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A Study of Significant Differences Between Board President Expectations at Candidacy vs. Board President Perceptions at Contract Renewal

Anthony S. Bundy

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**A Study of Significant Differences Between
Board President Expectations of Superintendent Performance at Candidacy
Vs. Board President Perceptions at Contract Renewal**

By

Anthony S. Bundy

Dissertation Committee

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**Submitted in partial fulfillment of the requirements for the
Degree of Doctor of Education
Seton Hall University
2003**

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DEDICATION

This research study is dedicated with love and heartfelt appreciation to my family. The unwavering support I have received from my loved ones cannot be measured, during a most difficult time period in my life. To my wife, Diane; my mother, Mrs. Dorothy Bundy; and son, Jordan – many thanks and gratitude for being there. To my son, David William Bundy, God bless you and keep you – you will always remain in our memory.

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CHAPTER I

Introduction

Modern school organizations are complex and varied entities composed of and influenced by a number of educational, political, cultural, social and historical forces. Often, the interest of these forces is diverse and in conflict with one another in terms of obtaining desired goals (Spillane & Regnier, 1998, p. 192). Always dynamic, with a high potential for volatile actions, these interest (groups) are at work from inside the walls of schools (e.g. teacher unions, parent/teacher organizations and students), as well as outside of them in the form of local community interest groups, state and local government, federal legislative initiatives (often sponsored by interest groups) and private sector business, to list just a few examples. All share a general dissatisfaction with the educational performance of schools that in turn is manifested in dissatisfaction with the way schools are governed (Spillane & Regnier, 1998, p. 192). The effectiveness of school governance is determined in large part by the success of individuals and/or groups serving in leadership capacities or roles in school organizations.

Nationally, public school education has been faced with a leadership crisis. With this in mind, it is understandable why a great deal of discussion, debate and research has occurred on the issue of leadership effectiveness, or lack thereof. One aspect of leadership effectiveness can be observed in the superintendent turnover rate in the United States. Public school districts in the United States have experienced a dramatic decrease in the length of time

superintendents stay on in their positions of employment (American Association of School Administrators and the National Center for Educational Statistics, Cooper, 2000). As a result of this increase in turnover rate, a vacuum has been created in the number of qualified candidates interested in applying for the superintendency.

Superintendent turnover rate in the State of New Jersey has mirrored the national trend (New Jersey School Boards Association, January 1999-June 2001). The impact of short lengths of employment for superintendents has resulted in a leadership void. This is due to a high rate of turnover, low applicant pool, and a significant lack of interest in the position expressed by potential qualified candidates (Boright, 1997). Further exacerbating the situation, the lack of leadership comes at a crucial point when public school education is being challenged in a number of areas.

A recent article in the American Association of School Administrator's (AASA) Online Leadership News entitled *Superintendents See Shortage of Applicants for Top Spots as a Serious Crisis* (Gibsonatte, 2000) highlighted the following survey results: "Eighty-eight percent of superintendents polled agreed that the shortage of applicants is a serious crisis in American education". Even more (92 percent) worried about the effect high turnover had in keeping strong leaders in the superintendency" (American Association of School Administrators and the National Center for Educational Statistics, Cooper, 2000).

More meaningful is the realization that increased superintendent turnover has paralleled the rise in difficult relations between school boards and their

superintendents, as a result of school boards experiencing similar pressures as those placed on superintendents (Spillane & Regnier, 1998).

Social and political changes, as well as the educational reform movement in the United States for the past 20 to 30 years, have influenced the behaviors, motivation and goals of school boards. This has been demonstrated by various reform initiatives at the National and State levels. *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983), The National Governor's Association (1986), The Carnegie Forum on Education and the Economy (1986), *Restructured Schools* (Sizer, 1988), National Education Summit in Charlottesville, Virginia (1989), and the National Education Summit in Palisades, New York (1996) are examples of such initiatives. In addition, the rise of numerous special interest and community groups seeking advancement of specific initiatives of importance has impacted on superintendent/school board relationships and leadership. This has resulted in a significant increase of pressure by the local community for board members to become more involved with the daily operations of the school district and subsequent decision-making, a role that has traditionally been the province of the superintendent.

"Historically, boards of education have seen their role as one of policy making while superintendents were the professional managers of the district" (Spillane & Regnier, 1998, p. 192). Gradually, with pressure increasing on both board members and superintendents, relations have become strained between the two leadership roles.

Over the last 10 years particularly, natural constructive tension between the role of the board and that of the superintendent more often escalated into tension that destroyed the relationship. Increasingly, boards and superintendents play out their respective roles and their relationship buffeted by strident and conflicting external demands. (Spillane & Regnier, 1998, p. 209)

As a result, the role and the responsibilities of the superintendent are scrutinized and challenged by school boards eager to demonstrate accountability and leadership to their respective communities. In turn, this has led to greater school board dissatisfaction with superintendent job performance, and subsequent high turnover rate of superintendents nationally and in New Jersey (Spillane & Regnier, 1998).

Further, the superintendent's effectiveness while leading school organizations, is influenced by the type of relationship that exist with boards of education (Carter & Cunningham, 1997). John H. Lawson in his 1991 report entitled *Conflict Between School Board Members and Superintendents of Schools* also highlights the importance of the superintendent/board relationship in the successful running of school organizations.

One such problem which has resulted in conflicts across the nation is that of school board members and superintendents of schools. This conflict is often critical because the relationship between boards and their superintendents has a greater impact upon a school district's climate than most people realize. In fact, the impact of this relationship is usually far

more significant than the actual decisions that are arrived at by its members. (Lawson, 1991, p. 2)

The type of relationship which exist between school boards and their superintendents, in turn, is influenced by the expectations held by board members of the superintendent's job performance (Hord, 1990; Carter, 1997). Expectations are manifested by school boards in both formal and informal ways (Hord, 1990; Muncatchy, 1987; Lueders, 1986; Harter, 1991; Glass, 1992). Subsequently, these expectations are developed into criteria required of candidates for the school superintendency. Board expectations of superintendent job performance can be written, verbalized, or simply understood among individual members (Muncatchy, 1987, p. 87; Tallerico, 2000). The dynamic of the interrelationship between board expectations when considering the selection of a superintendent candidate and the superintendent's actual job performance may influence the board's evaluation of the superintendent at contract renewal. Thus, expectations related to candidate selection may not be the same expectations associated with actual superintendent job performance. Further, non-alignment may exist between the expectations held by the superintendent about the job and those held by board members.

