critical thoughts have been invaluable to me. Appreciation is extended to: Dr. Peter Murk, Dr. John Fallon, Dr. Larry Ditto, Dr. Wally Piper, Dave Morton, Dave Blomquist, Ray Keech, Bill Kiefer, Bill Vescolani, and the other members of the bull pen. Good luck to you all!

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These people have taken the farmboy from Edwards Corners through many happy and successful experiences.

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CHAPTER I

THE PROBLEM

Introduction

In some communities the conditions needed for educational leadership have been weakened through the pursuit of factional interests by elements of the constituency. In these cases the superintendency of schools has become a virtually uninhabitable position as reflected in the recent assassination of the Oakland, California superintendent of schools.¹ Paul B. Salmon, Executive Secretary of the American Association of School Administrators, in response to this condition has indicated:

Each school administrator in the nation, particularly the chief executive, must be assured by the appropriate agency in their community that their lives and the lives of their families will be protected from physical harm. Unless this is done, it will be virtually impossible to continue to attract high caliber professionals to such positions.²

¹"Threat of Violence Increases for School Administrators," The School Administrator (December, 1973), p. 2.

²Ibid.

The demise of leadership may signify victory for forces incapable of, or disinterested in considering the best interests of the community as a whole. The immediate and most visible victim of this process is the superintendent. And eventually it is all the people involved in the process of education who are victimized by the loss of leadership.

The superintendency is one of the more crucial and difficult public positions in American society today. "He is placed in the almost constant position of ordering actions which someone or some group does not agree with."³ The occupant of this position more than any other single person influences the shape of the local public education. He has a principal role in determining what will become of the young people of the community, and through them what will be the future of the community and the nation.

The superintendency is an inherently difficult and complex position which is further complicated by changes taking place in American society. Among these changes are the financial plight of schools, the right of all public school employees other than the superintendent to negotiate, the quest for equal opportunity, a striving for student rights, technological progress, and the expansion of knowledge and of its impact on life.

³Ibid.

If the superintendent is to be successful in his position the attitude of the community toward him must be one of understanding. The community, the professional staff, the school board, the taxpayers, and the parents with the help of the superintendent need to know where they are going, and the goals they are working toward. A community which does not understand, desire, nor support effective leadership is unlikely to find it.

The present climate in the United States prompted the National Education Association to develop a position paper in which it listed tasks which were necessary to the fulfillment of the superintendent's role.

1. Consideration of the instructional program of the schools.
2. Management of the schools.
3. School budgeting.
4. Re-examination of where the school is going.
5. Art of human relations.
6. Leader in teamwork and general agreement.

In short, the superintendent is teacher, politician, philosopher, student of life, public relations counselor, and businessman. All these aspects are involved in his central role of leadership.⁴

For the superintendent as for the teacher, the goal of his work is the constant pursuit of the best possible education for every student. He is stimulated by needed concern with school policies, budgets and conflicting community opinions and interests. He takes

⁴"The Unique Role of the Superintendent of Schools," The Educational Policies Commission, National Education Association and American Association of School Administrators, 1965.

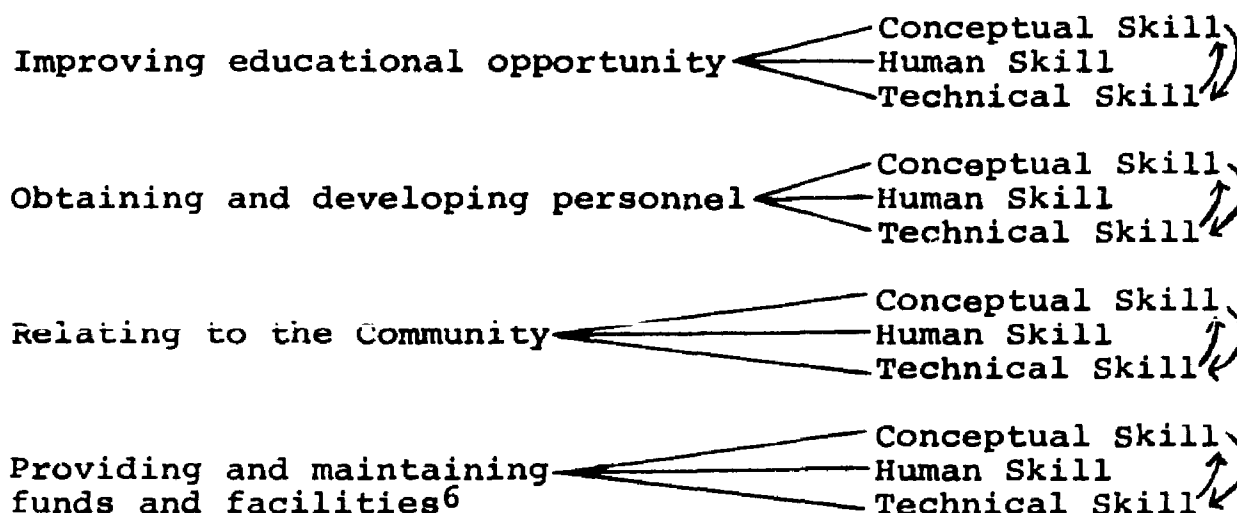
satisfaction in helping to educate the public to the needs of education. The superintendent's position affords him the constant opportunity to learn about people, about the community, and about the curriculum of the school. He usually is charged to bring about "esprit de corps" among the professional staff, the parents, and the students. This esprit contributes to the quality of education and the superintendent the support of his constituency. More than anything else the superintendency offers to contribute to the public welfare.

The superintendent should possess unique personal attributes so that he may function effectively in a community. With this in mind the Council for Administrative Leadership (CAL) suggested the following list to be of merit:

1. Ability to lead.
Can he get a job done through people?
Does he present well-developed plans to the board and the faculty?
Does he build good human relations with his associates?
2. Ability to perform.
Does the candidate finish each job that he starts?
Does he know his job?
3. Ability to bring about desired changes.
Can the candidate bring about changes without revolution?
Are conditions worse after the change than before?
4. Ability to demonstrate inner security.
Can reasonable people disagree with the superintendent?
Does he give evidence that another man's self-respect is as important as his own?

5. Ability to live with uncertainty.
Can the superintendent work under pressure?
6. Ability to conceptualize.
Can the candidate see the whole picture?
Does he see the great purpose of education in the modern world?⁵

Griffiths attempts to conceptualize administration further by drawing from the Tridimensional Concept of Livingston and Davies, and the Three-Skill Concept of Katz. The procedure for analyzing the superintendent's position is to divide the functions into the four categories and to discuss the three levels of skill required in each category. The following is based upon this approach:



⁵Criteria and Procedures Suggested for Use in Selecting a Chief School Administrator, Albany, New York, Council for Administrative Leadership, 1961.

⁶Daniel E. Griffiths, The School Superintendent (New York: The Center for Applied Research in Education, Inc., 1966), pp. 70-80.

Lazarsfeld also discusses the tasks of the administrator. He states that there are four tasks which vary little from organization to organization:

1. The administrator must fulfill the goals of the organization.
2. The administrator must make use of other people in fulfilling these goals, not as if they were machines, but rather in such a way as to release their initiative and creativity.
3. The administrator must also face the humanitarian aspects of his job. He wants people who work for him to be happy. This is morale--the idea that under suitable conditions people will do better work than they will under unsuitable conditions.
4. The administrator must try to build into his organization provisions for innovation, for change, and for development. In a changing world people and organizations must adjust to changing conditions. The conditions for change must be incorporated into the organization so that there may be a steady process of development rather than a series of sudden, disruptive innovations.⁷

What the "ideal" superintendent should be seems to evince appreciable agreement among the writers. However, while it is an easy matter to typify the ideal superintendent it is yet another matter to recognize what is the actual role that the superintendent portrays. Three commonly held views regarding school administration are articulated as follows:

1. There is first the view that administration is indistinguishable from teaching and scholarship; the administrator is the statesman, teacher, or

⁷Paul F. Lazarsfeld, "The Social Sciences and Administration: A Rationale," in The Social Sciences and Educational Administration, ed. by Laurence W. Downey and Frederick Enns (Edmonton, Canada: The Division of Educational Administration, The University of Alberta, 1963), pp. 3-4.

scholar who carries the administrative functions of the organization with his left hand. When Universities seek a great scholar for president and when school boards look for extensive teaching experience in their superintendent, this view would appear to be the controlling one.

2. A second view of administration holds that the functions of the administrator can be differentiated from those of the scholar.
3. A third view holds that organizations and the milieu in which they exist have become so complex that only the administrator can comprehend their purpose and their operation. This concept makes the administrator not only the implementer of policy, but also the maker of policy.⁸

It is clear that the role of the superintendent varies depending upon which view is controlling. However, the role of the modern school superintendent is portrayed in contemporary literature in the second view.

A common attribute ascribed the superintendent is that of leadership. But leadership may be defined in a number of ways. Cultural connotations of the term suggest that leadership is always good or effective. However, leadership means different things to different people. To some good leadership may mean the maintenance of the status quo. To others the term leadership brings forth visions of an authority figure dispensing answers to his followers and showing them the way they should go. Expectations as to the leadership functions of the superintendent thus vary widely, and by the groups within the school structure be it the school board, school principals,

⁸Roald F. Campbell, "The Superintendent--His Role and Professional Status," Teachers College Record, LXV, No. 8 (May, 1964), 673.

teachers, or the community. The superintendent himself has expectations or goals that he sees as his role. Each superintendent must decide for himself what his personal role will be.

Dykes suggests that it is necessary for the superintendent to understand and perceive his position in the following areas:

1. The Staff
2. Instructional program
3. Business management
4. The Community
5. Communication
6. Advising, Determining, and Initiating⁹

While these are broad areas it does seem reasonable to believe that this list does encompass most of the superintendent's jobs.

The introduction to this study points out the dynamic, much maligned, little understood position of the superintendent of schools in education. It is one position where various emotions and feelings converge, often with explosive results. Such an atmosphere prompted Goldhammer to list six problems which he saw the superintendent in the 70's having.

1. The civil rights movement, teacher militancy, and student unrest are part of a general, culture-wide revolt against paternalism.

⁹ Archie R. Dykes, School Board and Superintendent (Danville, Ill.: The Interstate Printers & Publishers, Inc., 1965).

2. The rapid urbanization of society.
3. "Ethos of Jeffersonian agrarianism," urbanism isn't here to stay--that if they close their eyes it will go away.
4. Failure of the schools to communicate with all segments of the population.
5. Our society seems to lack a sense of community.
6. Rapidly growing technology and the danger of mechanization of human services.¹⁰

While there is not a great deal of knowledge in terms of systematic studies which involve the superintendent of schools there are several studies which examine the expectations and performances of school principals. These studies have been precipitated by the vast amount of literature which discusses the role of school principals in theoretical terms. While there are differences in the role and position between school principals and superintendents, some points of administration can be generalized across job lines.

The school is an organization made up of people in interaction with one another. These same people have different personal goals and needs and at the same time they are there to achieve the goals of the organization. Administration exists to serve the purpose of the organization. Administration is "the total of the processes through which appropriate human and material

¹⁰ Keith Goldhammer, "Hottest Spot in Town," American Education, III (October, 1967), 2-4.

resources are made available and made effective for accomplishing the purposes of an enterprise."¹¹

Educational administration is then the process of coordinating the efforts of the people within the school to produce and promote the educational process. It is the attempt to organize and facilitate the students and teachers in their efforts to achieve effective education for students.

Anderson, in an attempt to find out what was considered to be the most important responsibilities of school administrators, interviewed twenty superintendents of schools. His findings were as follows:

1. Working effectively with people (in the community, on the board of education, within the professional staff, among the pupils).
2. Providing efficient business management.
3. Developing an adequate school plant.
4. Improving the educational program.
5. Serving the profession.¹²

A further attempt to describe desirable behavior of school administrators was undertaken by the School-Development Study at Ohio State University suggesting:

1. Setting goals. This is the establishment of the overall objectives of the educational program and the lesser and more immediate goals of individual schools and teachers. The achievement

¹¹Staff Relations in School Administration (Washington, D.C.: American Association of School Administrators, 1955), p. 7.

¹²Walter A. Anderson, March Beauchamp, and Quill E. Cope, "Responsibilities of School Administrators" (New York: Department of Administration and Supervision, New York University, 1952). (Mimeographed.)

and acceptance of common goals by those who are expected to achieve them. Therefore, one of the important areas of administrative behavior is the setting of educational goals.

2. Making policy. All who are affected by policy should share in making it. Therefore, an important area of administrative behavior and leadership is that of developing educational policy with all who will operate in keeping with it.
3. Determining roles. Personnel in school systems should have clear assignments. It is the administrator's responsibility to clarify and determine roles for and with the staff members with whom he works.
4. Coordinating administrative functions and structure. The administrator must operate in such a way that all the educational activities are coordinated and properly fitted together. Charting the course and seeing all the elements in proper perspective is an important area of administrative behavior.
5. Appraising effectiveness. The administrator must provide leadership in the continuous and searching appraisal of the educational program. Therefore, preparation programs should provide learning experience in effective evaluation of educational programs.
6. Working with community leadership to promote improvements in education. An important area of administrative behavior is in working with community leaders and agencies and in using community resources to improve educational programs. These skills and behaviors are developed best through guided learning experiences in real communities.
7. Using the educational resources of the community (See no. 6 above).
8. Involving people. "When people share--people care" is an important maxim in educational leadership. Support of the educational program is closely related to the extent of one's participation in it. Therefore, among the skills and behaviors which relate to working with groups and involving staff and community in educational planning, development, and appraisal.

9. Communicating. This is "the ebb and flow of feelings and ideas among people." It is reading, listening, speaking, writing, depicting. It is comprehending and making comprehensible that which one wishes to communicate. It is the desire to make one's feeling and ideas crystal clear to others.¹³

The apparent differences which exist between the way a school administrator operates in his position and the way he is expected by the community to behave prompted Fisk to note:

There may be a significant difference between the definition of the task of educational administration which is socially desired and that which is seen by the man-on-the-job. It would appear logical that the greater the congruence between the two definitions, the greater the potential for sound administration and, more important yet, sound education. . . . There will be a continuing challenge to the educational administrators themselves to demonstrate behavior which points to congruence between the intellectual and the personal comprehension of the full dimensions of the organization task. One may through prior training and experience be able to verbalize the task in phrases completely consistent with the socially desired definition. But the leader's behavior will necessarily reflect his personal perception of the task. To bring the personal and the intellectual definitions into reasonable congruence will require the development of those habits of mind and behavior which lead the administrator to be a student of educational administration as well as practitioner.¹⁴

¹³John A. Ramseyer, Lewis E. Harris, Millard Z. Pond, and Howard Wakefield, Factors Affecting Educational Administration, CPEA series (Columbus, Ohio: College of Education, Ohio State University, 1955), pp. 18-56.

¹⁴Robert S. Fisk, "The Tasks of Educational Administration," in Administrative Behavior in Education, ed. by Roald F. Campbell and Russell T. Gregg (New York: Harper and Brothers, 1957), pp. 200-01.

Fisk further indicates there are three approaches to the definition of the task of educational administration by assuming a constant and consistent community philosophy. It should be noted that this assumption may seldom happen. He suggests:

1. A definition arrived at by an outside observer based on what is happening in the administrative process as he views it. This may be described as the observed actuality of educational administration.
2. A definition arrived at by an outside observer based on what he believes should be the behavior of educational administration. This may be described as the socially-desired definition of educational administration.
3. A definition arrived at by a school administrator trying to perceive his responsibilities. This may be described as the man-on-the-job definition.¹⁵

Statement of the Problem

The problem addressed in this study was what are the perceptions of leader behavior in selected Michigan school districts of the school superintendents with four subscales of the LBDQ? In this study the author investigated perceptions of superintendents' of schools leader behavior in selected subscales of the Leader Behavior Description Questionnaire (LBDQ) as observed by school board members, the superintendent, principals, and teachers. It was also determined to what extent there was agreement or consensus among various groups within the school setting as to these perceptions in given

¹⁵Ibid., p. 228.

situations. This study also addressed the question of whether the perceptions by the individual groups change as the school district size increases. The second stage of this research was to visit selected districts to determine if there were observable factors for the particular responses to the LBDQ and if the scores did in fact represent the district accurately.

The question of group or organizational size is addressed by Bierstedt who suggests that, "as social interaction is intensified by increase in size of population, so do the different kinds of relationships increase."¹⁶ Davis notes that, "undoubtedly the character of the group tends to change with its size . . ."¹⁷ Bidwell in a discussion of schools notes:

Although there is no firm evidence for effects of system size, as noted, one might expect larger systems, since they include large numbers of subunits, and large, and perhaps more diverse, student bodies, to encounter greater difficulties of coordination than small systems . . .¹⁸

¹⁶Robert Bierstedt, "The Limitations of Anthropological Methods in Sociology," The American Journal of Sociology, LIV (July, 1948), 22-30.

¹⁷Kingsley Davis, Human Society (New York: The MacMillian Company, 1950), p. 293.

¹⁸Charles E. Bidwell, "The School as a Formal Organization," in Handbook of Organizations, ed. by James G. March (Chicago: Rand McNally & Company, 1965), p. 997.

Studies which have involved school system size include those of Gross¹⁹ and Bowman.²⁰ While these studies did deal with district size, neither addressed the perceptions of leadership within the districts.

Need for the Study

In recent years the field of educational administration has received much attention from educators and social scientists and this attention has been centered largely around the school principal and his relationship with teachers. There has been little information generated with respect to the superintendent and the behaviors which he exhibits in his work. The principal portion of the information which does exist is in the area of theoretical constructs or opinion and only a paucim of empirical research.

Bidwell argues this point in stressing:

New studies are needed which systematically investigate the interaction of variables subsumed under organizational recruitment, structural content, and board and superintendent attitude and action. . . . These studies, moreover, should move beyond attitudes to give greater attention to performance in office.²¹

¹⁹ Neal Gross, W. S. Mason, and A. W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958).

²⁰ Thomas R. Bowman, "Participation of Superintendents in School Board Decision-Making" (unpublished Ph.D. dissertation, University of Chicago, 1963).

²¹ Bidwell, op. cit., p. 1,001.

If the superintendent of schools is to be effective it is essential that he understand the several segments of his school-community and the expectations that each has for his position. The superintendent in the late-twentieth century faces critical problems and is expected to produce significant results. He will be continually confronted with problems which have social, economic, and political implications. A large segment of the public has become aware of the problems confronting education and some of these people have expectations which exceed the vision and capabilities of the school leaders.

These conflicts of ideology eventually permeate the board level of a school district and frequently cause serious consequences for the superintendent of schools. Such a situation prompted Brause to ask school board presidents why superintendents get fired. He concluded that:

The basic job of a superintendent is communicating with the board. Effective communication is basic to compatibility and good personal relations. Once communications have broken down the relationship is doomed. And the superintendent--regardless of his educational achievements is well on his way to his next administrative post.²²

The point of view is stressed that the differing opinions between the board and superintendent influence the view of his role.

²²Dorsey Brause, "Why Superintendents Get Fired," School Management, X, No. 99 (April, 1966), 98-99.

In defining their relationships with the superintendent, board members are influenced by the cultural values they hold. . . . When various board members hold conflicting values it is probable that they also will hold conflicting expectations for the role of the administrator.²³

While the discussion to this point has only dealt with the superintendent-board relationship, one needs to observe several others.

The relationship that the superintendent has with the administrators under his direction also can be one which causes operational problems both for him and the school system.

Because of the breadth of the position, the superintendent of schools frequently has to rely upon decisions made by one of his assistants or a building administrator. A mutual trust and respect needs to exist between the administrators involved, the one closest to the situation and the superintendent. This process also works where the superintendent makes a decision which affects the operation of subordinates in the administrative structure. Some writers consider this the all-encompassing umbrella of the "management team concept." While this may not always be the case the relationship between the superintendent and his administrators is crucial. This

²³Max G. Abbott, "Values and Value-Perceptions in Superintendent-School Board Relationships," Administrator's Notebook, IX, No. 4 (December, 1960).

relationship has been further complicated by some administrators using collective negotiations as an access to more power in the decision-making process.

The relationship of the superintendent to teachers has taken on new importance in Michigan since 1965 when Public Law 379 allowed teachers to enter into negotiations regarding working conditions, salary, fringe benefits, curriculum development, and any other matters which directly effect teachers. This relationship has been in many cases further strained with the teachers having found new power. The superintendent who at one time may have been considered an educator often has become essentially a management person.

A result of this change for the superintendent is reflected in the perceptions the teachers have toward the superintendent. And the attitudes seem to vary as the school district size increases.

Purpose of the Study

The writer's purpose in this study was to investigate the perceptions of leadership behavior of the superintendent of schools as seen by the superintendent, principals, teachers and board members through the use of the LBDQ-XII. Further, it was attempted in this study to determine whether these perceptions of leadership by the various groups involved change as the size of the school districts increased. An observation

visitation was used to determine if in certain selected districts the responses to the LBDQ did in fact reflect the leadership of the district. It is hoped that through the findings of this study a better perception of the performance of the superintendent and his duties by the various groups may be developed.

Definition of Terms

For the purpose of clarification, the following terms are defined:

Selected District(s).--Those school districts selected for observation visitation to determine if in those districts the responses to the LBDQ did in fact reflect the perceptions of leadership from the data in Chapter IV.

Large District.--Student enrollment of over 10,000 for the 1973-1974 school year.

Small District.--Student enrollment of less than 3,000 for the 1973-1974 school year.

School Board Member.--Governing board of the school district whose members are elected by the voters of the district.

Superintendent of Schools.--The executive officer of the school board who is appointed by the board, being responsible for the total operation of the district.

Administrators.--Those school executives below the level of superintendent who are involved in the administration of the district including assistant superintendents, directors and principals.

Teachers.--Professionally certified staff of the school which are involved with classroom operation.

Leader Behavior Description Questionnaire--Form XII²⁴.--Measures leader behavior within a situational context. The LBDQ-XII consists of 100 items which are grouped into twelve subscales. Four of these subscales (Persuasiveness, Tolerance of Freedom, Production Emphasis, Predictive Accuracy) were selected as the result of a pilot study where twenty present or recent school administrators were asked to select the four or five subscales which were to them the most important, rather than using the often-used scales of Initiation of Structure and Consideration. They are briefly defined as follows:

²⁴ Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement, Research Monograph No. 88, Ohio State University, Columbus, Ohio, 1957. Additional information about the LBDQ may be found in Chapter III.

- a. Persuasiveness--Uses persuasion and argument effectively; exhibits strong convictions.
(10 items)
- b. Tolerance of Freedom--Allows followers scope for initiative, decision, and action. (10 items)
- c. Production Emphasis--Applies pressure for productive output. (10 items)
- d. Predictive Accuracy--Exhibits foresight and ability to predict outcomes accurately. (5 items)

Limitations of the Study

This study was concerned with the various perceptions of different groups within the school-community toward the leadership behavior of the superintendent of schools. The study was concerned only with the office of superintendent in K - 12 districts in Michigan and how actual behavior is perceived. It does not involve county superintendents, the state superintendent, private or primary school districts. With the exception of the school board members this investigation does not involve noncertified employees of the school systems, i.e., bus drivers, secretaries, custodians. No attempt was made in this study to include people of the community which the districts serve.

The investigation did not attempt to prove or disprove any theories of ideal educational administration

programs. This study was not intended nor should it be considered an evaluative tool to determine the effectiveness of the superintendent.

Because of its scope the study looked at only a small number of the total districts in Michigan. Hence, generalizations and predictions based on gathered data and the analysis of this information should not be assumed to be applicable to other school districts in Michigan or other states.

The Hypotheses

I. General HO:

There will be a difference in the perceptions of the leader behavior of the superintendents by board members as the size of the school district increases.

Sub. HO₁:

In large districts board members will rate the superintendents higher in persuasiveness than the superintendents do themselves. Whereas, there will be no difference in small districts.

Rational:

The superintendent has less contact with the board members on a one-to-one basis in the larger districts.

Sub. HO₂:

Board members in large districts will rate superintendents lower on tolerance of freedom than small district board members.

Rational:

As the size of the district increases it is expected that the decisions have been made and the recommendations for a vote is all that is necessary.

Sub. HO₃:

The board members in larger districts will rate the superintendents lower in predictive accuracy than the superintendents will themselves.

Rational:

Because of the many variables within a larger district the best planning can go awry; i.e., population changes, court orders.

Sub. HO₄:

Board members in large districts will rate the superintendents higher in the area of production emphasis than the superintendents will themselves.

Rational:

The superintendents of a large district will be more critical of his success and expect more of himself than his governing board will.

II. General HO:

The superintendent's administrators view the leader behavior of the superintendents differently than the superintendents do themselves.

Sub. HO₁:

In large districts principals will rate the superintendents lower in persuasiveness than principals in small districts.

Rational:

Principals in larger districts will not see themselves in a situation to be argumentative with the superintendent. Further, decisions in the structure would be seen as being autocratic in nature.

Sub. HO₂:

Principals in smaller districts will rate the superintendents lower in tolerance of freedom than the principals of larger districts.

Rational:

Because of less contact with the superintendent in a larger district the principals see themselves as being on their own without the restraints that may exist in a small district because of the direct contact with the superintendent.

Sub. HO₃:

Principals in small districts will rate the superintendents higher in predictive accuracy than the principals in large districts.

Rational:

There are less variables in the smaller districts which would upset long-range planning and a generally closer communication to principals with respect to planning.

Sub. HO₄:

Principals in larger districts will rate the superintendents lower in production emphasis than the superintendents rating of themselves.

Rational:

In larger districts the principal is less likely to know what is expected of him in an area of production. The goals that he is to meet being vague.

III. General HO:

Teachers see the superintendent in a different behavior than the superintendent views himself.

Sub. HO₁:

Teachers in large districts will not rate the superintendents as high in the area of persuasiveness as the superintendents will themselves.

Rational:

Because of the complexity in a larger district teachers will have little direct contact with the superintendent and rather than seeing him as being persuasive it may be dictatorial.

Sub. HO₂:

In the area of tolerance of freedom teachers in large districts will rate the superintendents higher than the superintendents will rate themselves.

Rational:

Because of the lack of contact with the superintendent in a larger district teachers will tend to interpret this as a grant of freedom in what they do.

Sub. HO₃:

Teachers in large districts will score the superintendents lower in predictive accuracy than the superintendents do themselves.

Rational:

Lack of teachers or teaching supplies would be seen as a poor prediction. Overcrowded school in contrast to one of few students in the same district would cause teachers to question the predictiveness of the superintendent.

Sub. HO₄:

Teachers in larger districts will rate the superintendents lower in the area of production emphasis than the superintendents will themselves.

Rational:

While the superintendent may have strong feelings of how well he is pushing for production, his teaching staff because of the distance from him will not realize this strength.

IV. General HO:

In a comparison between small and large district superintendents there will be a disagreement in the superintendent's scores on the dependent variables.

Rational:

Because of the difference in the job description of the superintendent, the complexity of larger districts and the various groups with expectations placed on him there will be a variation in the scores from smaller district superintendents as compared to large district superintendents.

V. General HO:

Within group scores will not be congruent as comparisons of variables are made between small and large districts.

Rational:

Perceptions and expectations of individual groups change toward the superintendent's leader behavior as the school district size increases.

Summary

The intent of Chapter I has been to introduce the importance of the position of the superintendent of schools, include a statement of the problem, the need for the study, a purpose of the study, the limitations of the study stated. Finally, concepts and objectives vital to the study have been explained and defined.

Chapter II presents a review of literature and related research, including the development of the school superintendency in the United States and Michigan and research which is pertinent and relevant to the present study. Chapter III includes a rational for the methodology selected, the setting, instrumental procedures which were used, and also the statistical treatment. Chapter IV describes the examination and study of the results of data collected and relates them to the hypotheses generated. Chapter V includes a discussion of the results of the observation visitations in the target districts as related to the LBDQ. Chapter VI is a summary and conclusion of the study with implications for further studies.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A review of the literature for this study necessitated an historical investigation of the position of the school superintendent and research of the superintendent of schools, leadership, and the dynamics of administration.

Section I develops the position of the public school superintendent in American education and the emphasis placed on the position through to the present day.

Section II reviews the position of the Michigan school superintendent and its evolving character in relationship to the Michigan school district.

Section III is intended to serve as a basis for looking at the research which is relevant to the present study.

Human relations in the schools in many cases is established by the climate from which the superintendent of schools operates. If teachers, administrators,

parents, community and the superintendent can work together as partners to assist in the process of educating children to the best of their ability the common goal can hopefully be reached--successful educational experiences for children.

Historical Perspective

It should be noted that the position of superintendent of schools is one of the more important positions in American education today. American education existed for 200 years before the first superintendent of schools was appointed. It was yet another sixty years before any additional number of cities saw fit to follow in the development and establishment of the position of superintendent of schools.

From a modest beginning the position of superintendent has grown into one of responsibility and authority of considerable magnitude. While there is some doubt as to the actual power held by the superintendent, it is clear that he is the administrative head of the local school district. He reports to the board of education and is its chief executive officer. In most cases the position has the title of superintendent although some persons in the position are called supervisory principal and others are called district superintendent.¹

¹American Association of School Administrators and Research Division of Education Association, Profile of the School Superintendent, Washington, D.C., 1960.

The development of the superintendency in America has basically three stages as suggested by Griffiths which are:

1. 1837-1910. During this period the superintendent was essentially instruction-oriented.
2. 1910-1945. During this period the superintendent was essentially a businessman more interested in the budget than in instruction.
3. 1945- . The superintendent has now entered a period wherein his position is viewed as that of a professional school administrator.²

While there is little question as to the importance placed on the role of the superintendent at the specified points in time, the author would suggest that maybe there is a need for a fourth stage to be added to the list. This stage incorporates all the suggested responsibilities and adds the title of community leader. The superintendent as seen by some citizens has become the person with the answer to all the ills that plague the community with which he works. The larger the community the more diverse are the problems that he must face.

The lack of superintendents in the early years of American education can be traced in part to an anti-executive attitude prevalent in early America as the result of activities of royal governors. As Knezevich relates:

The royal governors were, more often than not, spoilsmen and were usually out of sympathy with the people of the American colonies. The image

² Daniel E. Griffiths, The School Superintendent (New York: The Center for Applied Research in Education, Inc., 1966), p. 2.

or conception of an administrator as a person with little concern for the best interests of the people in general and who was primarily concerned with "feathering his own nest" led to the development of a system of courts and juries for law enforcement and/or committees of people to execute the affairs of people. The frontier condition with its simplicity of life favored a self-reliant, self-sufficient, and hence, decentralized system, rather than one where control rested in some highly centralized authority.³

In lieu of the school superintendent the schools were administered by governmental bodies in the larger cities of the 1800's. By the 1850's cities such as New York, Baltimore, Boston, and Philadelphia had populations of over 120,000⁴ and the administration of the schools was becoming too unwieldy for a board of education.

This problem of administering the schools prompted Gilland to summarize the reason why boards sought professional leadership and assistance:

1. The members of boards of education were engaged in business pursuits and could not spare the time from their private enterprise.
2. The growth in the complexity and intensity of the problems of administration and supervising had rendered the solution of the problems beyond the capabilities of lay boards of education.⁵

³Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row, Publishers, 1962), p. 248.

⁴U.S., Department of Commerce, Bureau of the Census, Population, Vol. 1, 1930, Table II, p. 18, and Table a, p. 746.

⁵Thomas M. Gilland, The Origin and Development of the Power and Duties of the City School Superintendent (Chicago: University of Chicago Press, 1935), p. 15.

Even though lay boards were having a difficult time in supervising schools, they were not going to give up without a fight. When it was apparent that lay supervision was not as such the answer, the public school system of Cleveland in 1837 called for a board of five school managers whose duties were: " . . . to provide a school in such districts, provide expedient and proper regulations, examine and employ teachers, fix teachers' salaries subject to the approval of the council, and make repairs and purchast supplies, subject to the consent of the council when the supplies or repairs exceed ten dollars a year."⁶

As the number of schools increased, the school managers' duties became more complex. The managers found they could no longer perform all their tasks. School visitations were the first to be dropped; the reasoning being that since so little time could be spent in each school to form correct judgments, there was no practical use in spending any time in this manner.

Clearly a pattern had developed. Local government first administered the schools. As the work became too onerous, committees or boards were appointed to manage the affairs of the schools. When the population rapidly increased in short periods of time, there was an increase

⁶Theodore L. Reller, The Development of the City Superintendency of Schools (Philadelphia: n.p., 1935), pp. 12-13.

in the number of schools and an increase in the complexity of the school problems. The latter was predicated by new ethnic groups coming to this country. As a result, special committees appointed for school affairs began to specialize in their duties and in turn assign specific duties to specific members of these committees. There were still strong attempts by citizens to run their own affairs and to perpetuate the concept of lay supervision rather than appointing professional superintendents.

The lay supervision system was not to prevail, however, and cities began to conclude that their lay systems of administering schools must give way to a new order. The following report of a Boston school subcommittee in 1847 gives a complete and concise account of why a superintendent must be appointed in their city. The report shows how a school committee, which has struggled with the job itself, set forth the expectations it held for the superintendency. It is typical of the way other committees and boards had felt just before the appointment of a first superintendent.

There is now no one whose duty is to find the best and most economical plans for school houses, their ventilation and warming, and their apparatus, seats, desks, and other furniture.

There is no one to look out for the best teacher when a vacancy occurs, or in preparation for a vacancy.

There is no one to find out what is the most successful teaching in all the schools, and to point it out for the benefit of all; or to aid,

advise, or cooperate with any teacher who is pursuing, or who may wish to pursue, and improved but untried plan of instruction and discipline.

There is no one to make, from the wisdom of the most experienced, suggestions of those who are aiming at perfection; to know, by comparison, the deficiencies of teachers, and to point out the means of supplying them.

There is no one to see that proper and sufficient philosophical apparatus is supplied, and that it is properly and economically made, used and kept.

There is no one whose special duty it is to see whether the best course of studies is pursued, or to suggest improvement from the experiences of the best schools elsewhere.

There is no one to see whether the schools are adapted to the population, and all classes of children brought into them.

There is no one to see that all important business is duly brought before the meetings of the board.

There is no one to supervise the transfer of children from school to school, and from one set of schools to another.

There is no one to oversee the organization of new schools.

There is no one to collect documents appertaining to the Boston and other analogous schools, and to give full information in regard to them.

There is no one to instruct strangers in regard to them.

There is no one to say what libraries should be in the schools, for teachers or for pupils.

There is now no individual or body to exercise the complete supervision of the schools which is needed, or to examine them as thoroughly as they require.⁷

The subcommittee was unanimous in their agreement with this lengthy report. However, it was four years, until 1851, before Boston hired its first superintendent of schools.⁸

⁷Reller, op. cit., pp. 39-40.

⁸Ibid., pp. 71-73.

In Michigan, Detroit appointed its first superintendent in 1855 when the school enrollment was 5,500 students with a teaching staff of 41.⁹

While appointment of a superintendent was seen as a step in the right direction, there was still a serious problem in the size of the board of education and the subcommittees which it appointed. Board size ranged from 14 to Boston with 217 members in 1855, and the unsurpassed record of Philadelphia with 444.¹⁰

Gilland points out the problem of size as he cites the standing committees as established in 1861 as being typical:

1. Committee on School Buildings and Grounds, three members.
2. Committee on Testbooks and Course of Instruction, three members.
3. Committee on Rules and Regulations, three members.
4. Committee on Apparatus and Furniture, three members.
5. Committee on Examination of Teachers, three members.
6. Committee on the appointment of Teachers, consisting of the Board President, Committee Chairman of the Examination of Teachers, and one other member.
7. Committee on Janitors and Supplies, Chairman of the committees on Building and Grounds and Auditing, and one other member.
8. Committee on Medals and Rewards, three members.
9. Auditing Committee, three members.

⁹Gilland, op. cit., p. 15.

¹⁰Griffiths, op. cit., pp. 13-14.

10. Committee on the High School, three members.
11. Committee for each one of the District Schools.¹¹

Initially the superintendent did not have an easy job with such large school boards which envisioned themselves as administrative bodies and limited the superintendent in his role.

However, as the superintendent - board relationship developed more confidence developed in the superintendent's capabilities. As the superintendent became designated as the executive officer of the board, the size of the boards decreased as did the standing committees although this was a gradual process. Such a designation in some cities did not meet with pleasure or enthusiasm of the community and the superintendent was compared to a "pedagogue Pope."¹²

After the appointment era of the American superintendent came one of professional development and refinement to the position. From 1910-1945 the push was made for efficiency and progressivism in education. The writings of Cremin¹³ and Callahan¹⁴ depict the evolvement of the superintendent and American education during this time.

¹¹Gilland, op. cit., p. 146.

¹²Ibid., p. 155.

¹³Laurence A. Cremin, The Transformation of the School (New York: Alfred A. Knopf Inc., 1961).

¹⁴Raymond E. Callahan, Education and the Cult of Efficiency (Chicago: University of Chicago Press, 1962).

Throughout the early twentieth century the emphasis for the position of superintendent has been one of businessman stereotype. The advent of a democratic or humanist concept of administration prompted Newlon, after a content analysis of eighteen textbooks on school administration, to conclude that: " . . . as far as the contents and the bibliographies of these texts were concerned, one would have to conclude that the important disciplines of political science, sociology, and social psychology with their extensive literature were closed to the student of school administration."¹⁵

This polarization of views suggested above is one which now some forty years later commands a great deal of discussion of the superintendent being a businessman or more open to the study of people and a humanist approach to administration in contrast.