For example, Bonnie J. Weiskittel (1988) noted in her *Analysis of the Evaluation Practices and Procedures Employed by Boards of Education to Evaluate Superintendents in Public School Districts in Burlington County, N.J.*:

Three main sources of information for evaluating the superintendent were identified by the sample respondents: (a) the superintendent's performance at board meetings, (b) monthly and special reports, and (c) the superintendent's periodic reports on progress toward goals, objectives and work targets. (Weishkittel, 1988, p. 94)

Therefore, board satisfaction or nonsatisfaction is manifested in the ability (expectation) of the superintendent to successfully pass major initiatives or decisions through the formally constituted board. It is also possible this expectation was not a relevant factor in the selection process of the superintendent as candidate, and became an evaluative criteria as a result of job performance.

One example of non-alignment occurring between the expectations held by superintendents regarding their jobs and those held by board members can be seen in a 1993 study by Fred Seybert of board chairperson's perceptions of superintendent competencies necessary for successful employment or dismissal. School board chairpersons (or presidents in the State of New Jersey) represent a key indicator used for the purposes of this study's investigation of school board expectations, perceptions, and decision-making processes pertaining to superintendent job retention. Through their role as board chairpersons, or presidents, individuals who fill those positions are influential in the decision-making processes of boards. Board chairpersons, or presidents, through their leadership role often reflect the beliefs, desires, and actions of the total school board as a leadership unit.

In his study, Seybert (1993) observed a difference in the competencies superintendents ranked as crucial to their success or failure, and the competencies listed by school board chairs. Seybert summarized the resulting effect:

The behavior of the superintendent may be influenced to a certain degree by the expectations that individual superintendents hold for themselves; however, the results of this study confirms that superintendents and board chairpersons do not view superintendent roles correspondingly. If superintendents believe that boards want the competencies superintendents perceive to be important and boards are of a different mind, it is little wonder that superintendent turnover occurs. (Seybert, 1993, p. 146)

In this case, competencies are a manifestation of the expectations school boards and superintendents have of the superintendent's job performance. Clearly, this points to the need for more agreement of the selection and evaluation criteria between school boards and superintendents (Harter, 1991). The tasks for educational leaders is to develop more effective processes which increase the opportunity for relationships between school boards and superintendent's to develop positively and flourish.

Statement of the Problem

Superintendent contract renewal in the State of New Jersey is currently at a very low rate. On average, job tenure for superintendents is 3 years, 4 months (Boright, 1997). With this fact in mind, the average superintendent in the State

of New Jersey can expect to last in his or her school district just beyond one contractual 3 year term of service. (This assumes a 3-year contractual time period for superintendents.) In New Jersey, contracts may range from 3 to 5 years in length. Therefore, in the event of a 5-year contract, the length of time of superintendents in those districts would be less than one contractual term of service.

The data from New Jersey indicates superintendent tenure in the state is similar to national tenure. Two recently completed National studies provide supporting evidence. The Study of the American School Superintendency estimates overall length of superintendent tenure to be 5-6 years in their 2000 study which is a decrease in tenure as reported from the 1992 study under the same title. The 1992 study reported the average length of tenure for superintendents at 6.4 years (Glass, Björk, & Brunner, 2000). The 2000 study of the American School Superintendency referenced the findings of a 1990 study by Allan Ornstein, which indicated a survey of 86 superintendents of large school districts. His study found that "41 have been in their current positions 2 to 5 years, 22 less than one year, and 23 had more than 5 years of tenure" (Glass, Björk, & Brunner, 2000).

As previously stated, a large part of the current leadership dilemma can be attributed to the nature of the relationship existing between school boards and superintendents. Recent studies have found that the termination of superintendent employment, or non-contract renewal, often is the result of negative school board superintendent relations (Hord, 1990). This is often

triggered by a difference between board expectations of the candidate before hiring and board perceptions of the superintendent after a time period on the job (Harter, 1991, p. 4).

The researcher believes the use of board presidents as a survey population will provide the study with the best possible insight to the thinking, philosophy and approaches of school boards as a leadership unit in total. This would especially be the case as applied to the decision-making process associated with the selection and retention of superintendents in the State of New Jersey. In brief, board presidents represent a sample group of participants who embody the approach their full boards are likely to take in their relationships with superintendents. Therefore, their survey responses and subsequent data analysis will provide this study with important answers to the questions associated with improving superintendent school board relations.

Purpose of the Study

This study seeks to examine school board president/superintendent relations in New Jersey from the perspective of determining if significant differences exist between board presidents expectations of superintendent candidates job performance and their actual perception/evaluation of superintendents at the time of contract renewal in New Jersey. If differences are found to exist, an examination of those differences for the purposes of determining positive and negative influences on superintendent job renewal will follow. This researcher will focus on identifying key factors which negatively influence the relationship between board presidents expectation and evaluation

of job performance. Through identification and subsequent examination of these factors, decision-making processes may be developed, to improve the success rate of superintendent contract renewal, by better educating school boards and superintendent candidates about decision-making.

Parallel studies associated with the work of Lewin (1947), Shoemaker (1991), Riehl and Byrd (1997), Tallerico (2000) and Carlson (1961, 1972) will be used to form a conceptual framework or perspective of informal decision-making processes. Formal decision-making processes will draw upon work done by Hord (1990), Spillane & Regnier (1998), Carter and Cunningham (1997), and Chand (1983). Both will be used as meaningful categorical guidelines to explain the existence of differences between board president expectations and perception evaluation. To further research the key areas or factors contributing to those differences, other categories, which are how board president expectation/decision-making, and board president perception/decision-making are made will be examined. Job performance and crisis management are two additional categories the researcher will use for the purpose of examining the differences between expectation and perception at the time of evaluation. The research questions follow:

Research Questions

Research Question 1: Are there statistical significant differences in one's expectation of a candidate's job performance and the perception/evaluation of the actual work done at contract renewal? Two hypotheses stemming from this research question includes (a) Statistical significant differences do exist between

board president expectations of superintendent candidate's job performance and the perception/evaluation of the actual work done at contract renewal, and (b) One's expectations influence, either positively or negatively, one's perception of job performance.