Since 1945 the superintendency has been in a mild revolution with the advent of the sputnik, Federal and state aid to education, teacher negotiations and activism, and a renewed public interest in their schools have created a new setting for education of today. It is difficult to find in the history of the school superintendency a time when it has been under closer scrutiny

¹⁵Jesse H. Newlon, Educational Administration as Social Policy (New York: Charles Scribner's Sons, 1934), p. 90.

and study to what the role of the superintendent really is as the social, political, and economic conditions of our society change rapidly.

A product of this time period has also been a closer communication and study by various associations of professional school administration and development including: American Association of School Administrators, National Council of Professors of Educational Administration, Kellogg Foundation, and the Cooperative Program in Educational Administration.

The result of these various groups, their work and their output has prompted Moore to optimistically state that:

It seems safe to say that there is, indeed, a new breed of leader in school administration. Typically, he is on the faculty of a multipurpose university which prepares school administrators, he is a student of the behavioral sciences, and he is an interpreter of research applied to educational processes and institutions.¹⁶

This view is then similar to that of Newlon's statement some thirty years earlier. It is suggested by the author that there has been a move away from the businessman-superintendent philosophy and while it may not have been full circle back to the philosopher-superintendent of the 1800's it has brought a new

¹⁶Hollis A. Moore, Jr., "The Ferment in School Administration," in Behavioral Science and Educational Administration, ed. by Daniel E. Griffiths, The Sixty-third Yearbook of the National Society for the Study of Education, Part II (1964), p. 23.

awareness of people, their feelings and desires. It would not be total speculation to suggest that the superintendency has entered a new age and era of increased responsibility to the ills that plague our society.

The Evolving Michigan Superintendent

The superintendency in the larger cities of Michigan was not dissimilar to that described in the previous section. However, because of Michigan's agrarian beginnings, most of the school districts were small and of the primary or K-8 variety. It was not until after the Civil War that high school districts were found in increasing numbers. These primary districts for a good portion of the history of Michigan education had a paramount influence. The "little red schoolhouse" stood with respect and a certain amount of reverence in the minds of many people.

The expansion of the primary districts in Michigan developed at such a rate that in 1857 there were 3,731¹⁷ such districts which later was ballooned to a peak in 1912 of 7,362¹⁸ districts. This type of expansion gave Michigan the dubious distinction of being only one of eight states to have more than 3,000 school districts.

¹⁷Report of the Superintendent of Public Instruction, Michigan, 1862, p. 3.

¹⁸Donald W. Disbrow, Schools for an Urban Society (Lansing: Michigan Historical Commission, 1968), p. 30.

The other 42 states averaging 660.¹⁹ In perspective the total count of school districts both secondary and primary is less than 600 with K-12 comprising 529²⁰ of that number.

It was not until the late 1950's and the early 60's that there was a concerted effort to consolidate these districts into larger units or as part of a K-12 system. This was done in part to: (1) provide better service to children of the districts; (2) eliminate large amounts of paper work at the state level; (3) provide an equal education to children of rural areas; (4) establish a better financing for these districts; (5) eliminate some of the expensive duplication of efforts.

A formal attempt was made in 1961 to consolidate all K-8 school districts when the then state superintendent for instruction, Lynn Bartlett, sought legislative and senate approval for a K-12 bill which would have forced all districts to build or to join a high school district. The attempt was unsuccessful in part due to the opposition presented by rural interests under the banner of "the little red schoolhouse people." From a time when literally thousands of primary districts existed in Michigan, there are now less than fifty.

¹⁹ Ibid.

²⁰ Michigan Department of Education, September, 1973.

Where a primary district existed in most cases, there was no school superintendent and the administration of the district was a function of a three- or five-member board of education, a building principal or both. In many cases in smaller K-12 districts, the superintendent had a dual role as a high school teacher and the district's only administrator. Such conditions existed until the late 1950's. It is still the practice in the exceptionally small districts that the superintendency-elementary principal position is a dual responsibility.

While the early K-8 districts did not have a modern-day concept of a superintendent, they did use either a township or intermediate (county) superintendent. It was not uncommon for intermediate superintendents to have well over 100 one-room country school districts under their jurisdiction.

The high school districts did not develop with any great speed or significance in Michigan until after the Civil War period. Their development was encouraged in the 1870's with special legislation for union schools.²¹ The high school districts were further encouraged by the decision of the Kalamazoo court case of 1873-74, where

²¹Charles R. Starring and James O. Knauss, The Michigan Search for Educational Standards (Lansing: Michigan Historical Commission, 1969), pp. 33-45.

public tax dollars could be used to support high schools and to employ a school superintendent.²²

The superintendency in Michigan has developed from a modest and difficult beginning into one of the more important public offices of the present day.

If there is any date which can be designated to have placed the superintendency in the prominence it has in Michigan today, 1965 must be noted. It was the inception of Public Law 379 which the Michigan Legislature passed authorizing public employees to negotiate labor contracts with the respective governing boards for the first time. With the inception of these laws, the superintendent became a labor negotiator in addition to his duties which had been inherent in the superintendency. In the years since 1965 it has not been uncommon for some school districts not to open for classes in September because of the lack of a contract settlement between the school district and its teaching staff. Never in the history of Michigan education had there been strikes and labor negotiations the equal of those that have existed this past decade.

The consequences of the strikes and strained labor relations could be predicted, the superintendent being caught in the center of labor conditions, be it with teachers or custodians. Add to this the increased

²²Ibid., pp. 175-88.

activity by students to have their voice heard and control of their own destiny for the pursuit of an education.

The list is not limited to the number of school superintendents who have been replaced or have enjoyed an early "retirement" for the conflict that exists in the performance of their duties.

The school superintendency in Michigan has evolved from a nonexistent position of the 1800's to a position of ever-increasing responsibility and prominence in society of the late twentieth century.

Related Research

It is the intent of the author to review the empirical studies which center on the position of the school superintendent that lends themselves to the current study. Over the years much has been written on administrative theory in education. Some has been based on empirical evidence while still other writings have been drawn from personal study, practice and synthesis of previous literature.

Most of the studies in the review included as their core the LBDQ instrument or some variation of it in the study of the school superintendent or other administrative position. Some have studied the relationship of the superintendent with the board of education.

Halpin with the use of the LBDQ compared the scores of superintendents and aircraft commanders.

Using 64 educational administrators and 132 aircraft commanders. These administrators answered the LBDQ-Ideal, and also were described on the LBDQ-Real by 428 members of their respective staffs.

The 132 commanders answered the LBDQ-Ideal and were described on the LBDQ-Real by 1,099 members of their respective crews. Halpin found that:

1. The aircraft commanders are inclined to show less consideration than is desirable, whereas the educational administrators tend to be remiss in not initiating sufficient structure.
2. The two groups differ significantly in their leadership ideology.²³

As the result of this research Halpin further reported:

The findings support the hypothesis that leaders who function within these two different institutional settings exhibit differences in their leadership ideology and differences in their style of leadership behavior. Specifically, the administrators, in both leadership ideology and leader behavior as measured by the LBDQ, show more Consideration and less Initiation of Structure than the commanders. These differences are all significant at the .001 level of confidence.²⁴

Halpin suggests that the reason for the difference in part for the contrast in scores on the LBDQ is the

²³Andrew W. Halpin, "The Leader Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, XXV (Winter, 1955), 18-32.

²⁴Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1971), pp. 103-04.

difference in the philosophy of the public school system versus the Air Force. The first being concerned with placing value upon consideration while the second is much more interested in the initiation of structure.

A second study completed investigated the performance of fifty Ohio school superintendents from primarily small, rural communities. In this study Halpin determined the relationship between the superintendent's own perception of how he behaves on the Initiating Structure and Consideration dimension, as contrasted with board and staff perceptions, and discovered the corresponding relationship between the superintendent, the board's, and the staff's beliefs concerning how he should behave as a leader. The result of these scores generated the following:

1. Staffs and board groups do not agree with each other on the area of leader behavior dimension.
2. Superintendents do not see themselves as either their staffs or boards see them in respect to consideration. Staffs rate the superintendent low while school boards rate the superintendent high.
3. Boards rate superintendents higher than the staffs in the initiating structure. Further, they rate the superintendent higher than he rates himself.
4. Boards tend to rate superintendents higher in consideration and initiating structure than either the staffs and the superintendent rating himself.
5. Boards do not differ significantly from school district to school district in their expectation of how the superintendent should behave.
6. There is significant difference between boards and staffs in how a superintendent should behave on consideration. The initiating structure within group agreement for boards and staffs is about the same for all boards and staffs.

7. Staffs differ little from school to school in expectation of how much consideration the superintendent should show. However, there is a slight difference in the amount of structure that should be initiated.
8. Superintendents set a higher standard for themselves on consideration than either staffs or boards set for them.
9. Boards expect stronger initiating structure than either the superintendent or the staffs. Staffs prefer less structure than the superintendents believe they should initiate.²⁵

The results of this research prompted Halpin to summarize:

The leadership ideology of board and staff members, and of the superintendents themselves, is essentially the same. Effective or desirable leadership behavior is characterized by high scores on both Initiating Structure and Consideration. Conversely, ineffective or undesirable leadership behavior is marked by low scores on both dimensions. These findings on the leadership ideology of superintendents, staff members, and board members agree with the results of an earlier Air Force study in which it was found that aircraft commanders rated effective by both superiors and crew score high on both leader behavior dimensions. These results are also consistent with Hemphill's finding that college departments with a campus reputation for being well administered are directed by chairmen who score high on both leader behavior dimensions.²⁶

²⁵ Andrew W. Halpin, The Leadership Behavior of School Superintendents (Columbus, Ohio: College of Education, The Ohio State University, 1956).

²⁶ Halpin, Theory and Research in Administration, op. cit., p. 118.

Hunter²⁷ developed his dissertation with the LBDQ using sixteen metropolitan St. Louis, Missouri school systems, half of which were "small"--enrolling from 750 to 2,700 pupils, and half which were "large"--enrolling 6,500 to 10,200 pupils. In contrast to Hunter's proposed hypotheses that there would be no difference in the size of elevations of the LBDQ scores, he found that: (1) Teachers and board members in the large school systems rated their superintendents lower on both dimensions (initiation of structure and consideration) of leadership than teachers and board members in the small systems; (2) The reverse occurred in the superintendent's self-ratings; superintendents in the large systems described themselves as higher in both Initiating Structure and Consideration than those in the small systems; (3) In virtually every large school system the superintendent rated himself higher than his associates rated him, and in virtually every small system he rated himself lower than the teachers and board members rated him. These results were considered to be statistically significant at the .01 level of confidence by the appropriate t test.

²⁷Ovid N. Hunter, "Relationship Between School Size and Discrepancy in Perception of the Superintendent's Behavior" (unpublished Ph.D. dissertation, Washington University, St. Louis, Missouri, 1959).

Evenson²⁸ with the use of the LBDQ evaluated the leadership behavior of forty Illinois high school principals. On the basis of the ten largest and ten smallest high schools, it was found that there was no consistent trend with respect to the element of size.

The contrast in LBDQ scores between small and large districts reported in the Hunter study provided the inspiration and incentive for Charters to replicate the earlier research and in some cases be able to use the same school systems and superintendents which had been respondents in Hunter's work.

The results of Charters' study did not collaborate the earlier unanticipated findings of Hunter's dissertation. Charters found:

1. There was no difference in the superintendents' scores on the LBDQ when comparing larger to smaller districts.
2. Teachers in large systems rated their superintendents higher on Initiating Structure than those in small systems, contrary to Hunter's observations; no statistically significant difference appeared with respect to teacher descriptions of the superintendents' Consideration behavior.
3. Administrative staff members in large school systems rated their superintendents significantly higher on both Initiating Structure and Consideration than those in small systems. Hunter's study furnished no data against which this finding could be compared.

²⁸Warren Evenson, "The Leadership Behavior of High School Principals; Perceptions and Expectations of Superintendents, Principals and Staff Members" (unpublished Ph.D. dissertation, University of Chicago, 1958).

4. When certain school systems in the replication study were discarded so that the remaining systems would conform more closely to Hunter's size categories, the LBDQ scores for superintendents and teachers did not manifest the size differences observed by Hunter.
5. Teacher and superintendent scores in precisely the same school systems Hunter had studied three years previously, still served by the same superintendents, failed to show the striking size differences which had appeared in these systems earlier. Rank difference correlations of scores between 1958 and 1961 did not differ significantly from chance, demonstrating an absence of stability in superintendent self-descriptions and teacher descriptions of the superintendent over the three-year period.
6. Restricting the analysis only to teachers who returned their questionnaire forms promptly and in complete form, thereby approximating the conditions of Hunter's sample, the anticipated size difference did not appear.²⁹

In short, as Charters stresses, "the replication study unequivocally disconfirmed the findings from Hunter's 1958 investigation."³⁰ The author would question the strength of this statement by Charters.

²⁹W. W. Charters, Jr., Teacher Perceptions of Administrator Behavior, Washington University, Research Project No. 929 (Washington, D.C.: U.S. Office of Education, Department of Health, Education, and Welfare, 1961).

³⁰Ibid., p. 70.

Moser³¹ and Bowman³² attempted to provide additional information on the position of superintendent through their research on the relationship to the principals and board of education.

A study which deserves attention although it did not use the LBDQ is that conducted by Gross. Gross used the interview process to explore the role of the superintendent of schools in Massachusetts. Data were collected by interviewing 105 of a possible 217 superintendents in the state and 508 school board members of the same districts as represented by superintendents. The responses to the study enabled Gross to conclude the following:

1. School board members and superintendents in defining the division of responsibilities between their two positions, would each assign greater responsibility than the other to his own position.
2. Superintendents would be more willing to appropriate money for education than are school board members.
3. Because of their different tasks, superintendents and school board members would express expectations which reflected a greater degree of felt obligation to incumbents of different counter positions.

³¹Robert P. Moser, "A Study of the Effects of Superintendent-Principal Interaction upon Principal-Teacher Interaction in Selected Middle-Sized School Systems" (unpublished Ph.D. dissertation, University of Chicago, 1957).

³²Thomas R. Bowman, "The Participation of the Superintendent in School Board Decision-Making" (unpublished Ph.D. dissertation, University of Chicago, 1962).

4. Board members are more likely to accept by-passes of the superintendent, than the superintendent, and the superintendent is more likely to accept by-passes of the board than the school board.³³

Gross depended mainly on the interview process.

This process was an interview of some eight hours in length for the superintendent while the school board members had a two-hour interview in their home communities. It should also be noted that Gross' study was concerned only with the superintendent-school board relationship. Bidwell notes, "the work of Gross constitutes the only systematic study of large numbers of superintendents and their boards and provides a substantial quantity of important data."³⁴

Most of the studies which have been referred to in this section have the commonality of the use of the LBDQ instrument or an adaptation of it as the tool of their research. Beyond this point it is difficult to find a common ground in either the results or the purposes for the studies.

This problem is further compounded by the fact that the research procedures differed from one study to

³³ Neal Gross, Exploration in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley & Sons, Inc., 1958).

³⁴ Charles E. Bidwell, "The School as a Formal Organization," in Handbook of Organizations, ed. by James G. March (Chicago: Rand McNally & Company, 1965), p. 997.

the next. The sample characteristics were for the most part not similar between the school systems studied. The goals and interest of the individual studies differed. A final point to consider as Charters found in his study was, "Data from the replication study show that they cannot be generalized to closely comparable situations nor to the same school systems three years later."³⁵

Summary

The author in this chapter has tried to present the following:

- (1) The historical perspective of the school superintendent in the scheme of American education, its development and refinement;
- (2) A historical presentation of the development of the Michigan school districts and the position of the superintendent of schools;
- (3) Previous research which has centered on the position of the school superintendent and his leader behavior with others. Further, related research which used the superintendent as the focal point for the study was cited.

Because the author only wanted to look at the position of school superintendents literature from other

³⁵Charters, op. cit., p. 70.

administrative fields, i.e., public administration, hospital administration, industrial management, church and military was not reviewed for this section of the research.

The present research study investigated the perceptions of leadership behavior by the superintendents in districts of less than 3,000 pupil enrollment compared to districts of over 10,000 pupil enrollment as observed by school board members, principals, teachers, and the superintendents.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The writer's purpose in this chapter is to describe the methods and procedures used in conducting this study. Included in this chapter is a description of the LBDQ-XII, selection of the subscales used, school districts which were contacted, collection of the data, treatment of the data and the analysis of data.

Instrument Used in This Research

The Leader Behavior Description Questionnaire (LBDQ-XII) was selected as the main research tool for this study. The LBDQ was developed for use in obtaining descriptions of a supervisor by group members who he supervises or leads. Stogdill states that "it can be used to describe the behavior of the leader, or leaders, in any type of group or organization."¹

¹Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire - Form XII (Columbus, Ohio: Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1963), p. 1.

The LBDQ grew out of work initiated by Hemphill² and further development by staff of the Ohio State Leadership Studies described by Hemphill and Coons.³

With little help from previous theory and research the Ohio researchers began with a minimum number of assumptions about leadership. Focusing on how leaders operate, the approach was from the beginning essentially psychometric. Many of the items relating to nine supposed dimensions of leader behavior were contributed by an interdisciplinary team of social scientists. From that point the development of the LBDQ was essentially a process of simplification. The original 1,700 items were reduced to obtain a brief, easily administered questionnaire which would provide scales characterizing the behavior of the leader in a given group.

The final process of reducing the number of items was completed by Halpin and Winer⁴ who factor analyzed

²J. K. Hemphill, Situational Factors in Leadership (Columbus, Ohio: The Ohio State University, Bureau of Educational Research, Monograph No. 32, 1949).

³J. K. Hemphill and A. E. Coons, "Development of the Leader Behavior Description Questionnaire," in Leader Behavior: Its Description and Measurement, ed. by R. M. Stogdill and A. E. Coons (Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 88, 1957).

⁴Andrew W. Halpin and B. James Winer, "A Factorial Study of the Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement, ed. by R. M. Stogdill and A. E. Coons (Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 88, 1957).

previous forms of the questionnaire to produce a thirty-item form composed of the well-known dimensions of Consideration and Initiating Structure.

Stogdill, who had been an early worker in the Ohio Studies, later produced the present expanded and multidimensional LBDQ - Form XII. Stogdill states, "It has not seemed reasonable to believe that two factors are sufficient to account for all the observable variance in leader behavior."⁵ In light of this statement, it should be noted that Shartle observed, "no theory was available to suggest additional factors."⁶

Based on theory and empirical research, Stogdill⁷ suggested ten additional factors for the LBDQ. After the new items were incorporated into a questionnaire, it was administered to groups. The results were then subject to item analysis, the questionnaires were revised, administered again, re-analyzed, and revised.

Subsequent research with the twelve subscale LBDQ - Form XII has studied an army air division and

⁵Stogdill, Manual, op. cit., p. 2.

⁶Carroll L. Shartle, in Ibid., p. 1.