Research Question 2: If statistical significant differences exist between expectation and perception of performance, what are the key factors contributing to these differences? Four hypotheses related to this research question are: (a) The key factors contributing to these differences are the interrelationship between formal and informal expectations as it applies to the selection, hiring, evaluating, and the contract renewal cycle in the State of New Jersey, (b) Differences exist when there is a non-alignment between informal expectations board presidents have of the superintendent job performance, and formal expectations which are communicated to the public at large, (c) Differences also seem to exist when non-alignment occurs between formal expectations and actual job performance, and (d) Differences occur when non-alignment between informal expectation and job performance is present. That is, informal expectations are not met, yet job performance is satisfactory. Or, informal are met, yet job performance is non-satisfactory.

Research Question 3: In what ways are board president decision-making influenced by those factors? Three hypotheses associated with research question 3 are: (a) The presence of differences existing between informal expectations and formal expectations, non-alignment between informal expectations and job performance, and differences between formal expectations

and actual job performance influence individual and organizational channeling and gate-keeping either positively or negatively in the superintendent selection process by board presidents, (b) The presence of differences also impacts on the superintendent's ability to access key activities necessary to ensure continued success as he or she moves toward contract renewal, and (c) The presence of differences will determine whether positive or negative channeling and gate-keeping occur.

Research Question 4 : Can superintendent contract renewal rate be improved by minimizing the differences between board president expectation, decision-making, and perception evaluation of actual performance? The two hypotheses correlating with research question 4 are: (a) Superintendent contract renewal rate can improve by minimizing the differences that occur between board president expectations of the superintendent as candidate, and their perception evaluation of actual job performance, and (b) Superintendent contract renewal rate will improve because board presidents will become more sensitive to the influences of personal, historical and cultural bias on the superintendent selection and retention process.

Significance of Study

There have been many studies conducted about the importance of school superintendent/board leadership to the overall effectiveness of school organizations. Several cogent points are made about the nature of this relationship.

How well schools are governed and professionally led will determine the future of public schools. An ineffective school superintendent/board partnership cannot provide the kind of leadership required to meet the educational and political challenges to the public schools. (Spillane & Regnier, 1998, p. 193)

Another point made by McCurdy (1992) was:

It is impossible to have long-range goals, planning, and 'visionary leadership' in such a climate, said Lee Etta Powell, Professor of Educational Leadership at George Washington University. When superintendents are being repeatedly shuffled, the teachers, principals, parents, and even students go into a holding pattern, waiting for signs of permanency. . . (McCurdy, 1992, p. 5)

McCurdy (1992) also states:

Who suffers? . . . The kids, because they don't have continuity. They don't have stability in terms of leadership, and programs keep changing. It's a revolving door not only with people but with programs. Strategic plans get into practice and then they get changed. (McCurdy, 1992, p. 5)

Goodman and Zimmerman (2000) explain:

In an atmosphere of cooperation and mutual support, an effective leadership team can focus on student, teacher, and community needs and achievements; policy development, long-range planning and progress toward goals. Essentially, the superintendent/board leadership team, if freed from political distractions, can work successfully on its most critical

task: promoting high achievement for all students. (Goodman & Zimmerman, 2000, p. 4)

Drawing from these, and many other similar statements, positive, collaborative superintendent/board relationships appear to have a direct and meaningful impact on the success of school organizations and improving the quality of educational services delivered to the children of the communities they service. By seeking a better understanding of the way in which decisions are made by school board members about superintendent candidates, a close insight can be gained into the foundation on which board expectations are built. Subsequently, by examining key factors contributing to or impacting school board perceptions during superintendent contractual tenure, a determination can be made about those factors that may influence the outcome of contract renewal. The findings from both areas of analysis will be used to formulate recommendations for improvement of the superintendent/school board relationship and ensure improved superintendent contractual tenure in the State of New Jersey.

Limitations of Study

The following limitations need to be stressed when forming conclusions from this study:

1. Ideally, a study of this nature would be served best by identifying selected school districts with newly appointed superintendents, starting with their initial contractual cycle, and gathering qualitative and/or quantitative data relating to school board presidents' expectations of superintendent

performance. The researcher would return after the completion of one term of employment by the superintendent, to query those same board presidents about their perceptions of job performance as related to contract renewal. In this way, pre and post assessment of board member expectation/perception could occur in a more controlled fashion.

However, given time limitations of a 2-year period associated with the research process, it will be necessary to narrow the time frame to within the normal (3 to 5 years) contractual cycle.

2. The population will be limited to boards of education in selected (through letter of inquiry) school districts who have recently (between 1999 - 2001) completed decisions on the contract renewal of their superintendents, or experienced a change in superintendent personnel (e.g., job change, ask to leave, retirement, etc.).
3. This research will draw upon parallel studies in the areas of gender and race equity, gate keeping theories associated with product selection, and career mobility to better understand board member processes regarding decision-making about superintendent candidates applying for employment. As such, there will be great temptation to superimpose the models discussed onto the board president decision-making paradigm, since each model was designed to address similar aspects of leadership and decision-making thought processes. However, this would be an error when one takes into account the unique perspective of the primary focus of each individual study.
4. The study of board president decision-making on superintendent selection

- and job retention is limited to only one northeastern state, New Jersey.
5. The survey sample population is limited to those board presidents whose districts have recently, between 1999-2001, completed decisions on the contract renewal of their superintendents.