⁷Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959).

highway patrol,⁸ industrial organization,⁹ while other revisions have studied ministers and community leaders,¹⁰ United States senators,¹¹ and corporation presidents.¹² The present form of the LBDQ - Form XII used by the author represents the fourth revision. All twelve subscales can be found on pages 57-58.

LBDQ - Form XII
Subscales and Definitions

Each subscale is composed of either five or ten items. A subscale is necessarily defined by its component items, and represents a complex pattern of behaviors. Brief definitions of the subscales are listed below. Subscales with an asterisk (*) were used in the present study.

1. Representation - speaks and acts as the representative of the group. (5 items)
2. Demand Reconciliation - reconciles conflicting demands and reduces disorder to system. (5 items)

⁸E. Marder, "Leader Behavior as Perceived by Subordinates as a Function of Organizational Level" (unpublished M.A. thesis, Columbus, The Ohio State University, 1960).

⁹David R. Day, "Basic Dimensions of Leadership in a Selected Industrial Organization" (unpublished Ph.D. dissertation, Columbus, The Ohio State University, 1961).

¹⁰Ralph M. Stogdill, Omar S. Goode, and David R. Day, "New Leader Behavior Description Subscale," Journal of Psychology, LIV, No. 2 (October, 1962), 259-69.

¹¹Ralph M. Stogdill, Omar S. Goode, and David R. Day, "The Leader Behavior of United States Senators," Journal of Psychology, LVI, No. 1 (July, 1963), 3-8.

¹²Ralph M. Stogdill, Omar S. Goode, and David R. Day, "The Leader Behavior of Corporation Presidents," Personnel Psychology, XVI, No. 2 (Summer, 1963), 127-32.

3. Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)
- * 4. Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions. (10 items)
5. Initiation of Structure - clearly defines own role, and lets followers know what is expected.
- * 6. Tolerance of Freedom - allows followers scope for initiative, decision, and action. (10 items)
7. Role Assumption - actively exercises the leadership role rather than surrendering leadership to others. (10 items)
8. Consideration - regards the comfort, well being, status, and contributions of followers. (10 items)
- * 9. Production Emphasis - applies pressure for productive output. (10 items)
- * 10. Predictive accuracy - exhibits foresight and ability to predict outcomes accurately. (5 items)
11. Integration - maintain a closely knit organization; resolves intermember conflicts. (5 items)
12. Superior Orientation - maintains cordial relations with superiors; has influence with them; is striving for status. (10 items)¹³

Pilot Study

Because of the length of the twelve subscale LBDQ - XII it was decided to use a shortened form of the questionnaire with only a few subscales. The author contacted people who were either presently or had recently been school administrators to select the three or four subscales which were the most important to them rather than using the often-used scales of Initiation of Structure and Consideration. The result of this pilot established the four subscales of Persuasiveness, Tolerance of Freedom, Production Emphasis, and Predictive Accuracy

¹³Stogdill, Manual, op. cit., p. 3.

to be used in this study. The use of these four subscales also produced a shortened thirty-five item questionnaire.

Districts Selected

Because of the desire to study superintendents who had been working for a length of time in their position, only those superintendents were contacted who had been the superintendent of their respective district for at least one year.

With the cooperation of Dr. Donald Currie, Executive Secretary of the Michigan Association of School Administrators (MASA) letters were sent to school superintendents of the selected districts (see Appendix A). The letter explained the research design and a response form for the superintendent to indicate his willingness to cooperate or not. If the superintendent did indicate his willingness, he was asked to list nine people with whom he worked who could be contacted. Included in the list were three school board members, three principals, and three teachers.

In the original fifteen large (10,000 students or more) districts contacted, ten superintendents accepted the invitation to participate. At the same time fourteen small (under 3,000 students) districts were contacted with eleven superintendents assenting to

help in the study. The following is a breakdown of district enrollments, each entry representing a district participating:

| <u>Large Districts</u> | <u>Small Districts</u> |
|----------------------------|----------------------------|
| 34,000 | 2,900 |
| 31,500 | 2,600 |
| 22,000 | 2,400 |
| 21,000 | 2,400 |
| 17,000 | 2,400 |
| 12,000 | 2,100 |
| 11,000 | 1,800 |
| 10,300 | 1,700 |
| 10,000 | 1,300 |
| 10,000 | 1,200 |
| | 1,000 |

The author modified the LBDQ - XII items so the questionnaire would make sense to the different respondent groups. As a result of this modification, there were four forms used in the research: Superintendents Form, School Board Members Form, Principal - Administrators Form, and Teachers Form. While the form was modified effort was made to assure that the context of each item was not changed (see Appendix E).

When a response form was returned with nine names listed, the following procedure was followed: A second letter was (Appendix B) mailed to the superintendent thanking him for his cooperation, along with his questionnaire with a stamped self-addressed envelope. To school board members a letter (Appendix C) was sent

in cooperation with Dr. Donald Currie, and Dr. Norman Weinheimer, Executive Director, Michigan Association of School Boards (MASB) with the Board Members Form of the LBDQ and a self-addressed envelope. Principals and teachers were sent a letter (Appendix D) from the author along with their respective questionnaires and self-addressed envelopes. After a period of two and one-half months had elapsed, follow-up post cards were sent to remind people who had not done so to return the questionnaire. In fifteen cases this was followed by a telephone call.

The following is the time line that was followed:

1973 - 1974

November 1 - Request letter to Superintendents
 November 7 - Mailings start as responses come in
 January 20 - Reminder post cards
 February 11 - Reminder telephone calls where needed
 February 13 - Remailings when needed
 March 1 - Closing date for returns

A total of 209 questionnaires were sent and a return of better than 90 per cent was realized. The breakdown of responses follows:

| | Potential | Returned | Percentage |
|-----------------|------------|------------|------------|
| Superintendents | 21 | 21 | 100 |
| Board Members | 63 | 56 | 89 |
| Principals | 62 | 60 | 97 |
| Teachers | 63 | 60 | 95 |
| Totals | <u>209</u> | <u>197</u> | <u>94</u> |

Subscale Means, Standard Deviations and Reliability

In his manual on the LBDQ Stogdill reported the respective means and standard deviations for the subscales used with various groups. Table 3.1 provides this information while Table 3.2 shows the reliability of the LBDQ - XII subscales.

Analysis of Data

Data were studied within groups and compared between large and small districts. The Jeremy D. Finn (Multivariate Analysis of Variance) computer program was used to provide computational routine. Where the differences between groups or the comparisons of district size were found to be significant, the Scheffé post hoc procedure for comparison between groups was used.

All statistical tests (Multivariate F - Univariate F and Scheffé post hoc comparisons) were conducted using an alpha level of .05.

Stage II - Observations

Based on the results of the analysis of data of the study, the author chose four districts for observational visits to determine if the results of the responses to the LBDQ with respect to school district size would be reflected. Because the visits were structured to "shadow" the superintendents, little could be determined on the factors of position for comparison.

TABLE 3.1.--Means and standard deviations of LBDQ subscales

| Subscale | Army Division | | Highway Patrol | | Aircraft | | Ministers | | Community Leaders | | Elementary ^a Principals | |
|--------------------------------------|------------------|-----|-------------------|-----|----------|-----|-----------|-----|----------------------|-----|---------------------------------------|-----|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 1. Representation | 20.0 | 3.0 | 19.9 | 2.8 | 19.8 | 2.8 | 20.4 | 2.4 | 19.6 | 2.4 | 17.8 | 2.8 |
| 2. Demand Reconciliation | | | | | 19.2 | 2.8 | 19.8 | 3.1 | 19.7 | 3.3 | 18.6 | 2.3 |
| 3. Tolerance Uncertainty | 36.2 | 4.7 | 35.6 | 4.6 | 33.2 | 6.2 | 37.5 | 6.3 | 37.7 | 5.6 | 34.9 | 4.1 |
| 4. Persuasiveness ^b | 38.3 | 6.2 | 37.9 | 5.9 | 36.5 | 5.5 | 42.1 | 4.7 | 39.5 | 5.5 | 34.1 | 4.1 |
| 5. Initiating Structure | 38.6 | 5.7 | 39.7 | 4.5 | 36.6 | 5.4 | 38.7 | 4.9 | 37.2 | 5.7 | 36.3 | 3.6 |
| 6. Tolerance Freedom ^b | 35.9 | 6.5 | 36.3 | 5.3 | 38.0 | 5.9 | 37.5 | 6.0 | 36.4 | 5.0 | 40.3 | 3.4 |
| 7. Role Assumption | 42.7 | 6.1 | 42.7 | 5.3 | 40.9 | 5.6 | 41.5 | 5.4 | 39.8 | 5.6 | 38.6 | 4.8 |
| 8. Consideration | 37.1 | 5.6 | 36.9 | 6.5 | 37.1 | 5.8 | 42.5 | 5.8 | 41.1 | 4.7 | 41.7 | 3.4 |
| 9. Production Emphasis ^b | 36.3 | 5.1 | 35.8 | 5.7 | 36.1 | 5.6 | 34.9 | 5.1 | 35.4 | 6.8 | 31.0 | 4.0 |
| 10. Predictive Accuracy ^b | 18.1 | 2.1 | 17.8 | 2.1 | 19.2 | 2.6 | 20.5 | 2.3 | 19.8 | 2.5 | 18.2 | 2.3 |
| 11. Integration | 19.5 | 2.6 | 19.1 | 2.7 | | | | | | | 18.8 | 2.7 |
| 12. Superior Orientation | 39.9 | 4.9 | 39.1 | 5.1 | 38.6 | 4.2 | | | | | 34.6 | 4.0 |
| Number of Cases | 235 | | 185 | | 165 | | 103 | | 57 | | 99 | |

TABLE 3.1.--Continued

| Subscale | Corporation Presidents | | Labor Presidents | | College Presidents | | Senators | |
|--------------------------------------|------------------------|-----|------------------|-----|--------------------|-----|----------|-----|
| | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| 1. Representation | 20.5 | 1.8 | 22.2 | 2.2 | 21.4 | 1.9 | 20.7 | 2.5 |
| 2. Demand Reconciliation | 20.6 | 2.7 | 21.5 | 3.2 | | | 20.7 | 3.5 |
| 3. Tolerance Uncertainty | 35.9 | 5.4 | 40.4 | 5.6 | 37.2 | 5.5 | 35.3 | 7.6 |
| 4. Persuasiveness ^b | 40.1 | 4.2 | 43.1 | 4.8 | 41.1 | 4.2 | 42.5 | 4.6 |
| 5. Initiating Structure | 38.5 | 5.0 | 38.3 | 5.6 | 37.7 | 4.2 | 38.8 | 5.5 |
| 6. Tolerance Freedom ^b | 38.9 | 4.9 | 38.0 | 4.0 | 39.6 | 3.9 | 36.6 | 6.2 |
| 7. Role Assumption | 42.7 | 3.5 | 43.3 | 5.5 | 43.5 | 4.5 | 41.0 | 5.7 |
| 8. Consideration | 41.5 | 4.0 | 42.3 | 5.5 | 41.3 | 4.1 | 41.1 | 5.9 |
| 9. Production Emphasis ^b | 38.9 | 4.4 | 36.0 | 5.0 | 36.2 | 5.0 | 41.2 | 5.2 |
| 10. Predictive Accuracy ^b | 20.1 | 1.8 | 20.9 | 2.0 | | | | |
| 11. Integration | | | | | | | | |
| 12. Superior Orientation | 43.2 | 3.1 | | | 42.9 | 2.9 | | |
| Number of Cases | 55 | | 44 | | 55 | | 44 | |

Source: From Ralph M. Stogdill, Manual, op. cit., p. 9.

^aData on Elementary Principals as reported by Dr. Frederick R. Ignatovich, Michigan State University.

^bSubscales used in this study.

TABLE 3.2.--Reliability coefficients (modified Kuder-Richardson) of LBDQ subscales

| Subscale | Army Division | Highway Patrol | Aircraft Executives | Ministers | Community Leaders | Corporation Presidents | Labor Presidents | College Presidents | Senators |
|--------------------------------------|------------------|-------------------|------------------------|-----------|----------------------|---------------------------|---------------------|-----------------------|----------|
| 1. Representation | .82 | .85 | .74 | .55 | .59 | .54 | .70 | .66 | .80 |
| 2. Demand Reconciliation | | | .74 | .77 | .58 | .59 | .81 | | .81 |
| 3. Tolerance Uncertainty | .58 | .66 | .82 | .84 | .85 | .79 | .82 | .80 | .83 |
| 4. Persuasiveness ^a | .84 | .85 | .84 | .77 | .79 | .69 | .80 | .76 | .82 |
| 5. Initiating Structure | .79 | .75 | .78 | .70 | .72 | .77 | .78 | .80 | .72 |
| 6. Tolerance Freedom ^a | .81 | .79 | .86 | .75 | .86 | .84 | .58 | .73 | .64 |
| 7. Role Assumption | .85 | .84 | .84 | .75 | .83 | .57 | .86 | .75 | .65 |
| 8. Consideration | .76 | .87 | .84 | .85 | .77 | .78 | .83 | .76 | .85 |
| 9. Production Emphasis ^a | .70 | .79 | .79 | .59 | .79 | .71 | .65 | .74 | .38 |
| 10. Predictive Accuracy ^a | .76 | .82 | .91 | .83 | .62 | .84 | .87 | | |
| 11. Integration | .73 | .79 | | | | | | | |
| 12. Superior Orientation | .64 | .75 | .81 | | | .66 | | .60 | |

Source: From Ralph M. Stogdill, Manual, op. cit., p. 11.

^aSubscales used in this study.

These observations included one-day visits to two large districts and two small districts. Additionally the visits included observations of a large district school board meeting and a small district board meeting.

Lutz and Iannaccone stress that a researcher who undertakes a participant observation study may assume one of three roles:

1. The participant as an observer: In this case the researcher already has his group membership before he undertakes a study and therefore his role as observer or researcher would be unknown to his subjects.
2. The observer as a limited participant: The observer would join a group for the expressed purpose of studying it. The members would, perhaps more than likely, know of the researcher's intent in joining the group.
3. The observer as a non-participant: That is, without group membership. Here the presence of the observer may not even be known to the group and if it were known, he would still be outside the group.¹⁴

In this second stage of the research, the author chose to use predominately the second role, although there were occasions where the last role description was appropriate.

Summary

The purpose of Chapter III was to present information about the instrument used in this study--the LBDQ

¹⁴Frank W. Lutz and Laurence Iannaccone, Understanding Educational Organizations: A Field Study Approach (Columbus, Ohio: Charles E. Merrill, 1969), p. 108.

including descriptions of the subscales, reliability, means and standard deviations of the subscales from previous research using the LBDQ.

A pilot study using twenty present or former school administrators was described enabling the researcher to choose the four subscales used in the present research. An explanation was given of how districts were chosen and recognition to those professional organizations which cooperated to make this study a reality.

Enrollment figures were presented of those districts which participated in the study and the procedures for contacting individuals participating from the districts. The time line followed was presented as well as a breakdown of the size of the respondent districts.

Analysis of data and the observations section of this research were discussed. The results of the analyses are presented in Chapter IV, and conclusions in Chapter VI. The stage II - observations are presented in Chapter V.

CHAPTER IV
ANALYSIS AND PRESENTATION
OF DATA

Introduction

The author in Chapter I indicated a series of hypotheses which were to be tested in this study, using the methodology described in Chapter III.

While these hypotheses mention specific comparisons to be studied, there were three major questions to be tested in this study. Briefly stated they were:

1. Will there be significant differences in LBDQ subscale scores between large and small districts?
2. Will there be significant differences in the LBDQ subscale scores between positions the persons have in the school districts?
3. Is there an interaction between positions and the size of districts?

Based on the above questions and the hypotheses generated in Chapter I, data will be presented in the following order: (1) testing hypotheses statistically

for significance with respect to school district size, position, and interaction of size and position factors and (2) mean comparisons for acceptance or rejection of hypotheses presented in Chapter I.

Interaction Between District
Size and Position

Table 4.1 presents the results of a MANOVA analysis of interaction between group position and school district size.

TABLE 4.1.--Multivariate analysis of group position--
school district size

| Variable | Mean Square | Univariate F | p less than |
|-------------------------|-------------|--------------|-------------|
| Persuasiveness | 23.5740 | .4709 | .7030 |
| Tolerance of Freedom | 8.3281 | .2331 | .8733 |
| Production Emphasis | 6.8812 | .1788 | .9107 |
| Predictive Accuracy | 5.5440 | .5344 | .6593 |

F Ratio for multivariate test of equality of mean vectors = .2310

Degrees of freedom 12 and 492.4012

p < .9969

Degrees of freedom for Hypothesis = 3

Degrees of freedom for Error = 189

Note that there is no indication of interaction between school district size and position on the dependent variables. The results of this test indicate that there is no statistical significance in the data with respect to the interaction of these factors.

School District Size

The data in Table 4.2 represent a MANOVA analysis of subscales as affected by school district size.

TABLE 4.2.--Multivariate analysis of leadership dimensions--
school district size

| Variable | Mean Square | Univariate F | p less than |
|----------------------|-------------|--------------|--------------------|
| Persuasiveness | 518.1524 | 10.3494 | .0016 ^a |
| Tolerance of Freedom | 2.5471 | .0713 | .7898 |
| Production Emphasis | 91.2107 | 2.3696 | .1254 |
| Predictive Accuracy | 27.2752 | 2.6289 | .1067 |

F Ratio for Multivariate Test of Equality of mean vectors = 3.9302

Degrees of freedom 4 and 186.0000

p < .0044^a

Degrees of freedom for Hypothesis = 1

Degrees of freedom for Error = 189

^aSignificant at $\alpha = .05$.

While there is no statistically significant difference for the variables of Tolerance of Freedom, Production Emphasis, and Predictive Accuracy associated with

district size, the variable of Persuasiveness does indicate a significant difference between large and small school districts. Superintendents in large districts are perceived to be significantly more persuasive than the superintendents of small districts.

Position in School District

The data presented in Table 4.3 represent the results of a MANOVA analysis of the LBDQ subscales and group position in the school district.

TABLE 4.3.--Multivariate analysis of leadership dimensions--group position in the school district

| Variable | Mean Square | Univariate F | p less than |
|----------------------|-------------|--------------|--------------------|
| Persuasiveness | 94.3503 | 1.8845 | .1337 |
| Tolerance of Freedom | 80.3099 | 2.2475 | .0843 |
| Production Emphasis | 110.3182 | 2.8660 | .0380 ^a |
| Predictive Accuracy | 21.8812 | 2.1090 | .1006 |

F Ratio for Multivariate Test of Equality of mean vectors = 2.4409

Degrees of freedom 12 and 492.4012

p < .0044^a

Degrees of freedom for Hypothesis = 3

Degrees of freedom for Error = 189

^aSignificant at $\alpha = .05$.

Data in Table 4.3 indicate that there is no significant difference for the variables of Persuasiveness,

Tolerance of Freedom, or Predictive Accuracy. However, for the variable of Production Emphasis a significant difference by group position in the school districts is indicated.

A Scheffé post-hoc comparison was applied to the variable of Production Emphasis. The results of this comparison are found in Table 4.4.

TABLE 4.4.--Scheffé post-hoc comparison for Production Emphasis

| Contrast | Mean Difference $\bar{X}_i - \bar{X}_j$ | Lower and Upper Limits | Significant Result |
|----------------|---|------------------------------|-----------------------|
| Supt. - Board | -1.17 | (-5.60, 3.26) | no |
| Supt. - Princ. | 1.58 | (-2.82, 5.98) | no |
| Supt. - Teach. | 1.91 | (-2.49, 6.31) | no |
| Board - Prin. | 2.73 | (- .50, 5.96) | no |
| Board - Teach. | 3.06 | (- .17, 6.29) | no |
| Prin. - Teach. | .33 | (-2.85, 3.51) | no |

The Scheffé post-hoc comparison failed to detect the nature of difference. Because the Scheffé is a conservative procedure the researcher applied a t test to these same data. Significant differences were found between the contrasts of Board member - Principal means, and the Board member - Teacher means.

Because of the possible lack of proportionality of numbers within cells affecting the variable of Production Emphasis, data were re-analyzed after proportionality had been established. The variable of Production Emphasis remained statistically significant.

Means and Standard Deviations

The following tables present data which are the base for analyses and comparisons for the remainder of Chapter IV.

Data in Table 4.5 are displayed by district types in Table 4.6--Large districts, and Table 4.7--Small districts. Data from these tables (4.5, 4.6, 4.7) are visually presented in Figures 1, 2, and 3 respectively.

Mean Comparisons for Hypotheses Acceptance

The author in Chapter I generated a series of hypotheses which have been analyzed on the basis of data presented in Tables 4.5, 4.6, and 4.7 with the t test at the .05 level.

I. Sub. HO₁:

In large districts board members will rate the superintendents higher in persuasiveness than the superintendents do themselves. Whereas, there will be no difference in small districts.

TABLE 4.5.--Means and standard deviations for total study

| Variable | Supt. | | Board | | Prin. | | Teach. | |
|-------------------------|--------|------|--------|------|--------|------|--------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Persuasion | 37.66 | 5.59 | 40.71 | 6.31 | 38.83 | 8.05 | 37.73 | 7.57 |
| Tolerance of Freedom | 43.23 | 4.79 | 39.60 | 5.07 | 40.85 | 6.06 | 39.76 | 6.80 |
| Production Emphasis | 37.80 | 5.35 | 38.96 | 5.05 | 36.23 | 6.72 | 35.90 | 6.80 |
| Predictive Accuracy | 20.76 | 1.94 | 21.08 | 2.76 | 20.36 | 3.70 | 19.60 | 3.44 |
| | n = 21 | | n = 56 | | n = 60 | | n = 60 | |

TABLE 4.6.--Large district means and standard deviations

| Variable | Supt. | | Board | | Prin. | | Teach. | |
|-------------------------|--------|------|--------|------|--------|------|--------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Persuasion | 39.60 | 5.04 | 41.63 | 6.76 | 41.31 | 7.74 | 39.26 | 6.33 |
| Tolerance of Freedom | 42.90 | 6.67 | 39.19 | 5.30 | 41.28 | 5.16 | 39.41 | 6.30 |
| Production Emphasis | 38.00 | 6.01 | 39.70 | 6.17 | 37.34 | 7.13 | 36.30 | 6.21 |
| Predictive Accuracy | 21.00 | 1.49 | 21.15 | 3.29 | 21.17 | 3.40 | 19.89 | 3.24 |
| | n = 10 | | n = 27 | | n = 29 | | n = 27 | |

TABLE 4.7.--Small district means and standard deviations

| Variable | Supt. | | Board | | Prin. | | Teach. | |
|-------------------------|--------|------|--------|------|--------|------|--------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Persuasion | 35.91 | 5.92 | 39.86 | 5.87 | 36.52 | 7.75 | 36.48 | 8.35 |
| Tolerance of Freedom | 43.55 | 2.38 | 40.00 | 4.92 | 40.45 | 6.87 | 40.06 | 7.27 |
| Production Emphasis | 37.64 | 4.97 | 38.28 | 3.73 | 35.19 | 6.26 | 35.58 | 7.34 |
| Predictive Accuracy | 20.55 | 2.34 | 21.03 | 2.23 | 19.61 | 3.86 | 19.36 | 3.63 |
| | n = 11 | | n = 29 | | n = 31 | | n = 33 | |

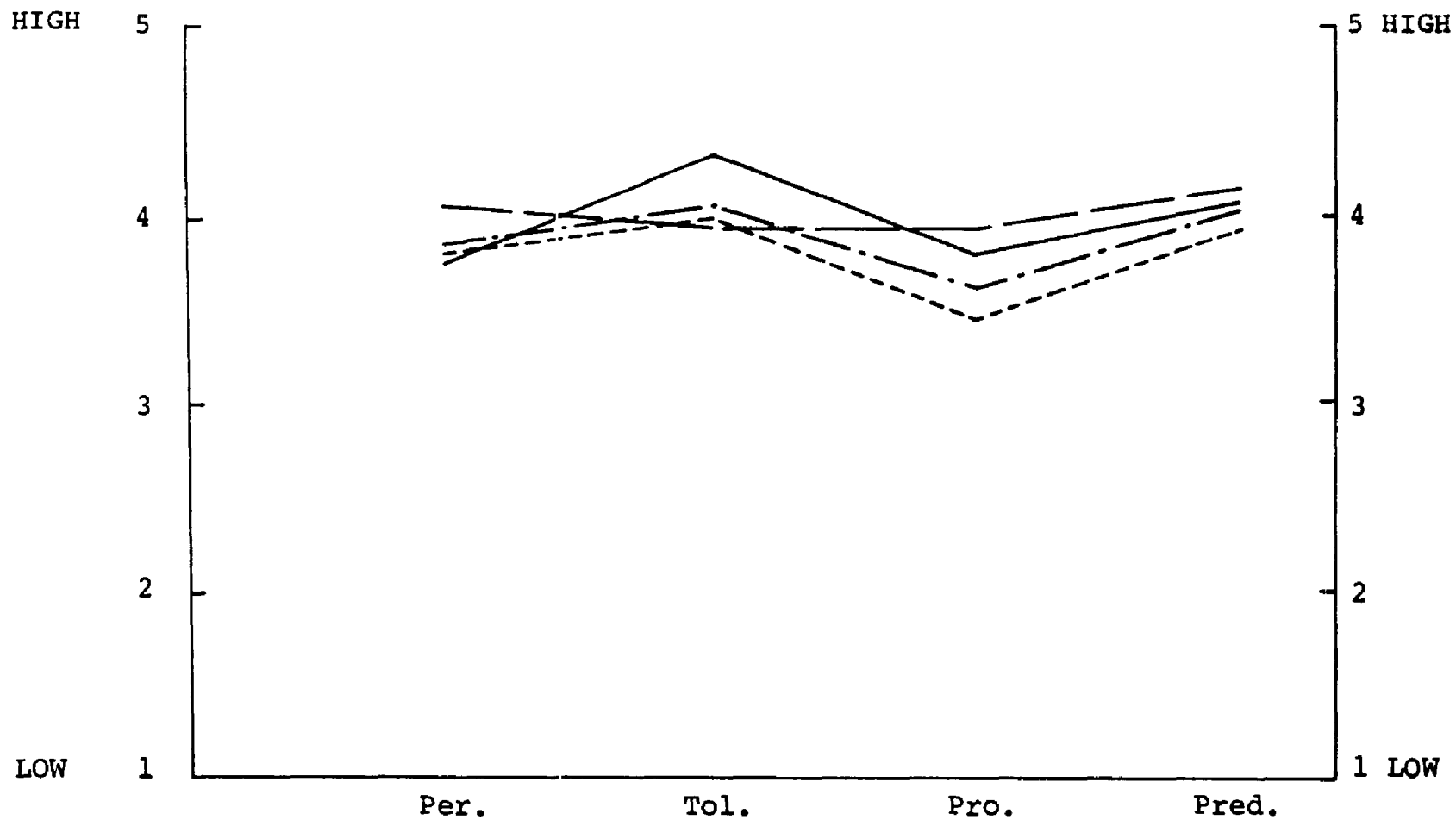


Fig. 1.--Profile of dependent variable means for total population study

_____ Superintendents
 _____ School board members
 -.-.-.-.- Principals
 -.-.-.-.- Teachers

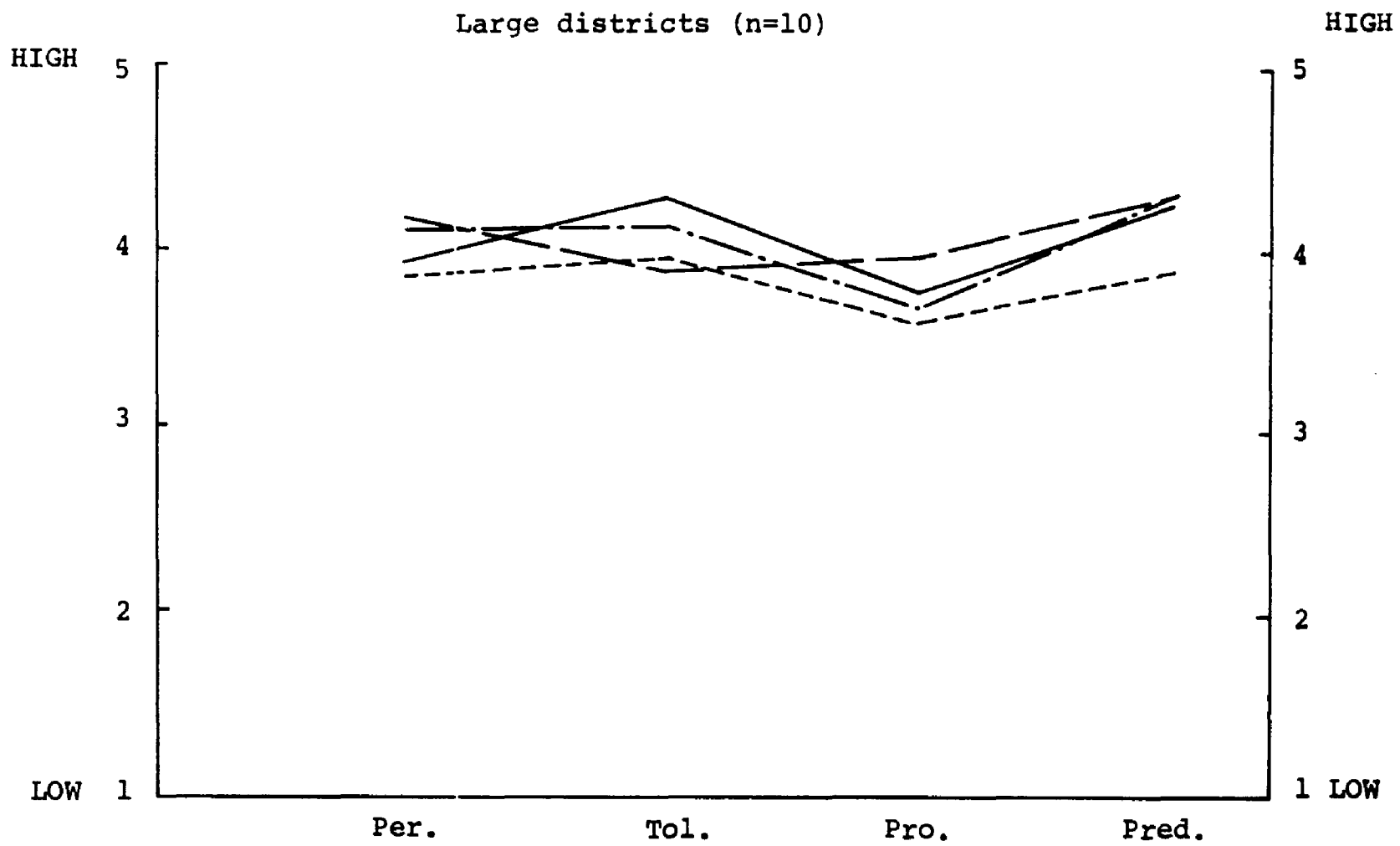


Fig. 2.--Profile of dependent variable means for large districts

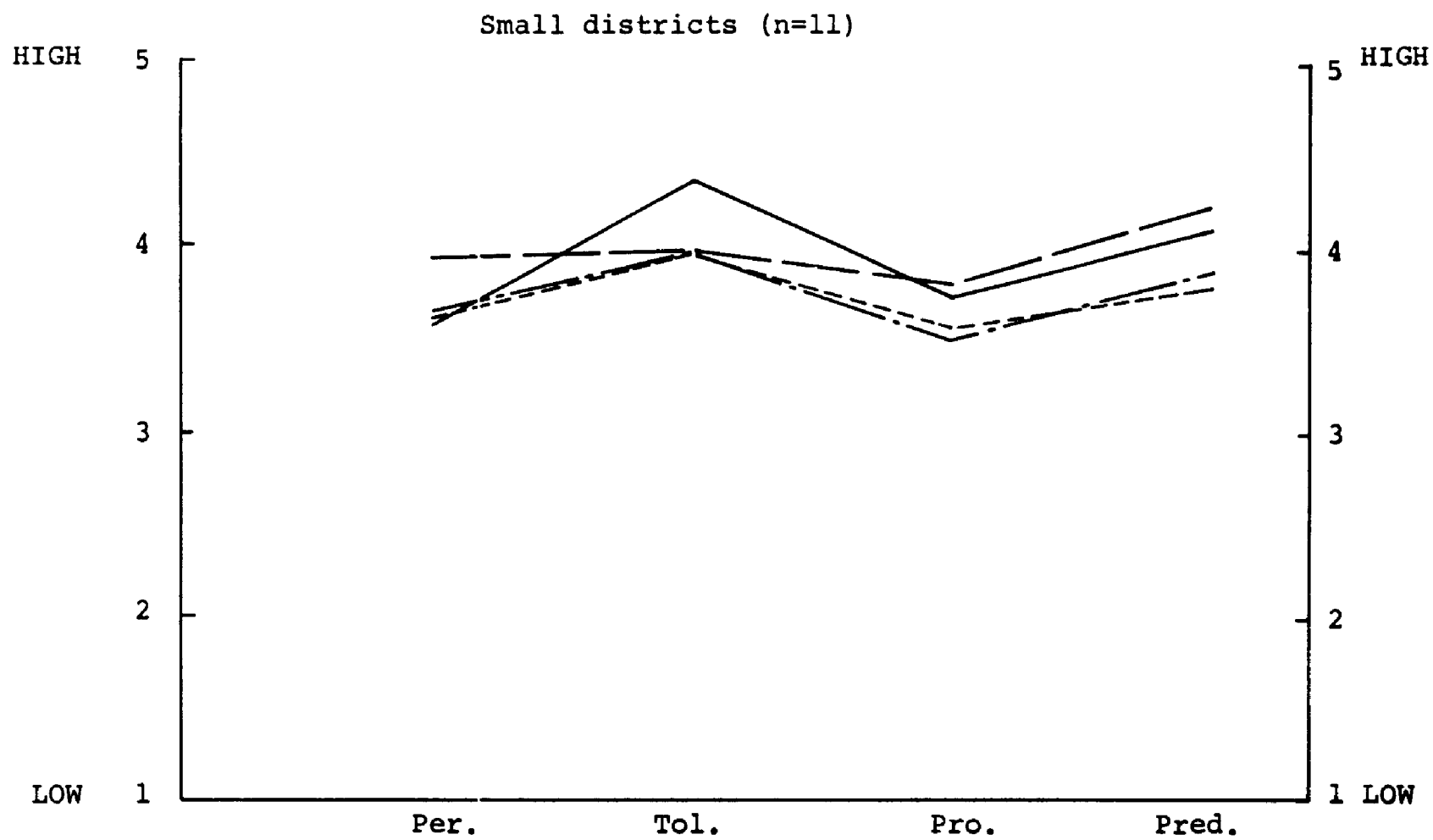


Fig. 3.--Profile of dependent variable means for small districts

TABLE 4.8.--Superintendent-Board mean comparison on the dependent variable of Persuasiveness

| Large District | | Small District | |
|-----------------|--------------|-----------------|--------------|
| Supt. | Board Member | Supt. | Board Member |
| 39.60 | 41.63 | 35.91 | 39.86 |
| Difference 2.03 | | Difference 3.95 | |

^aSignificant at $\alpha = .05$

While board members did rate the superintendents higher than the superintendents did themselves on the variable of Persuasiveness in both large and small districts, the hypothesis cannot be retained. Even though board members rated the superintendents higher, the trend is away from the stated hypothesis and the difference is not significant. The hypothesis is not retained. The results indicate that board members and superintendents perceive similar levels of Persuasiveness in both district sizes.

I. Sub. HO₂:

Board members in large districts will rate superintendents lower on tolerance of freedom than small district board members.

Board members in both large and small districts rated the superintendents lower than the superintendents rated themselves on the variable of Tolerance of Freedom.

TABLE 4.9.--Large district-small district board mean comparison on the dependent variable of Tolerance of Freedom

| <u>Large District</u> | <u>Small District</u> |
|-----------------------|-----------------------|
| Board Members | Board Members |
| 39.19 | 40.00 |
| Difference .81 | |

^aSignificant at $\alpha = .05$

When the mean score comparison is made no significant difference is found. As a result the hypothesis is not retained. The indication is that board members in both district groups perceive their superintendents in much the same way on tolerance of freedom.

I. Sub. HO₃:

The board members in larger districts will rate the superintendents lower in predictive accuracy than the superintendents will themselves.

TABLE 4.10.--Large district superintendent-board mean comparison on the dependent variable of Predictive Accuracy

| <u>Large District</u> | |
|-----------------------|--------------|
| Supt. | Board Member |
| 21.00 | 21.15 |
| Difference .15 | |

^aSignificant at $\alpha = .05$

The board members' scores are higher than those of the superintendents of large districts without significant difference. With the outcome of this comparison the hypothesis may be rejected. An alternative H_0 of no difference is accepted. Board members and superintendents of large districts perceive similar levels of predictive accuracy.

I. Sub. H_{04} :

Board members in large districts will rate the superintendents higher in the area of production emphasis than the superintendents will themselves.

TABLE 4.11.--Large district superintendent-board mean comparison on the dependent variable of Production Emphasis

| Large District | |
|-----------------|--------------|
| Supt. | Board Member |
| 38.00 | 39.70 |
| Difference 1.70 | |

^aSignificant at $\alpha = .05$

It can be seen that the board members in large districts rated the superintendents higher in Production Emphasis than the superintendents did themselves. However, there was no significant difference. Based on the information of Table 4.11 the hypothesis is rejected. The level of perception of production emphasis is similar for the large district board members and superintendents.