Definitions

Currently, some definitions used for the purposes of this study may have had their origins in earlier parallel studies. Therefore, their meanings are applicable to their use in those research areas, as well as this study. Other definitions are germane solely to this specific study and are not intended as general definitions.

1. **Board of Education:** The duly elected, or appointed, body charged with the responsibility of establishing school district policy to be administered by the superintendent who reports to the board.
2. **Channels Theory:** The second aspect of Lewin's theory, channels and gate keepers: channels direct the flow process of the superintendent selection, ultimately toward the goal of one remaining person as the final successful selection (Lewin, 1947).
3. **Criteria:** Characteristics, categories, job descriptions, management tasks, duties, responsibilities, roles, performance standards, or domains used as the basis for selection or evaluation (Harter, 1991, p. 9).
4. **Evaluation:** The systematic procedure for collecting information based on t

predetermined objectives and/or criteria set at the local level, which includes provisions for the analysis and sharing of that information with the evaluatee (Harter, 1991, p. 10).

5. **Expectation:** School board members presumed performance of superintendent candidates.
6. **External Pressures:** Influences which may take on the form of requests, or demands, placed on the superintendent and school board. The source of these influences may arise from various frameworks (e.g., political, societal, legal, educational, or economic). All are initiated from outside the school organizational paradigm with demands often cloaked in the expressed desire for change in its varying forms.
7. **Formal Expectation:** Those characteristics, categories, job descriptions, management tasks, duties, responsibilities, roles, performance standards, or domains used as the basis for selection or evaluation which are communicated to the public at large.
8. **Gate Keeping Theory:** Developed by Lewin (1947) as a conceptual framework in understanding "how foods are selected for home consumption and his interest in social changes in diet." (Tallerico, 2000). Subsequently, Lewin's conceptual frame has been expanded by Shoemaker (1991), Tallerico (2000) and Kamler (1995) to study the dynamic, which effects decision-making of headhunters and board members, as it relates to the superintendent hirings by race and gender.
9. **Informal Expectations:** The intangible board members carry "that assert

- themselves in interview settings center on individual power-holders' values and attitudes, at once idiosyncratic and personal but also reflective on one's particular background, experiences, and surrounding familial, institutional, and cultural worlds" (Tallerico, 2000, p. 36).
10. **Non-Negotiable Expectations:** Those sets or series of formal and informal board president expectations, which the superintendent must demonstrate competency in at the time of candidacy and actual job performance. Non-negotiable expectations are inextricably linked to Gate Keeping and channeling actions during superintendent candidacy and contract renewal.
 11. **Perception:** Insight, intuition, or knowledge gained from superintendent's job performance by the board of education.
 12. **Qualitative Study:** Research that describes phenomena in words instead of numbers or measures and usually uses induction to ascertain what is important in phenomena (Krathwohl, 1998, p. 690).
 13. **Quantitative Study:** Research that describes phenomena in numbers and measures instead of words; the focus of the research is usually predetermined and deduced from prior research (Krathwohl, 1998, p. 690).
 14. **Significance Level:** The frequency or probability (e.g., 1 time in 19, or 5%) with which one is willing to be wrong in saying that a value is typical and not due to chance error (Krathwohl, 1998, p. 692).
 15. **Statistical Significance:** Indicates a significant result as related to survey results. "Evidence that a value is atypical in a sampling distribution, that it would not typically result from the operation of random sampling variation

and chance error and that would appear with a rarity expressed by long odds such as 19 to 1, or 100 to 1.459" (Krathwohl, 1998, p. 693).

16. **Tenure:** The term tenure as applied in this study refers to the length of time the superintendent fills his/her position in the school district they are employed in.
17. **Tenure Law:** The term tenure law as applied in this study refers to a series of superintendent contract tenure laws in New Jersey beginning in 1903 and extending to the current law enacted in 1991.
18. **Trend:** Statistical term referring to a statistical outcome not significant but identified for the purpose of possible scrutiny by later studies in this topical area.

Summary

Chapter I has presented the introduction to the study. It also contains the statement of the Problem, Purpose of the Study, Research Questions, Significance of the Study, Limitations of the Study, and Definition of Terms.

Chapter II will contain a review of the literature and establishing a conceptual framework for the methodology of the study.

Chapter III will address the design of the study.

Chapter IV will detail the findings of the study.

Chapter V will include the summary, conclusions, and recommendations of the study.

CHAPTER II

Literature Review

School boards in the United States and New Jersey began as local government committees charged with the management of schools. In 1826, laws were enacted to elect persons whose sole responsibility would be to manage and govern schools in the U.S. (Abeyta, 1988). School board members were elected "with the expectation that they would respond to the particular interests of their constituents and reward the faithful" (Spillane & Regnier, 1998, p. 197). Boards were expected to develop policy and carry out administrative functions associated with the operation of schools. The same laws of 1826 resulted in school boards being largely separate from local government and free of their control. Yet, as school boards progressed into the late 19th century, urban school boards were increasingly becoming politically corrupt because of control by the city ward system.

As a result of this corruption, a reform movement began which eliminated the urban ward system of school board governance, and replaced it with a system of small central school boards, based upon the emerging theories "of scientific management and the efficiency of bureaucracies" (Spillane & Regnier, 1988, p. 198). Spearheading this reform movement were members of the new business and professional classes who viewed the, then, current state of corrupt school boards as a threat to developing a public school system capable of meeting the necessary educational needs of a rapidly emerging American industrial society.

The proponents, industrial and professional reformers, of school board reform were joined by formidable allies of major education reformers in higher education during the early part of the 20th century. Together, they formed a new governance structure predicated on the principles of scientific management, professionalism, and school administration as a learned body of professional information. The latter concept aided in its development by university leaders who gave "specialized attention to school administration" (Spillane & Regnier, 1988, p. 198).