II. Sub. HO_1 :

In large districts principals will rate the superintendents lower in persuasiveness than principals in small districts.

TABLE 4.12.--Large district-small district principal mean comparisons on the dependent variable of Persuasiveness

| <u>Large District</u> | <u>Small District</u> |
|------------------------------|-----------------------|
| Principals | Principals |
| 41.31 | 36.52 |
| Difference 4.79 ^a | |

^aSignificant at $\alpha = .05$

The comparison of the mean scores for the principals on Persuasiveness provided statistical significant result. However, because the results indicate a trend away from the stated hypothesis, it is not retained. While the H_0 was rejected the result was significant in the opposite direction for the comparison. This result was unexpected and will be discussed at the end of the chapter.

II. Sub. HO_2 :

Principals in smaller districts will rate the superintendents lower in tolerance of freedom than the principals of larger districts.

TABLE 4.13.--Large district-small district principal mean comparison on the dependent variable of Tolerance of Freedom

| <u>Large District</u> | <u>Small District</u> |
|-----------------------|-----------------------|
| Principals | Principals |
| 41.27 | 40.45 |
| Difference .82 | |

^aSignificant at $\alpha = .05$

The small district principals mean score on Tolerance of Freedom is lower than the score of the large district principals, but without significant difference. Table 4.13 suggests that the hypothesis cannot be retained, as there is no difference between groups. The level of perception for this dimension of leadership by the principals from the two district sizes is the same.

II. Sub. HO₃:

Principals in small districts will rate the superintendents higher in predictive accuracy than the principals in large districts.

TABLE 4.14.--Large district-small district principal mean comparison on the dependent variable of Predictive Accuracy

| <u>Large District</u> | <u>Small District</u> |
|-----------------------|-----------------------|
| Principals | Principals |
| 21.17 | 19.61 |
| Difference 1.56 | |

^aSignificant at $\alpha = .05$

The principals of the large districts rated the superintendents at a higher mean score than the small district principals. The difference was not significant for this comparison on Predictive Accuracy and therefore the hypothesis was not retained. The perceptions of predictive accuracy by the principals was at a similar level.

II. Sub. HO₄:

Principals in larger districts will rate the superintendents lower in production emphasis than the superintendents rating of themselves.

TABLE 4.15.--Large district superintendent-principal mean comparison on the dependent variable of Production Emphasis

| <u>Large District</u> | |
|-----------------------|-------------------|
| <u>Supt.</u> | <u>Principals</u> |
| 38.00 | 37.34 |
| Difference .66 | |

^aSignificant at $\alpha = .05$

The large district principals mean score on Production Emphasis was lower than the mean score of the large district superintendents. The difference on this comparison cannot be considered as significant and the hypothesis as stated may be rejected. Large district superintendents and principals' perception level of production emphasis is similar to each other, as indicated by the results.

III. Sub. HO₁:

Teachers in large districts will not rate the superintendents as high in the area of persuasiveness as the superintendents will themselves.

TABLE 4.16.--Large district superintendent-teacher mean comparison on the dependent variable of Persuasiveness

| Large District | |
|----------------|----------|
| Supt. | Teachers |
| 39.60 | 39.26 |
| Difference .34 | |

^aSignificant at $\alpha = .05$

Teachers in large districts rated the superintendents lower on the variable of Persuasiveness, but without significant difference in the comparison. The hypothesis based on this data may be rejected as stated. The result of this comparison would indicate that large district superintendents and teachers perceive the superintendent's behavior for persuasiveness the same.

III. Sub. HO₂:

In the area of tolerance of freedom teachers in large districts will rate the superintendents higher than the superintendents will rate themselves.

TABLE 4.17.--Large district superintendent-teacher mean comparison on the dependent variable of Tolerance of Freedom

| Large District | |
|-----------------|----------|
| Supt. | Teachers |
| 42.90 | 39.40 |
| Difference 3.50 | |

^aSignificant at $\alpha = .05$

The mean score for Tolerance of Freedom by teachers in large districts was lower than the mean score of the superintendents of large districts. The difference was not significant and the hypothesis as stated is not retained. This would suggest that the superintendent's behavior for tolerance of freedom is similarly perceived by both groups.

III. Sub. HO₃:

Teachers in large districts will score the superintendents lower in predictive accuracy than the superintendents do themselves.

TABLE 4.18.--Large district superintendent-teacher mean comparison on the dependent variable of Predictive Accuracy

| Large District | |
|-----------------|----------|
| Supt. | Teachers |
| 21.00 | 19.88 |
| Difference 1.12 | |

^aSignificant at $\alpha = .05$

Teachers in large districts rated the superintendents lower in Predictive Accuracy than the superintendents do themselves. The difference, however, is not significant and the hypothesis as a result of this data is rejected. The level of perception for predictive accuracy is indicated to be similar by the superintendent and teachers from large districts.

III. Sub. HO₄:

Teachers in larger districts will rate the superintendents lower in the area of production emphasis than the superintendents will themselves.

TABLE 4.19.--Large district superintendent-teacher mean comparison on the dependent variable of Production Emphasis

| Large District | |
|-----------------|----------|
| Supt. | Teachers |
| 38.00 | 36.30 |
| Difference 1.70 | |

^aSignificant at $\alpha = .05$

Large district teachers rated their superintendents lower in Production Emphasis than the superintendents rated themselves. The difference is not significant and the hypothesis based on this information is rejected. Large district superintendents and teachers perceive the leader behavior for production much the same.

IV. HO:

In a comparison between small and large district superintendents there will be a disagreement in the superintendent's scores on the dependent variables.

TABLE 4.20.--Large district-small district superintendents' comparison on the dependent variables

| | Persuas. | Tolerance | Product. | Predict. |
|--------------|----------|-----------|----------|----------|
| Large n = 10 | 39.60 | 42.90 | 38.00 | 21.00 |
| Small n = 11 | 34.91 | 43.54 | 37.64 | 20.55 |
| Differences | 3.69 | .64 | .36 | .45 |

^aSignificant at $\alpha = .05$

The hypothesis cannot be retained as the differences on the variables are not significant. While the Multivariate analysis detected significance for mean score comparison between the large and small districts on Persuasiveness. However, the superintendents' comparison does not produce this significance. It can be suggested that other respondent groups account for this overall significance.

V. HO:

Within group scores will not be congruent as comparisons of variables are made between small and large districts.

TABLE 4.21.--Large district-small district board members' comparison on the dependent variables

| | Persuas. | Tolerance | Product. | Predict. |
|--------------|----------|-----------|----------|----------|
| Large n = 27 | 41.63 | 39.18 | 39.70 | 21.15 |
| Small n = 29 | 39.86 | 40.00 | 38.27 | 21.03 |
| Differences | 1.77 | .82 | 1.43 | .12 |

^aSignificant at $\alpha = .05$

Board members from the large districts tend to have higher mean scores than the board members from small districts. None of the differences show significance. The hypothesis for school board members' scores cannot be retained. The results would indicate that board members from both size districts perceive their superintendents about the same for the four subscales.

TABLE 4.22.--Large district-small district principals-comparison on the dependent variables

| | Persuas. | Tolerance | Product. | Predict. |
|--------------|-------------------|-----------|----------|----------|
| Large n = 29 | 41.31 | 41.27 | 37.34 | 21.17 |
| Small n = 31 | 36.52 | 40.45 | 35.19 | 19.61 |
| Differences | 4.79 ^a | .82 | 2.15 | 1.55 |

^aSignificant at $\alpha = .05$

The mean score comparisons for all dependent variables based on the hypothesis cannot be retained except Persuasiveness. Because there are significant

differences in Persuasiveness, the hypothesis can be retained only in that comparison. For the other variables the level of perception is about the same for both district groups.

TABLE 4.23.--Large district-small district teachers' comparison on the dependent variables

| | Persuas. | Tolerance | Product. | Predict. |
|--------------|----------|-----------|----------|----------|
| Large n = 27 | 39.26 | 39.40 | 36.30 | 19.88 |
| Small n = 33 | 36.48 | 40.06 | 35.57 | 19.36 |
| Differences | 2.78 | .66 | .73 | .52 |

^aSignificant at $\alpha = .05$

The comparison of teacher scores between large and small districts on the dependent variables points out that there is no significant difference in the scores. Therefore, the hypothesis is not retained. The results would indicate that teachers from both district sizes perceived their superintendents about the same for the four subscales.

Summary

The three major underlying questions to be tested in the study have been restated.

Question 1:

Is there interaction between the factors of positions and the size of districts?

Table 4.1 of Multivariate Analysis of group position to the size of school district indicates the absence of interaction effect. The data presented give no sign of statistical significance to the variables as the result of the interaction.

Question 2:

Will there be significant differences in Leader Behavior Description Questionnaire subscale scores between large and small districts?

The Multivariate Analysis of School district size presented in Table 4.2 suggests the only significant subscale was Persuasiveness to be affected by school district size. When the data were analyzed for the direction of this significance, the superintendents from large districts were perceived to be significantly more persuasive than the superintendents of small districts based on total group perception.

Question 3:

Will there be significant differences in the Leader Behavior Description Questionnaire subscale scores between positions the person have in the school district?

The result of Multivariate Analysis of group position and its effect on dependent variables established statistical significance in the subscale of Production Emphasis. When post-hoc comparisons were made to discover

the nature of the differences, it was found to exist between the contrasts of Board member - Principal mean scores, and the Board member - Teacher means for t tests but not Scheffé.

The balance of Chapter IV directed attention toward the analysis of the hypotheses the author developed in the beginning of this study.

The testing of these hypotheses resulted in rejection of each one because of the lack of significance or direction away from the stated hypothesis. The results would indicate that the respondents perceived leadership behavior in the same way for the comparisons. Only when the comparison between large district principals - small district principals was made was significance found. This may have been the result of chance or the superintendents are perceived in large districts by the principals to be more persuasive in their relationships with them.

Because of the content of comments made by the respondents on their returned questionnaires, the author has placed these comments in Appendix F for the reader's inspection.

The results of Chapter IV indicate few statistically significant differences with close mean scores for the respective groups. However, it can be seen

that the mean scores of the large district respondents are somewhat higher than their small district cousins.

The clearcut differences anticipated in a study between large and small districts did not appear. In Chapter V the author will discuss the results of observation visitations to four of the districts that participated in this study including two small districts and two large districts.

CHAPTER V

STAGE II - OBSERVATIONS

Introduction

The author in Chapter III suggested a rationale for the districts visited in this section of the study. The purpose was to determine if the observations would reflect the results of the data in Chapter IV. Because superintendents were not observed extensively in interactions with board members, principals and teachers, only the dimension of large district-small district superintendent leader behavior seemed worthy of observation. As a result the researcher arbitrarily selected two districts upon permission of the respective superintendents.

Each of the four superintendents was contacted by telephone and asked for permission to be "shadowed" for a work day by the author. In each case the superintendents were very receptive to the request. It was stressed in the conversation to retain a normal work day and not to make adjustments because of the researcher's presence. It should be mentioned that again the anonymity of the superintendent and the district were stressed in

the reporting of the results of the observations. However, it can be stated that the four districts represent rural, suburban, and metropolitan types.

The fundamental question that was asked in the observation as was the case of Chapter IV was: "Is there difference in the behavior of superintendents of schools between large and small districts?"

Because the LBDQ contained the subscales of Persuasiveness, Tolerance of Freedom, Production Emphasis, and Predictive Accuracy, the observations were related to these areas when possible.

Demographic Information

The superintendents visited in this phase of the study were in the forty-five to fifty age span. Their superintendency position in three cases was at least the second with one being his first. The educational background of the men ranged from the Master's degree level to the Doctorate. Three of the superintendents had both educational and administrative experience predominately in Michigan institutions.

Small District Visits

The small districts visited represented rural farm communities outside urban centers. While this did not seem to affect the general operation of the districts

as one might expect in this setting most employees came from the urban centers especially the professional staff.

The superintendents were experienced people who tried to establish an informal atmosphere in their districts with a low profile to community and staff. This does not mean that they were not visible to these people. The superintendents made special efforts to be visible and suggested this was a priority item in their philosophy. To achieve this goal the superintendents retained membership in several of the local service clubs and attended more than one of the churches represented in the districts. To further enhance the visibility goal attendance at athletic activities, suppers for fund raising, band concerts, and plays is needed.

The actual visits to the districts were found to be very informal and because of the mechanics of these districts, the superintendent was involved in the financial aspect of the district operation handling several business matters during the process of the day.

In each case the superintendent gave me a tour of the district discussing the future plans for the district as well as visiting the individual buildings. During these tours there was continual discussion of the present and future problems facing the superintendent and the district.

A degree of pride was indicated by each superintendent in the involvement by himself in the curriculum of the district. Later the indications were that the building principal had free hand in the types of things that were going on in the buildings and that in some cases they had done as they pleased, ignoring what the superintendent would like to see happen. The superintendents saw themselves as team management oriented involving their building administrators in what was going on in the district. Both agree that they had few publics to please and that in general there was no diverse number of groups to please.

The researcher would note that the pace in each district was easy going with little intensity in the types of decisions that had to be made. But the superintendents were involved in a wide range of activities from curriculum to transportation.

Subscale Relationship

The researcher in his visits tried to keep in mind the subscales used in this study and apply them to the superintendents as they were observed. This was a subjective process and while the perceptions are accurate for the visitation may be somewhat different for the day-to-day operation of the districts.

Neither superintendent seemed to be strong in the area of Persuasiveness with the situations that they

encountered during the time that the researcher spent with them. They seemed to in fact shy away from personal contact or confrontation with people. However, I think that each superintendent felt that he was strong in this area and this lent to his success in the district. Both superintendents felt that they were quite Tolerant of Freedom and took pride in being team managers or leaders. I am not sure if their administrators felt the same way on this area.

The area of production emphasis was not stressed during the visits and while each had interest in the achievement rate of children, I doubt that there is a great push for improvement or that it would be in character for these men.

Predictive Accuracy for the researcher was not an observable activity as such. However, various programs (i.e. building and growth patterns) would indicate that the superintendents have had some success in predicting the needs and future course of events in their districts.

While observing the small district superintendents in action, it could be reflected that neither would be scored highly on the LBDQ subscales that were used in this study. This would not reflect the effectiveness of the job that the men were doing and it seemed that the people encountered during the days of visits were

satisfied as well as being receptive to the superintendents. The lack of formality and intensity of problems to solve would characterize the small district visits.

Large District Visits

The large districts represented an urban city district and a suburban city district. The student make-up would be characterized as biracial and predominantly white respectively.

The superintendents were experienced in educational administration and had to some degree reorganized the administrative structure of their districts. In each case the purpose was to reduce the number of people reporting directly to the superintendent, place many of the day-to-day decisions at the local level (principals), free the superintendents to make many of the abstract decisions which effect the overall operation of their districts. Both men felt that they were strong in the area of business affairs even though they had financial experts on the staff. They were strongly involved in the politics which govern school operation at the local and state level. The superintendents indicated that they made attempts to stay knowledgeable of new laws and court rulings which might effect the school operation. Each superintendent was visible to local groups like the Chamber of Commerce,

Lions Club, Rotary Club, etc. These groups, though, did not always represent local citizenry and therefore membership in these groups was not stressed.

The superintendents were quite knowledgeable of their respective communities and were anticipating future problems that they might experience. While the superintendents seemed to be having successful tenures in the districts, neither seemed to feel that they would spend a long length of time in the present job. Each man had alternatives which they could draw from in fields away from the superintendency.

Subscale Relationship

The large district superintendents were strong in the area of Persuasiveness when they spoke of activities which they had to take a stand on. Both had strong feelings when they discussed a position with others, be it fellow superintendents or their subordinates. At the same time their astuteness showed through when working with assistants. Their goals were brought to a position where the superintendent had been all along, the assistants feeling that they had counseled the superintendent to this position. It seemed that the political minds of these men were very adept.

When the superintendents are perceived in the area of Tolerance of Freedom, it could be seen that their subordinates have latitude to do their work but

by the same token are responsible for the results of the actions which they undertake. The building administrators find this difficult to a degree according to the superintendents, I suspect partly having worked for many years without administrative powers.

Predictive accuracy was not observed to a great extent in the large districts. However, there were indications that the superintendents had some success in this dimension in the enrollment and budgetary allocations.

Production Emphasis for the large districts appeared to being evenly split with one superintendent interested in higher achievement of students, broader experiences for children, etc. In the other district this was a commonplace result and there was little need to push for it. Both had goals that were to be achieved during the school year.

Summary

As the researcher reviewed the notes of the visits and went over the discussions that went on during the days of observations to compare the large and small districts, it seemed that obvious differences do exist beyond the size of the organization. It is apparent that in a small district the superintendent is a jack of all trades. He is involved in the budget,

curriculum, transportation, negotiations, civic activities, millage, bond issue, and student discipline. The involvement in these and many more activities may not be great but he is involved. The pace of this type of organization is low key and may be characterized best by a lack of intensity. The superintendents in the large districts observed may have been involved in the same activities but not in a direct sense, the subordinates were responsible for the special areas and made the decisions while operating within a philosophy established by the superintendent. At the same time the superintendents in the large districts seemed to have had an intensity with the schedule that they kept and the abstract decisions that they had to make. There was an awareness of formal organizational structure that the superintendents worked for with only a handful of employees reporting directly to them. Follow the chain of command was very much in vogue. Looping was not perceived to be an acceptable activity by the large district superintendents.

The superintendents also may be characterized as being more politically astute than their small district brothers. This does not mean to imply the internal politics of their district, but more the external (state) politics and its effect on the local unit.

The observation visitations reinforced the results of the statistical data of Chapter IV with respect to large-small district relationships.

The researcher observed that the large district superintendents were much more persuasive in the visits than were the small district superintendents. It seemed that this was a characteristic of the person which was necessary to the large district job and may be the reason these people are in large districts.

The variables of Tolerance of Freedom, Predictive Accuracy, and Production Emphasis did not represent great differences in the two groups observed. There was some indication that the large urban districts may lean more in the direction of this dimension of production. The researcher would indicate that this may be accounted for by the interest of the citizens of these districts in the achievement of the children on the various tests and the special state and federal grants which have some form of accountability based on production.

To the researcher these observations may be the most productive aspect of the research and may be the only way the school superintendency can be studied.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this the final chapter attention has been devoted to a summary of the study, followed by a discussion of findings and conclusions generated from the analysis of the data and recommendations for areas of further study.

Summary

Purpose of the Study

The purpose of this study was to investigate the perceptions of leader behavior of the superintendent of schools as seen by the superintendent, principals, teachers, and board members through the use of the Leader Behavior Description Questionnaire - Form XII.

It was attempted in this study to determine whether these perceptions of leader behavior by the various groups changed as the size of the school districts increased. An observation visitation was used to determine if in certain districts the direct observations

would reflect the results of the LBDQ data. It was hoped that through the findings of this study a better perception of the behavior of the superintendent and his duties by the various groups could be developed.