Part of this new approach to school governance developed as a matter of circumstance as opposed to planning. For example, during this time period the role of the school superintendent greatly expanded due to constraints placed on the new reform minded school board members. Spillane and Regnier (1988) point out:

Members of these reformed school boards were frequently heads of businesses and busy professionals and were, therefore, constrained in the time they could give and in their ability to participate actively in school policy debate. These boards increasingly depended on their superintendents, which was consistent with board members belief in scientific management. (p. 198)

Eventually, this re-defined role of the school superintendent led to a new role for school boards and the subsequent relationship existing between boards and superintendents. "Over time, the school board role became mainly that of buffer between the public and professional administrator and of provider of official

approval for the actions of the educated professionals" (Spillane & Regnier, 1988, p. 198).

What is most important to remember about the new superintendent/school board governance structure and subsequent relationship was the fact that the basic tenets for the existence of school boards always remained. At times they were dimmed, blurred, or lessened but these tenets held that school boards were elected, or appointed for the purpose of representing the communities best interest in public school governance (Abeyta, 1988; Spillane & Regnier, 1998; Danzberger, 1998).

Historically, several factors arose as the result of the newly initiated governance paradigm with the success or failure of the structure dependent upon the following factors: (a) "The selection of the superintendent became an important, if not crucial, responsibility of school boards," (b) "The role relationship of school boards and superintendents became defined by the new governance structure," (c) "The definition (the new governance structure provided) manifested itself in the rise of specific expectations of school board and superintendent behaviors by school communities. Especially as it applied to the perception that each leadership position had of the other's role in the governance relationship," and (d) "These behaviors formed the foundation by which school board evaluation of superintendent job performance (and subsequent decision-making) would occur" (Spillane & Regnier, 1998, pp. 198-199).

Therefore, it is important to recognize the role relationship, that has evolved between boards of education and school superintendents, is predicated on the expectations and perceptions each leadership role has of the other. This is critical given the authority of school boards to make decisions to hire superintendent candidates, and renewal or non-renewal of superintendent contracts.

To discuss more fully the role relationship between school boards and superintendents, it will be necessary to briefly review the historical development of the school superintendent's leadership role.

The review of the literature will demonstrate the history of the superintendency in school organizations has gone through three to four phases, each with a clearly distinguishable role relationship as school organizations have evolved (Carter & Cunningham, 1997; Hord, 1990):

- **Clerical:** The earliest role of the superintendent was primarily to assist the school board with the day-to-day details of school activities. Hord notes, "That at this state, superintendents were viewed as being focused primarily on instruction chosen from the ranks of teachers and often continuing to teach class" (Hord, 1990, p. 11).
- **Master Educator:** Next, "superintendents were seen as master educators providing direction on curricular and instructional matters" (Carter & Cunningham, 1997, p. 23).
- **Business Manager/Efficiency Expert:** "The superintendent's role was both the

instructional leader and the business manager at this stage of progression"

(Carter & Cunningham, 1997, p. 23).

- Chief School Administrator: Finally, "the superintendent was elevated to parallel the leadership role of a corporate executive" (Spillane & Regnier, 1998, p. 198). "This followed the establishment of a new governance system grounded in a newly prevailing scientific management approach to school operation" (Spillane & Regnier, 1998, p. 198).

The last phase or role in the evolution of the superintendency is that which is currently under scrutiny and attack from all levels of educational reform. However, as Mark D. Myers (1992) notes in his article *Effective Schools and the Superintendency: Perception and Practice*, "The position has been the target of criticism in its' past history" (p. 96). Bruce (1895) in an article titled *Deposing Superintendents* wrote, "The superintendent's position is a difficult one. He is a ready target for unreasonable parents, disgruntled teachers, and officious school board members. In a vortex of school board quarrels, he is the first to become crushed" (pp. 36-37). . . Later, Myers (1992) in quoting R. S. Boyd (1956) further stated "Conflict is likely to appear in the school superintendent's role by virtue of the many groups with which he deals" (p. 96).

In point of fact, by virtue of its' historical, organizational and social relevance to public school organizations, the superintendency has been regarded as a key role to effective and successful leadership of public schools. Conversely, the superintendency has also drawn criticism, debate and controversy.

This perception of the superintendent's role is not necessarily an accurate one. It does not fully take into account the interrelationship existing between the superintendency as it is juxtaposed with the school board at one end of the organizational structure and the school district, or system at the other. Nor does it account for the historical significance of traditional tensions which exist between boards and superintendents. "Tension between school boards and their superintendents is neither new nor surprising: Tension is inherent in any lay governing board and/or professional CEO relationship" (Spillane & Regnier, 1998, p. 209). Thus, upon close observation one may conclude a role relationship exists where both leadership functions are interdependent upon one another, and the presence of tension is a byproduct of that dynamic.

Because tensions were increased to a greater degree between superintendents and school boards from the 70's through the 90's by the here-to-fore mentioned public dissatisfaction with school performance, acrimonious relationships developed, sometimes leading to direct confrontations between the two leadership roles. Although general public dissatisfaction with schools may be attributed to negative superintendent/board relationships, there are specific reasons for the present state that are solely associated with school board behavior or practices:

- The focus of school boards has gradually shifted from one of Trusteeship and Stewardship, back to one of constituent representation and advocacy, which was the original charge of boards of education (Spillane & Regnier, 1998).

- The increase in the number of board officials who are elected rather than appointed have, in turn, given rise to the influence of special interest groups on board member behavior and focus (Spillane & Regnier, 1998; Carter & Cunningham, 1997).
- The increase of awareness by local communities and the general public of the school board as a political decision-making entity capable of influencing the initiatives sponsored by special interest groups (Spillane & Regnier, 1998).
- The increase of inappropriate behavior on the part of school board members in their interactions with superintendents in public forums (Spillane & Regnier, 1998; Carter & Cunningham, 1997).
- The emergence of school boards that exhibit different styles in their approach and practice to governing school organizations (Katz, 1985).

In New Jersey, the historical evolution of school superintendent/board relations are closely tied to the 1991 Superintendent Contract Tenure Law. The concept of tenure is closely linked to the reform period previously discussed in this study. Reform in the field of education was part of a greater movement, which also encompassed labor, businesses and government. An outgrowth of this was the establishment of a Civil Service System "which extended job protection to many federal employees" (Boright, 1997, p. 22). Boright (1997) in quoting Robert G. Balentine, the then Superintendent of Schools for Park Ridge School District in his testimony before the New Jersey Assembly states:

Tenure was provided for educators because there was a desire for stability in these assignments. It paralleled Civil Service protection for the

same reasons. Without tenure, change can come with every change in board control, which is every election for many districts. (Boright, 1997, p. 23)

The new tenure laws eventually included other educational personnel.