Limitations of the Study

As is true in any study, the validity of this research is affected by the frankness and sincerity of the respondents to the LBDQ. The respondent comments in Appendix F suggest the credence of responses received.

This study was concerned with within district perceptions of the leadership behavior of the superintendent of schools in K - 12 districts in Michigan and how actual behavior was perceived. The study did not involve county superintendents, the state superintendent, private or primary school districts. With the exception of the school board members, this investigation did not involve noncertified employees of the school systems. Other than board member respondents, no attempt was made to include people of the community which the districts serve.

No attempt was made to prove or disprove any theories of ideal educational administration. Further, this study was not intended nor should it be considered an evaluative tool to determine the effectiveness of the superintendents.

Review of the Literature

A review of the literature was conducted to explore the historical development of the school superintendency, leadership and the dynamics of administration. First, the public school superintendency in American education was examined from its early beginnings in the 1850's to the present with a special concern for its evolving character and problems vested in the position. Second, the Michigan school superintendency was analyzed for its evolving character in relationship to Michigan school districts.

Third, attention was focused on research in which the LBDQ was used to study the school superintendency and other research which centered upon the position of superintendent of schools.

Because the author was only interested in literature centered on the school superintendency, no attempt was made to cite from other administrative fields, i.e., public administration, business management, church and military, or hospital administration.

Design of the Study

Because of the length of the twelve subscale LBDQ - XII, it was decided a shortened form of the questionnaire with only selected subscales should be used. A pilot study enabled the selection of four subscales. Persuasiveness, Tolerance of Freedom, Production

Emphasis, and Predictive Accuracy were selected for the thirty-five item questionnaire which was used in the study.

Because of the desire to study superintendents who had been working for a length of time in their present position, only those superintendents were contacted who had been superintendents of their respective district for at least one year. The school districts were characterized as either large (10,000 students or more) districts or small (under 3,000 students) districts.

The respondents from each district included: three school board members, the superintendent, three principals, and three teachers. So the questionnaire would make sense to the different respondent groups the author modified the LBDQ - XII items to produce four respective forms while retaining the context of each item.

The Finn (Multivariate Analysis of Variance) computer program was employed to determine if significant differences existed on the dependent variables between school district size and position held in the school districts. Where the differences on the variables or the comparisons of district size were found to be significant, the Scheffé post hoc procedure for comparison between groups was used. All statistical tests and Scheffé post hoc comparisons were conducted using an alpha level of .05.

Finally, observation visitations were scheduled in two districts from each size classification. These visits were conducted with the permission of the respective superintendents. The purpose of this portion of the study was to subjectively answer the fundamental question of this research: Is there difference in the leadership behavior of superintendents of schools between large and small districts? Notes recorded as a result of these visits were also related to the responses on the four LBDQ subscales where it seemed reasonable.

Findings

1. Based on a multivariate analysis of group position - school district size produced no statistically significant interaction on any of the dependent variables (Persuasiveness, Tolerance of Freedom, Production Emphasis, and Predictive Accuracy).
2. When a multivariate analysis of the leadership dimensions with respect to school district size was conducted only the variable of Persuasiveness was found to be statistically significant. Further investigation indicated that superintendents in large districts are perceived to be significantly more persuasive than the superintendents in small districts.

3. A multivariate analysis of the leadership dimensions with respect to group position in the school district indicated statistical significance only for the variable of Production Emphasis. Post hoc comparisons suggested this significance existed between board member - principal mean scores, and board member - teacher means. In each case the board members' scores were higher than the comparison group.
4. With the exception of Tolerance of Freedom board member observed mean scores were higher than the other respondent groups for the variables. On Tolerance of Freedom board members had the lowest scores.
5. Group respondents from small districts generally had lower mean scores than their large district counterparts, although they were not significantly different.
6. Observation visitations reinforced the LBDQ data which had been collected and suggested that large district superintendents were more persuasive than small district superintendents.
7. Observation visitations suggested that large district superintendents were engaged in more political activities of the school districts than were the small district superintendents.

8. Visitations indicated that for the variables studied in this research the large district superintendents would rate higher than the small district superintendents.
9. Based on these observations large district superintendents work with a greater intensity in areas of abstract decisions which affect their districts than do small district superintendents.

Conclusions

The results of this study enabled the researcher to draw several conclusions from the research.

Because the differences which were hypothesized did not occur from the analysis of these data, it must be concluded that there were no differences in the perceptions of leadership behavior because of the size of the district or the position a person holds within the district. It should be mentioned that the subscales used may not have been sufficiently sensitive to these differences and that the use of other subscales might have been of benefit in identifying differences. Because of the situational nature of the instrument, the LBDQ may not be the most appropriate instrument to use in testing for differences in perceptions.

Most of the hypotheses which were generated by the author were not retained. In-district observations by the author led him to believe that there are differences in leader behaviors between the large and small district superintendents. Further, it would appear to be difficult if not impossible to isolate fully these differences with use of a situational instrument such as the LBDQ. Subjective observations may be a more sensitive approach to identifying these differences.

The present research did tend to support the notion that there is much empirical work yet to be done regarding perceptions of the position of superintendent of schools. The present study may, it is hoped, serve as a partial foundation for future research dealing with perceptions of the school superintendent.

Recommendations

1. Little research has been undertaken to study the executive officers of the school board and head of the school system. The need is great for empirical research to generate new knowledge of the practitioner. While research alone will not solve the problems which generate conflict, knowledge of group differences and sources of tension may be a means of preventing large-scale alienation and hostility.

2. The time may be here for a re-evaluation of research tools such as the LBDQ. There may be more appropriate indicators for situational statements in educational organizations.
3. Replication of the present study with fewer districts and a larger number of respondents from the board of education, principals and teachers (particularly in the large districts) might be useful. At the same time other subscales from the LBDQ - XII might be used.
4. The potential for diagnostic use of the LBDQ has not been explored extensively in education. It might provide data for research, giving practitioners insights into leadership theory and feedback about their own leader behavior, otherwise unavailable to them.
5. The present study only sliced through organizations at a given point in time. If a better understanding of educational administration and organization is to be gained, there is a need to study them as continuing processes. This will necessitate longitudinal studies of organizations. In light of this the following questions may have merit for future study:

- a. Does the perception of leadership change when there is a change in the superintendency of a district?
- b. Does a labor conflict (i.e., strike) affect the way leadership is perceived in districts?
- c. Do the perceptions of leadership differ between school employees and citizens of the community which the district serves?
- d. Does perception of leadership change as the result of a unique event (i.e., strike, millage failure or passage, racial strife, court suit, negotiations, and mandated rules)?

These questions might best be answered through a longitudinal study.

APPENDICES

APPENDIX A

CONTACT LETTER SENT TO SUPERINTENDENTS

APPENDIX A

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

TO:

FROM: Victor L. Schug, Doctoral Student

SUBJECT: Help!!!!

Your help is needed by a fellow administrator now on his doctoral studies at MSU. I am presently involved in a research project to study the perception of the leadership behavior of school superintendents, and I hope that you and members of your school can help me with the study. It's my interest to find what happens to these perceptions when the school district size increases. I hope that this study will reveal information which can help the public school superintendent.

The methodology for this study necessitates that you as the superintendent complete the questionnaire and the following people from your district with at least one year of experience in serving with you do the same: three (3) of your board members; three (3) of your principals; and three (3) of your teachers.

Dr. Don Currie, Executive Secretary MASA, has been a great resource to me in planning and has suggested your name for possible help.

The purpose of this letter is to secure your assistance in completing the data-gathering instrument developed for this study. The instrument to be used is a modified form of the Leader Behavior Description Questionnaire (LBDQ) developed at Ohio State University and would require less than 30 minutes to complete.

Enclosed is an addressed envelope and a form for you to indicate your response to this request as well as the names of those people I can contact to complete the LBDQ.

You can rest assured of your anonymity in this research and that the highest professional and ethical standards will be adhered to throughout the study. Neither you as an individual nor your school district will be identified in the reporting of the results of this study.

Let me thank you in advance for taking the time to consider this matter and I hope that you will be able to participate in this investigation.

Sincerely,

APPENDIX B

SECOND LETTER TO SUPERINTENDENTS

APPENDIX B

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

Dear

Enclosed is the superintendent's form of the LBDQ for you to complete and a stamped, self-addressed envelope for return mailing. If you are interested in the results of the research, I will be glad to send you a copy upon completion of the study.

Let me thank you again for your help and cooperation on this research.

Sincerely,

Victor L. Schug
Doctoral Student

VS/mg
Enclosures

APPENDIX C

LETTERS TO BOARD MEMBERS

APPENDIX C

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

Dear School Board Member,

Your superintendent has consented to cooperate in a doctoral research project to study leadership behavior of school superintendents in selected Michigan school districts. He has indicated that you, as a board member, would be able to respond to the enclosed questionnaire describing his leadership behavior.

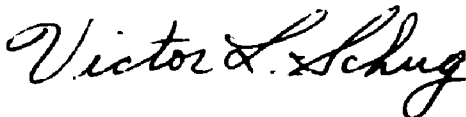
Dr. Norman Weinheimer, Executive Director, M.A.S.B., and Dr. Donald Currie, Executive Secretary, M.A.S.A., have been great resources to me in planning this study.

Enclosed is the questionnaire with directions and a self-addressed envelope for return mailing.

You can rest assured of your anonymity in this research and that the highest professional and ethical standards will be adhered to throughout this study. Neither you as an individual nor your school district will be identified in reporting the results of this study.

Let me thank you in advance for taking the time to complete the questionnaire.

Sincerely,



Victor L. Schug
Doctoral Student

APPENDIX D

**LETTER TO PRINCIPALS AND
TEACHERS**

APPENDIX D

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

Dear Colleague:

Your school superintendent has consented to cooperate in a doctoral research project to study leadership behavior of school superintendents in selected Michigan school districts. He has indicated that you, as either a teacher or principal, would be able to respond to the enclosed questionnaire describing his leadership behavior.

You can rest assured of your anonymity in this research and that the highest professional and ethical standards will be adhered to throughout this study. Neither you as an individual nor your school district will be identified in reporting the results of this study.

Enclosed is the questionnaire with directions and a self-addressed envelope for return mailing.

Let me thank you in advance for taking the time to complete the questionnaire.

Sincerely,

Victor L. Schug
Doctoral Student

VLS/lh

APPENDIX E

LBDQ FORMS:

SUPERINTENDENTS

BOARD MEMBERS

PRINCIPALS

TEACHERS

APPENDIX E

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII *

Superintendent Form

Purpose of the Questionnaire:

On the following pages is a list of items that may be used to describe your behavior. Each item describes a specific kind of behavior, but it does not ask you to judge whether the behavior is desirable or undesirable. Although some items may seem similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, your behavior as superintendent.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently you engage in the behavior described by the item.
3. DECIDE whether you (A) Very Frequently, (B) Often, (C) Occasionally, (D) Seldom, or (E) Very Rarely act as described by them.
4. DRAW A CIRCLE around one of the five letters (A, B, C, D, E) following the item to show the answer you have selected.

A = Very Frequently

B = Often

C = Occasionally

D = Seldom

E = Very Rarely

5. MARK your answers as shown in the examples below.

Example: You Often act as described. A (B) C D E

Example: You Very Rarely act as described. A B C D (E)

Example: You Occasionally act as described A B (C) D E

6. ANSWER EACH QUESTION.

| | | | | |
|-----------------|-------|--------------|--------|-------------|
| A | B | C | D | E |
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

1. Make pep talks to stimulate the group 1. A B C D E
2. Allow the professional staff complete freedom
in their work 2. A B C D E
3. Encourage after-school work 3. A B C D E
4. Make accurate decisions 4. A B C D E
5. Arguments are convincing. 5. A B C D E
6. Permits the professional members to use their
own judgment in solving problems. 6. A B C D E
7. Stress being ahead of competing schools 7. A B C D E
8. Argue persuasively for your point of view 8. A B C D E
9. Encourage initiative in the professional staff. 9. A B C D E
10. Push staff for greater effort 10. A B C D E
11. Able to predict what is coming next 11. A B C D E
12. A very persuasive talker. 12. A B C D E
13. Let the staff do their work the way they think best . . 13. A B C D E
14. Keep the work moving at a rapid pace. 14. A B C D E
15. Very skillful in an argument. 15. A B C D E
16. Assign a task, then let the staff members handle it . . 16. A B C D E
17. Push for increased production 17. A B C D E
18. Things usually turn out as you predict. 18. A B C D E

| | | | | |
|-----------------|-------|--------------|--------|-------------|
| A | B | C | D | E |
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

19. Are a very convincing talker. 19. A B C D E
20. Turn members loose on a job, and let them go at it. . . . 20. A B C D E
21. Ask the staff to work harder. 21. A B C D E
22. Accurate in predicting the trend of events. 22. A B C D E
23. Speak with a strong inner conviction. 23. A B C D E
24. Reluctant to allow the staff members any
freedom of action 24. A B C D E
25. Permit the staff to take it easy in their work. 25. A B C D E
26. An inspiring talker 26. A B C D E
27. Allow the faculty a high degree of initiative 27. A B C D E
28. Drive hard when there is a job to be done 28. A B C D E
29. Persuade others that your ideas are to their
advantage 29. A B C D E
30. Trust the staff to exercise good judgment 30. A B C D E
31. Urge the faculty to beat its previous efforts 31. A B C D E
32. Anticipate problems and plan for them 32. A B C D E
33. Inspire enthusiasm for a project. 33. A B C D E
34. Permit the faculty to set its own pace. 34. A B C D E
35. Keep the group working up to its potential. 35. A B C D E

THANK YOU FOR YOUR TIME AND HELP! V.L.S.

COMMENTS: (Please write on back)

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII *

School Board Members Form

Purpose of the Questionnaire:

On the following pages is a list of items that may be used to describe the behavior of your superintendent of schools. Each item describes a specific kind of behavior, but it does not ask you to judge whether the behavior is desirable or undesirable. Although some items may seem similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your superintendent of schools.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently the superintendent engages in behavior described by the item.
3. DECIDE whether he (A) Very Frequently, (B) Often, (C) Occasionally, (D) Seldom, or (E) Very Rarely acts as described by them.
4. DRAW A CIRCLE around one of the five letters (A, B, C, D, E) following the item to show the answer you have selected.

A = Very Frequently

B = Often

C = Occasionally

D = Seldom

E = Very Rarely

5. MARK your answered as shown in the examples below.

Example: He Often acts as described. A (B) C D E

Example: He Very Rarely acts as described. A B C D (E)

Example: He Occasionally acts as described A B (C) D E

6. ANSWER EACH QUESTION.

| | A | B | C | D | E |
|---|-----------------|-------|--------------|--------|-------------|
| | Very Frequently | Often | Occasionally | Seldom | Very Rarely |
| 1. He makes pep talks to stimulate the group. | 1. | A | B | C | D E |
| 2. He allows the members complete freedom in their work | 2. | A | B | C | D E |
| 3. Encourages after-school work | 3. | A | B | C | D E |
| 4. He makes accurate decisions. | 4. | A | B | C | D E |
| 5. His arguments are convincing | 5. | A | B | C | D E |
| 6. He lets the members use their own judgment in solving problems. | 6. | A | B | C | D E |
| 7. He stresses being ahead of competing schools | 7. | A | B | C | D E |
| 8. He argues persuasively for his point of view | 8. | A | B | C | D E |
| 9. He encourages initiative in the group members. | 9. | A | B | C | D E |
| 10. He pushes staff for greater effort | 10. | A | B | C | D E |
| 11. He seems able to predict what is coming next | 11. | A | B | C | D E |
| 12. He is a very persuasive talker | 12. | A | B | C | D E |
| 13. He lets the members do their work the way they think best. | 13. | A | B | C | D E |
| 14. He keeps the work moving at a rapid pace | 14. | A | B | C | D E |
| 15. He is very skillful in an argument | 15. | A | B | C | D E |
| 16. He recommends a task, then lets the members handle it. | 16. | A | B | C | D E |
| 17. He pushes for increased production | 17. | A | B | C | D E |
| 18. Things usually turn out as he predicts | 18. | A | B | C | D E |

| | | | | |
|-----------------|-------|--------------|--------|-------------|
| A | B | C | D | E |
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

19. He is not a very convincing talker 19. A B C D E
20. He turns members loose on a job, then lets them
go at it 20. A B C D E
21. He asks members to work hard 21. A B C D E
22. He is accurate in predicting the trend of events 22. A B C D E
23. He speaks from a strong inner conviction 23. A B C D E
24. He is reluctant to allow the members any freedom
of action. 24. A B C D E
25. He permits the members to take it easy in their work 25. A B C D E
26. He is an inspiring talker. 26. A B C D E
27. He allows the group a high degree of initiative. 27. A B C D E
28. He drives hard when there is a job to be done. 28. A B C D E
29. He persuades others that his ideas are to their
advantage. 29. A B C D E
30. He trusts the members to exercise good judgment. 30. A B C D E
31. He urges the group to beat its previous efforts. 31. A B C D E
32. He anticipates problems and plans for them 32. A B C D E
33. He can inspire enthusiasm for a project. 33. A B C D E
34. He allows the group to set its own pace. 34. A B C D E
35. He keeps the group working up to potential 35. A B C D E

THANK YOU FOR YOUR TIME AND HELP! VLS

COMMENTS: (Please write on back)

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII *

Principal - Administrator Form

Purpose of the Questionnaire:

On the following pages is a list of items that may be used to describe the behavior of your superintendent of schools. Each item describes a specific kind of behavior, but it does not ask you to judge whether the behavior is desirable or undesirable. Although some items may seem similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your superintendent of schools.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently the superintendent engages in behavior described by the item.
3. DECIDE whether he (A) Very Frequently, (B) Often, (C) Occasionally, (D) Seldom, or (E) Very Rarely acts as described by them.
4. DRAW A CIRCLE around one of the five letters (A, B, C, D, E) following the item to show the answer you have selected.