The NJASA (1991b) indicated the first law dealing with tenure for New Jersey public school employees was enacted in 1903. It was the first of a series of such laws that continued to extend and broaden the provisions of tenure for public school employees over a period of 69 years through 1972. (Boright, 1997, pp. 1-2)

In New Jersey over a 30-year period, there had been an ongoing opposition to administrative tenure. Particularly pertinent was a legislative bill in 1975 (Assembly Bill A-3409) introduced by Hurwitz (1975) intended to repeal the tenure system for chief school administrators. A key focus of the bill "would establish a system of long term -- three-to-five (year) -- contracts" (Boright, 1997, p. 25). The eventual passage of the 1991 Tenure Law in New Jersey represented a reversal of 88 years of ever expanding tenure rights for school district administrators (Boright, 1997).

During this time, the driving dynamic for change was negative school superintendent/board relationships occurring throughout the State of New Jersey. This often resulted in a difficult process in school board attempts to remove superintendents. "Numbers of persons consistently called for abolishing tenure for a fundamental reason. That reason was the difficulty boards

experienced with removing superintendents due to provisions within the tenure laws" (Boright, 1997, p. 30).

Proponents of superintendent contract renewal saw in the 1991 law the opportunity for boards and superintendents to establish and maintain an effective, positive, and more cohesive professional relationship:

If compatibility did not exist, boards wanted the authority to bring an end to the employment of the superintendent in their district in a manner more expedient than that permitted under the then-existent tenure statutes.

Once the superintendent was removed, the board would be free to conduct a search for a replacement superintendent. It then could seek one whose views and anticipated actions were compatible with those of the board. (Boright, 1997, pp. 29-30)

The provisions of the 1991 Tenure Law had the following stipulations pertinent to contract renewal:

- "Traditional tenure for superintendents was replaced by 3-5 year employment contracts, "which period of time superintendents would serve with tenure" (Boright, 1997, p. 27).
- "Granted boards the right at any time during the term of the contract to terminate the contract and the corresponding tenure upon paying the superintendent the full amount of compensation he/she would have received through the balance of the contract period" (Boright, 1997, pp. 27-28).
- "Required the annual evaluation of superintendents and training for board members in the superintendent evaluation process" (Boright, 1997, p. 28).

- **"Established an administrative system of 'unit control' under which the superintendent was directly accountable to the board on all matters as opposed to 'dual control' under which a financial officer also was directly accountable to the board" (Boright, 1997, p. 28).**

With school boards experiencing change in the nature of their relationships with the superintendents they hired, the realization surfaced that behaviors and motivation for school board service had changed. Now driven by social and political changes, and the very nature of the educational reform movement's penchant for questioning and attempting to change many underlying educational assumptions and practices (Spillane & Regnier, 1998). The increase in negative superintendent/board relationships gave rise to a new body of research aimed at improving relationships by examining the interaction which occurs between boards and superintendents from inception to the end. This need for research was further heightened by the increasing complexity of the role and responsibility placed on the superintendency and previously mentioned inter-dependence of both leadership positions toward the success of school organizational governance.

Researchers Hord (1990), Chand (1983), with Schiabe (1981), American Association of School Administrators & National School Boards Association (AASA and NSBA) (1979), began to examine key aspects or areas of the superintendent/board relationship. The purpose of the research was to identify those variables that influenced superintendent/board relationships either positively or negatively, especially in the area of school board decision-making.

The objective, to establish and formalize a series of professional and personal behaviors, expectations, perceptions, and job responsibilities necessary to achieve a successful superintendent/board role relationship and effective collaborative decision-making. Early work of this type focused on identifying and characterizing what school boards and superintendents do specifically. This approach focused on the clarification of superintendent/board roles through the close examination of existing formal documentation in the form of superintendent contracts (Schaible, 1981), advertisements for superintendent positions (Chand, 1983), state department manuals (Wisconsin State Department of Public Instruction, 1991), surveys (Kennedy & Barker, 1986; Alvey & Underwood, 1985; AASA, 2000), and existing job descriptions (AASA and NSBA, 1994).

To further this point, Shirley M. Hord (1990), in her work entitled *Images of Superintendents' Leadership for Learning*, highlights the relationship between the superintendent's contract, advertisements for superintendent positions, and school board expectations of superintendent job performance, subsequently determining the role relationship which exist between school boards and superintendents. "The contract should serve as a communication device concerning the expectations of each party (i.e., both superintendent and school board), so that both may reach their goals" (Hord, 1990, p. 24). Drawing upon the work of K. Chand (1983), which sampled more than 1,000 advertisements for superintendent positions, Hord gives further clarity to the link between formal written documentation, the expectation of school boards towards superintendent

job performance, and subsequent role relationship between the two areas of leadership:

Thirty-five percent of the districts (small, medium, large; urban, suburban, or rural; located in any state of the nation) required the candidate to have management/administrative skills and/or leadership skills and experience. As indicated by these advertisements, the tasks required of superintendents focused on curriculum 10.3 percent; school finance 10.3 percent, community, staff, board, public relations 8.7 percent; collective bargaining 3.8 percent; bilingual/cross-cultural education 2.9 percent; communication skills 2.9 percent; personal management 2.5 percent ; planning 1.6 percent; ability to delegate 1.6 percent; school loans 1.1 percent; and others receiving less than 1 percent mention. (Chand, 1983, p. 9)

From above, rank order listings were developed based on K. Chand's work of formal school board expectations. (See Appendix A)

A second example of formal expectations board members have of superintendent job performance can be found in the *Criteria Used by School Boards to Evaluate Superintendents in Rank Order* (Carter & Cunningham, 1997) taken from Thomas Glass' 1992 study entitled *The 1992 Study of the American School Superintendency*. (See Appendix B)

The Wisconsin State Department of Public Instruction 1991 publication entitled *The Wisconsin Administrator Selection Guide* provides another example

of school board expectations as manifested through superintendent job descriptions. (See Appendix C)

Close analysis of previously listed formal documentation of school board expectations of superintendent candidates (i.e., school board advertisements, criteria used by school boards, and state professional publications) allow for several pertinent observations:

1. Advertisements, job descriptions, state manuals and studies indicate school board expectations for the position are demanding and requiring the performance of a variety of tasks (Hord, 1990; Chand, 1983; Carter & Cunningham, 1997; AASA and NSBA, 1994).
2. Advertisements of superintendent vacancies, job descriptions, and superintendent contracts are accurate indicators of *formal* school board expectations, and are a factor in board decision-making regarding superintendent candidates and/or job performance.
3. Therefore, the success of the role relationship between school boards and superintendents is in part dependent upon the superintendent's ability to meet a wide variety of demanding tasks expected by the board. These tasks may vary in importance and may not be aligned with the superintendent candidate, or employee expectations (Hord, 1990; AASA & NSBA, 1980, 1994).
4. Failure to adequately accomplish these tasks or disagreement as to the importance and priority of tasks could lead to board dissatisfaction with superintendent job performance which may lead to board encroachment in

- the area of superintendent job responsibility ultimately influencing the renewal of the superintendent's contract.
5. From an examination of the superintendent's job listings, the researcher can determine several *formal* school board expectations which are generic in nature (i.e., the listings reflect generalized areas of the superintendent's job performance found in formal indicators of this sort).
 6. This leads the researcher to the observation that certain *formal* board expectations are universal as they apply to school boards in New Jersey and the U. S. Examples of universal formal indicators of school board expectations of superintendent job performance are in the areas of communications with board members, community/superintendent relations, personnel management, leadership skills and behavior, management functions, and fiscal oversight.
 7. Therefore, generic or universal *formal* indicators of this type may be utilized to determine the existence of significant differences between board president expectation and their evaluation/perception of superintendent job performance. This will enable the researcher to identify and note negative, or positive, role relationships that arise as a result of those differences.

The above stated observations would seem to suggest the possibility of significant differences existing between board president expectation and their perception/evaluation of superintendent job performance at contract renewal. The degree and intensity of those differences are based upon formal performance indicators (e.g., leadership skills, communication and fiscal

management) as documented in earlier studies. In addition, as Hord (1990), Chand (1983), Carter & Cunningham (1997), and Glass (1992) have pointed out, the rank order of importance of specific work responsibilities may be different between boards and superintendents. This may result in a difference of opinion (expectation) as to which tasks receive the highest priority. Interestingly, in studies previously mentioned, the differences in board perception of the rank order of importance from superintendent's, in some cases, was more influential than the differences in job tasks listed. For example, in Chand's work and Thomas Glass' research, both boards and superintendents viewed the same job tasks as important for the most part. But rank ordered them differently in terms of tasks to accomplish first.

Thus, we are left with the observation that one realm where significant differences may occur in board president expectation of superintendent job performance, and the perception/evaluation at contract renewal, are the formal documented expectations as demonstrated in job descriptions, contracts, advertisements, surveys and others at the time of selection and hiring. This is especially possible if detailed communications have not occurred on this topic between boards and superintendent candidates (AASA & NSBA, 1994).

It is important to note that the above stated body of research is based upon a conceptual framework that adheres to the premise that formal board expectations (as demonstrated in various employment documents at the time of superintendent selection and hiring) were considered to be the most accurate indicators of the role the superintendent should play in superintendent/board

relationships. The focus on specific job requirements is designed to examine, or assess, the superintendents ability to meet each objective or goal as a means of determining the success of the role relationship between the two leadership entities. Subsequently, defining the relationship as positive or negative. This suggests the possibility of differences developing between formal board expectations at the time of superintendent selection and contract renewal. Actual job performance may hinder or prevent the superintendent from meeting formal expectations (objectives, goals) creating a difference in board president perception at the time of evaluation and contract renewal.

This framework also examines the rank order priority of boards and superintendents regarding differences of priorities placed on individual superintendent job tasks. Of note, the majority of board members and superintendents listed the same job tasks as most important for the superintendent (Hord, 1990; Chand, 1983), however, their rank order of priority was not the same.

Thus, the posit that improving superintendent job performance in the areas held in high priority by board presidents, will improve superintendent tenure. As a result, the alignment between board president and superintendent perception of job performance will improve.

Informal School Board Expectations

To this point, the research has primarily focused on *formal* board expectations as manifested in a variety of documented resources (i.e., job descriptions, contracts, advertisements). Boards of education used as formal

mechanisms to inform educational professionals, community and the general public of a superintendency vacancy as part of the selection and hiring process. However, other significant aspects of the superintendent/board relationship may impact significantly on board president expectations, perception and evaluation of job performance. For example:

The written expectations of qualifications printed and circulated as part of the superintendent search procedures may or may not be considered as vital as the outcome of personal interaction between the candidate and the board during the interview procedure. The latter may be a relatively unnoticed component or may belong to a small set of components that determines the board's perception of candidates apparent viability for the job, this despite any written criteria. In short, the candidate may actually be hired because the candidate's personality conforms with the overall tenure of the board as a social group of community members or with the impressions of and or more influential members. (Muncatchy, 1987, pp. 15-16).

One may conclude that board expectations could be influenced, or directed, by the candidates personality conforming to the board as a social grouping, or to individual influential members, for example board presidents (Muncatchy, 1987). The result may lead to possible differences in board evaluation and perception of actual superintendent job performance at the time of contract renewal. This demonstrates that a small number of informal factors

can determine the perception/evaluation board presidents make of superintendent job performance.