A = Very Frequently

B = Often

C = Occasionally

D = Seldom

E = Very Rarely

5. MARK your answered as shown in the examples below.

Example: He Often acts as described. A (B) C D E

Example: He Very Rarely acts as described. A B C D (E)

Example: He Occasionally acts as described A B (C) D E

6. ANSWER EACH QUESTION.

| A | B | C | D | E |
|-----------------|-------|--------------|--------|-------------|
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

1. He makes pep talks to stimulate the group. 1. A B C D E
2. He allows the administrators complete freedom
in their work. 2. A B C D E
3. He encourages after-school work. 3. A B C D E
4. He makes accurate decisions. 4. A B C D E
5. His arguments are convincing 5. A B C D E
6. He permits the administrators to use their own
judgment in solving problems 6. A B C D E
7. He stresses being ahead of competing schools 7. A B C D E
8. He argues persuasively for his point of view 8. A B C D E
9. He encourages initiative in the administrators 9. A B C D E
10. He pushes administrators for greater efforts 10. A B C D E
11. He seems able to predict what is coming next 11. A B C D E
12. He is a very persuasive talker 12. A B C D E
13. He lets the staff do their work the way they think best. . . 13. A B C D E
14. He keeps the work moving at a rapid pace 14. A B C D E
15. He is very skillful in an argument 15. A B C D E
16. He assigns a task, then lets the staff handle it 16. A B C D E
17. He pushes for increased production 17. A B C D E
18. Things usually turn out as he predicts 18. A B C D E

| A | B | C | D | E |
|-----------------|-------|--------------|--------|-------------|
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

19. He is not a very convincing talker 19. A B C D E
20. He turns members loose on a job, then lets them go to it . . 20. A B C D E
21. He asks members to work harder 21. A B C D E
22. He is accurate in predicting the trend of events 22. A B C D E
23. He speaks from a strong inner conviction 23. A B C D E
24. He is reluctant to allow administrators any freedom
of action. 24. A B C D E
25. He permits the members to take it easy in their work 25. A B C D E
26. He is an inspiring talker. 26. A B C D E
27. He allows the group a high degree of initiative. 27. A B C D E
28. He drives hard when there is a job to be done. 28. A B C D E
29. He persuades others that his ideas are to their advantage. . 29. A B C D E
30. He trusts the members to exercise good judgment. 30. A B C D E
31. He urges the group to beat its previous efforts. 31. A B C D E
32. He anticipates problems and plans for them 32. A B C D E
33. He can inspire enthusiasm for a project. 33. A B C D E
34. He permits the staff to set its own pace 34. A B C D E
35. He keeps the staff working up to potential 35. A B C D E

THANK YOU FOR YOUR TIME AND COOPERATION!

COMMENTS: (Please write on back)

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII *

Teacher Form

Purpose of the Questionnaire:

On the following pages is a list of items that may be used to describe the behavior of your superintendent of schools. Each item describes a specific kind of behavior, but it does not ask you to judge whether the behavior is desirable or undesirable. Although some items may seem similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your superintendent of schools.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently the superintendent engages in behavior described by the item.
3. DECIDE whether he (A) Very Frequently, (B) Often, (C) Occasionally, (D) Seldom, or (E) Very Rarely acts as described by them.
4. DRAW A CIRCLE around one of the five letters (A, B, C, D, E) following the item to show the answer you have selected.

A = Very Frequently

B = Often

C = Occasionally

D = Seldom

E = Very Rarely

5. MARK your answered as shown in the examples below.

Example: He Often acts as described. A (B) C D E

Example: He Very Rarely acts as described. A B C D (E)

Example: He Occasionally acts as described A B (C) D E

6. ANSWER EACH QUESTION.

| | | | | |
|-----------------|-------|--------------|--------|-------------|
| A | B | C | D | E |
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

- | | |
|---|---------------|
| 1. He makes pep talks to stimulate the faculty | 1. A B C D E |
| 2. He allows the teachers complete freedom in their work | 2. A B C D E |
| 3. He encourages after-school work by teachers | 3. A B C D E |
| 4. He makes accurate decisions | 4. A B C D E |
| 5. His arguments are convincing. | 5. A B C D E |
| 6. He permits the teachers to use their own judgment in solving problems | 6. A B C D E |
| 7. He stresses being ahead of competing schools. | 7. A B C D E |
| 8. He argues persuasively for his point of view. | 8. A B C D E |
| 9. He encourages initiative in the teachers. | 9. A B C D E |
| 10. He pushes staff for greater effort. | 10. A B C D E |
| 11. He seems able to predict what is coming next. | 11. A B C D E |
| 12. He is a very persuasive talker. | 12. A B C D E |
| 13. He lets the teachers do their work the way they think best. | 13. A B C D E |
| 14. He keeps the work moving at a rapid pace. | 14. A B C D E |
| 15. He is very skillful in an argument. | 15. A B C D E |
| 16. He assigns a task, then lets the teachers handle it | 16. A B C D E |
| 17. He pushes for increased production. | 17. A B C D E |
| 18. Things usually turn out as he predicts. | 18. A B C D E |

| A | B | C | D | E |
|-----------------|-------|--------------|--------|-------------|
| Very Frequently | Often | Occasionally | Seldom | Very Rarely |

19. He is not a very convincing talker. 19. A B C D E
20. He turns teachers loose on a job, and lets them go to it. . . . 20. A B C D E
21. He asks the teachers to work harder 21. A B C D E
22. He is accurate in predicting the trend of events. 22. A B C D E
23. He speaks from a strong inner conviction. 23. A B C D E
24. He is reluctant to allow the teachers any freedom of action . . 24. A B C D E
25. He permits the teachers to take it easy in their work 25. A B C D E
26. He is an inspiring talker 26. A B C D E
27. He allows the faculty a high degree of initiative 27. A B C D E
28. He drives hard when there is a job to be done 28. A B C D E
29. He persuades others that his ideas are to their advantage . . . 29. A B C D E
30. He trusts the staff to exercise good judgment 30. A B C D E
31. He urges the faculty to beat its previous efforts 31. A B C D E
32. He anticipates problems and plans for them. 32. A B C D E
33. He can inspire enthusiasm for a project 33. A B C D E
34. He permits the teachers to set their own pace 34. A B C D E
35. He keeps the faculty working up to potential. 35. A B C D E

THANK YOU FOR YOUR TIME AND HELP!

COMMENTS: (Please write on back)

APPENDIX F

RESPONDENT COMMENTS

APPENDIX F

RESPONDENT COMMENTS

Large District

Board member.--Items using terms "group" "members" should designate if they mean board members or school personnel.

Should inquire if superintendent tries to "lead" board, or follow board.

Board member.--Good luck in your project! I truly hope that it will help make you a better administrator and afford better educational opportunities for the youngsters. Always remember that is the only reason you are in the educational business.

Board member.--I find the questionnaire confusing by the apparent interchangeability of "members" "group" and "staff." Since the questions on "members" generally do not fit the relationship of superintendent to school board members, I have answered all the questions as I see our superintendent's relationship to his staff. I also found some questions that I would like to hedge on such as #2 - routine? Special assignments? - aspects of job that have particular importance in current environment? (ala bussing in current energy crisis).

Board member.--Our superintendent thinks so quickly and predicts so accurately that he often does not give a person time to finish a statement. Even though the superintendent knows what is coming next, this trait gives the person a feeling of not being listened to. However, the superintendent's persuasiveness usually gets him out of any difficult situation which would arise.

The superintendent gives 150 per cent effort and demands that of his staff.

Our superintendent is definitely a politician in addition to an educator with conviction.

Board member.--No judgment is made in these questions of consistency of performance, availability for counsel, maintaining and evidencing a sense of concern and a willingness to face any problems squarely without compromise of principle.

The person here rated would have ratings of A or B in all of the above.

Board member.--Replying to your request for completion of the questionnaire you will find that I have answered all your questions and in some instances have added a footnote because it seemed only fair that such a footnote was required.

For example, your question #3 "encourages after-school work"--I would have preferred to have you ask this question relative to the administrative force or the teachers. There are teacher contracts these days, and in Michigan we have teacher tenure, and if I can be very honest with you--I don't find very many teachers who are doing anything that is not stipulated in the contract. Administrators--Yes!

I would like to point out that the superintendent is what I consider one of the finest superintendents in the state of Michigan. He's thoroughly imaginative, has great initiative, is a capable leader and continuously directs his attention to the problems of the school district.

He is, without question, a straightforward individual and has the kind of sense of humor that makes it possible for a superintendent in these trying times to understand and smile at those things that should not be allowed to become boring.

He has an extremely fine political sense which is encumbered upon any successful superintendent these days. One of his amazing features is his conviction that problems should be solved today--not tomorrow. There are no boxes on his desk and no trays in his office to hold those things "that can wait for an answer."

I have been a member of the School Board for x years. The superintendent has been here x years. We have accomplished a great deal more under his leadership during these past * years than we accomplished during the previous * years.

Board member.--He effectively capitalizes on the positive items to move the schools ahead rather than giving too much of his energy and ability toward overcoming negative aspects. He tends not to try convincing illogical negative opponents, rather he often appears to confront them thus continuing the polarization that may exist. I think he enjoys a little combat.

I find it difficult being objective about a man for whom I have great respect and admiration!

Board member.--Question 24 is worded that it could be interpreted either way.

As a board member I am very happy with our Superintendent of Schools. We think he is good or we wouldn't have given him a new multi-year contract and a substantial raise.

Board member.--A board member's view of the superintendent is at best a limited one, simply because contact between the board and the superintendent is for the most part confined to those formal occasions such as public meetings and staff reports to the board. No

doubt one who attains the position of school superintendent is an administrator of some refinement. An analysis of this refinement I suppose is important for those whose interest is educational administration. I would submit, however, that identifying administrative styles and techniques is quite irrelevant in the face of a growing need to provide public education with executive officials who are skilled in the politics of education. In general I've found school administrators to be poorly trained in the art of community leadership. Advanced degrees are perhaps in academic circles deserving of some attention--but in the midst of a millage campaign or a bonding issue they are paper and usually end up blowing away. I have a B.A. degree, an M.A. degree, a Juris Doctor degree and except for the required paper I have completed all courses for an Ed.S. degree in education and on the whole I've found that none of them give me any more right to ignore or manipulate average people. School administrators and teachers should receive in their education a dose of the same awareness.

Superintendent.--If you have the opportunity to visit, we think we have as fine a program and staff as there is to be found.

Principal.--Superintendents rarely meet their staff to indicate these answers directly, but through his assistants and philosophy he has expressed--I would indicate the answers enclosed.

Principal.--After having read through and completing your questionnaire, it seems to me you could have had perhaps only 20 items had you not repeated some of the questions over and over.

Principal.--The superintendent has done a great job here. He has been very supportive of individual and group efforts. He has promoted the "delegation of responsibility" theory but has been kept informed and is knowledgeable of events. We have access to him when needed, he listens, and willingly comments when asked. He is a firm believer in teacher and administrator responsibility and accountability. He is willing to try new ideas and to let you try yours. He is adept at public relations. He provides us with the tools--inservice programs, conferences, directives, etc., and expects us to initiate. He utilizes his personnel for the purpose for which they were hired.

Teacher.--I found it extremely difficult to answer this questionnaire as I have only seen the superintendent once in person although I have been with the board 15 years. I have seen him on T.V. but he brings a very

irate voice to his viewers. I can only judge his attitude toward teachers by the new policies he has set up. His idea of teacher freedom and actual freedom he allows are two different things. He advocates building autonomy but gives us less to operate on. His freedoms always have other items of framework attached.

I did the best I could under the circumstances; I do hope it is of help.

Teacher.--We have a very innovative superintendent who is not afraid to make mistakes. And we are allowed the same leeway. Better to fail than not try.

Teacher.--Our superintendent has little opportunity for direct contact with teachers.

Teacher.--I feel, perhaps, this questionnaire appears to be very one sided, but I feel our administration is doing a very fine job. Our top administrators have very deep convictions regarding their duties to our citizens and are quite eager in their desires to improve our system. They are at most times 100 per cent behind the mark we attempt in the classroom and make every effort to maintain contact with those of us who deal most directly with students.

Teacher.--I hope you realize that as a teacher in a large system I have very little contact with the

Superintendent. He visits our building rarely and has personal contact with administrators rather than teachers unless we work on a special committee with him. This is very rare as his assistants usually handle these.

Teacher.--Some responses are only a guess. The questions infer a superintendent who actively makes direct contact with his teachers on a more than infrequent basis. This is not so in our system. The superintendent very rarely enters individual school buildings, especially with the purpose of speaking to individual or groups of teachers. Contact only occurs through comments in a monthly publication to the staff. How he feels on specific points can only be inferred by the attitudes of those who report to him and are responsible for these areas in an administrative way. In short, he is a very remote individual in terms of teacher contact, preferring to work through his assistants. His most direct contact on a regular basis is with these assistants and with the school board. Certainly this remoteness does little to foster the "captain and team" relationship implied in these questions.

Small District

Board member.--As of the present time, I am involved in "marking and grading." Now I understand how difficult it is to evaluate someone by only using

a letter. I am sure I look at things differently than my fellow board members may. Likewise there is also a discrepancy among the teaching staff.

Good luck, Mr. Schug, on your Doctoral research.

Board member.--Our superintendent is very devoted to his position. We feel he does a very good job. He is very conscientious and with a great feeling of the responsibility for the job he holds as No. 1 man of our system. He does realize the importance of his decisions for the purpose of educating our children in the best possible manner that our district can afford.

Board member.--The group I assume to be those under his control not the school board. The members referred to I also assume to be school employees.

Board member.--Even though I am happy to cooperate, I did not feel adequately prepared to answer all the questions. I see him once a month at Board meetings and do not see him working with the teachers.

Board member.--I am deeply grateful to you for this opportunity to complete this survey.

Our superintendent is unique in that he has the deep respect of every member of our school board.

I wish you great success on your doctoral research project. I personally would be deeply interested

in what your research revealed. Unfortunately the variance of a school board--relative to the talents, education and personality of its individuals or members--will affect the conclusiveness of your project.

Board member.--I answered but I don't know what it means. Encourages after-school work by who? Board members always work "after school." Teachers are covered by contract as to what hours they work as are most other school personnel.

I don't know if or how he "pushes" staff for greater effort. Do you mean board members, teachers, administrators or everyone? He is not a pushy type with board members.

He gives very complete information to the Board and is ready with facts but lets the members of the Board make the decisions. He doesn't argue or try to persuade the Board.

Board member.--He is able to accomplish #8 without being good at #12.

Superintendent.--I feel I have many shortcomings as a Superintendent but have used the same philosophy as I had as a coach and principal. Many inadequacies can be overcome through effort and attitude. However, lack of financial knowledge or negotiation finesse in this challenging position can be very cruel. I feel two

things work best, no matter how hard it may sometimes seem, and that is honesty and the willingness to admit error.

It is hard to really know how a faculty feels toward a superintendent but I believe where there is loyalty and harmony there is also an attitude toward accepting the challenge of teaching children in a way of meeting their individual needs. I am fortunate to have an excellent faculty without animosity which develops through strikes, fact-finding, etc. I would like to believe this is because of my work as a superintendent but maybe our school district will become the next Target for the MEA and my image would immediately change.

I hope this information will be useful in your doctoral work.

Principal.--I notice several items concerning talking and arguments. I don't know where you got these items but they are highly irrelevant to a good administrator. People have become too militant and sophisticated to persuade anyone by talking and arguing. A good administrator must study problems think out logical solutions and act.

Principal.--Please excuse the delay in returning the form. We have an outstanding superintendent. He is

the finest man I have ever worked for and I feel he has done a very good job in our community.

Principal.--Excellent superintendent!!

Principal.--We in our district are fortunate in having probably the best superintendent in the state. I always held ---- of schools in very high regard but this guy is as good if not better. I would like to see the results of your study.

Principal.--This business of freedom for members of staff to exercise their judgment is a touchy question in terms of interpretation.

Yes the superintendent "turns members loose on a job, then lets them go to it." However, we have a couple of administrators who are incompetent. They botch a project up then the superintendent understandably clamps down and takes over the decision-making. It limits those of us who feel we were doing our job effectively. On the other hand, we're the first ones to complain if he doesn't do something about the ones who are goofing things up. It's really quite a vicious circle. I believe this superintendent gives an understandable amount of decision-making freedom and would give more if we were more "together" as an administrative team. The interesting question that comes up is what's going to be done about those few incompetents?

Principal.--This question can be answered on subjectively with the person answering the question defining both the question and answer. I don't believe the questions can be answered without each person applying his own value system when determining the answer. I also question A, B, C, being used in any way with educators because our traditional marking system has ingrained in all of us that "A" is excellent and "E" is failure and therefore these two letters especially have meanings which the questionnaire may not have intended.

Principal.--My Superintendent:

1. Devotes his attention to matters that cross his desk;
2. Gives little attention to curriculum development--we are not goal oriented.
3. As principal I feel free to do what I wish mostly because the Superintendent doesn't concern himself with supervision constructively in the H.S. program. I tend to take advantage of this freedom to the point of occasionally going too far with my own initiative.
4. Administration and staff don't trust him. Strong credibility gap!
5. Prepares poorly for conferences with administration of board.

6. Interpersonal relationships are poor. I believe he is sensitive to attitudes toward him by all personnel and consequently spends most time in his office or at meetings outside the district.
7. I don't think he is competent to advise me about school operation, curriculum, or most any school matter.

Teacher.--I hesitate to return this form as it is so lacking in describing what I feel are the (1) necessary characteristics in any superintendent and (2) essential characteristics in our superintendent.

One important question missing concerning relationships with teachers is the superintendent's awareness of the teacher's performance.

36. He is concerned with changes in departments . . .
37. He observes classrooms at every grade level . . .
38. He serves on committees with teachers to study the needs of the schools . . .
39. He has a good working relationship with the building principals . . .

Teacher.--Our superintendent is exceptionally well organized. When we attend a meeting in which he is in charge, he seems to have a complete knowledge of everything to be discussed and has a pre-determined goal in mind.

Teacher.--Our chief administrator is an unusually well-qualified and talented person. We are fortunate to have a person of his qualities in the public schools.

Teacher.--I answered the questionnaire as candidly as possible. However, I do not think that this questionnaire is very appropriate for a high school superintendent. It would seem to "fit" very well on a principal.

Teacher.--Our superintendent has been with us only one year and three months. We seldom see him except on the rare occasions when he visits our elementary building. I do feel that he is trying to do a good job in that he does not get too personal with teachers, has a warm, friendly approach and says a lot in a few words.

I do not know him well enough to answer some of the questions fairly, but I have done my best.

Teacher.--I enjoy my work in this school system very much, partly because of our pleasant associations with our superintendent. He encourages us to use the latest or most satisfactory materials and methods, but allows us much freedom in accomplishing our goals.

I feel that our superintendent wants students in our schools to get as good an education as possible. However, I do not feel that the teachers are under pressure to "push for achievement."

Our superintendent is a sincere person and I feel he will use good judgment in making decisions. I feel that his arguments are convincing but that he is willing to listen to others and to do what is best.

Teacher.--Having come into an already difficult situation I think he is doing a pretty good job. He is having problems that anyone would have had here. Once he has made a decision he sticks by it. Is very much the captain of his ship.

Teacher.--He is a very effective administrator and offers the faculty a great deal of freedom in the classroom. He is interested in creating an atmosphere most conducive to learning, so tries to keep abreast with new programs. He emphasizes this idea to the faculty.

Teacher.--I do not know if this questionnaire is very accurate, because I seldom see or work with our superintendent. I tried to answer as I know him as a person.

Teacher.--He is very dogmatic and only gives the teachers a semblance of having a sayso in school affairs. He asks for opinions and guidelines from teachers and proceeds to ignore the results. He initiates new programs

or rulings over vacations when teachers are away, so there can be no discussion from them. Very plainly, he does not work well and in unison with the staff.

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