Once the candidate is hired as superintendent, the person will have been selected in a process that includes not only criteria from a written set of expected job qualifications but also criteria from other components in the selection process, components not necessarily made known to that person. (Muncatchy, 1987, p. 17)

Often these components take the form of hidden agendas, which may reflect school board president expectations and may have personal biases attached to them (Muncatchy, 1987; Tallerico, 2000). All of the above statements have one thing in common, they are informal in nature and would seem influential in the decision-making process on determining superintendent contract renewal. In New Jersey, informal board president expectations could significantly generate differences between board expectation and perception/evaluation at the time of contract renewal.

Researchers have studied informal school board expectations, subsequent decision-making and its influence on board superintendent role relationship from several relevant aspects:

- Those personal, cultural, or political values which influence school board perception and decision-making heighten the prospect of significant differences existing between expectation and perception/evaluation with the potential to lead to personality differences and conflict between the board and

superintendent (Lewin, 1947; Tallerico, 2000; Muncatchy, 1987; Sutton, 1999; Kamler, 1995).

- The positive or negative handling of difficult or crisis situations are usually unanticipated and difficult to formalize, but may impact perception/evaluation of board members at time of contract renewal (Sutton, 1999; Carter & Cunningham, 1997).
- Different or non-aligned viewpoints on the concept of leadership between boards of education and superintendents can lead boards to experience a significant difference of expectation of superintendent job performance and actual evaluation at the time of contract renewal (Hord, 1990; Sutton, 1999; Cuban, 1985).
- The influence of informal outside community pressures on board decision-making regarding expectations of superintendent candidates and subsequent job performance and evaluation of those candidates.
- The differences which exist between the perceived role board presidents have of their responsibilities, and subsequent expectations, and the superintendent's expectation of board president involvement in the leadership relationship.
- The personal or political grudges which have resulted during the superintendents term of employment resulting in a change between board president expectation and perception at the time of contract renewal.

The above stated factors represent very powerful forces which influence board decision-making (Tallerico, 2000; Sutton, 1999), often to the extent of

superseding the formal evaluative process set in place. Muncatchy (1987) in his study of the superintendent selection process noted this point:

In contrast, externally, the selection of a superintendent may seem to be a regimented, formal, well researched and well thought out decision by the school board . . . The candidate may meet the qualifications stated in the brochure, but these qualifications may not be the ones that the board actually has in mind when looking for the 'right person' for the job. Thus, there may be a very different or very select single component or small set of components that actually brings about the hiring of the candidate.

(Muncatchy, 1987, pp. 16-17).

Hord (1990) in referencing Salley's 1979-80 work entitled *Superintendents' Job Priorities* provides another example of the powerful influence of informal board expectations on superintendent candidates. "However, Salley (1979-80) maintains that boards give more attention to a candidate's personal qualities than to what the potential superintendent should do and the skills required to do it" (Hord, 1990, p. 26). A study conducted by Professors Marilyn L. Grady and Miles T. Bryant (1990) on Nebraska School Superintendents and discussed in several important publications (among them *Building Better Board-Administrator Relations* by the American Association of School Administrators) provides an opportunity to review what are considered to be key causes for problems in the relationship between boards and superintendents. As previously stated, this was reported to them by

superintendents and grouped into 11 categories. (See Appendix D for complete category description)

Table 1

GRADY & BRYANT Causes of Poor Superintendent/Board Relations

<u>Category</u>	<u>Informal Expectations</u>	<u>Formal Expectations</u>
1. Family and Friends	*	—
2. Employing Relatives and Friends	*	—
3. Board Members' Role	*	—
4. Election with Ax to Grind	—	*
5. Lack of Support	—	—
6. Board Malfunctions	—	—
7. Athletic Coaches	*	—
8. The Community	*	—
9. Individual Members	*	—
10. Contracts	—	*
11. Superintendents	*	—

Of the 11 categories listed as the potential for causing problems, 7 fall into the realm of informal expectations. Simply, those intangibles board presidents carry "that assert themselves in interview settings center on individual powerholders' values and attitudes, at once idiosyncratic and personal but also reflective on one's particular background, experiences and surrounding familial, institutional, and cultural worlds" (Tallerico, 2000, p. 36). As the above categories would seem to suggest, informal expectations are prevalent far beyond the scope of the interview and selection process about which Tallerico and Muncatchy wrote of. In fact, informal board expectations "assert

themselves" in a wide range of the superintendent/board relationships including the evaluation and contract renewal process. In the study conducted by Grady and Bryant (1990), the categories of family and friends, employing relatives and friends, board members' roles, lack of support, the community, individual members, and superintendents, this researcher observes the presence of informal board expectations as the driving force in those categories. For example, in the category of 'family and friends', the informal expectations are the children, relatives, and friends of board members will not be treated unfavorably as associated with discipline occurrences. This expectation is usually not written or verbalized during the course of the superintendent's interview process and possibly not communicated during job performance. However, a negative disciplinary outcome associated with one of the above could impact board president perception and subsequently evaluation of the superintendent's job performance leading to a possible non-renewal of contract at the end of a 3 or 5 year time period. This may occur without being part of the formal evaluative process.

Comparative analysis, as an investigative framework, may be used to determine the influence of informal expectations on formal evaluative criteria to determine contract renewal. A close examination of formal evaluative criteria indicates an absence of categories containing board member informal expectations as mentioned in the Grady and Bryant (1990) study. Weiskittel, in her 1988 study of the evaluation practices and procedures of school boards, used to evaluate superintendents in public school districts in Burlington County,

New Jersey, listed 14 categories of formal criteria used to evaluate superintendents. (See Appendix E)

Table 2

WEISHKITTEL'S Evaluative Practices and Procedures of Burlington County

N. J. Boards of Education

<u>Category (Superintendent's)</u>	<u>Informal</u>	<u>Formal</u>
1. Educational Leadership	—	*
2. Professional Skills	—	*
3. Responsibility for Pupil Progress	—	*
4. Management Skills	—	*
5. Relationship Skills w/Board of Education	*	—
6. Relationship Skills w/Staff	*	—
7. Public Relations Skills	*	—
8. Professional Growth	—	*
9. Fiscal Planning & Management	—	*
10. Operation of Buildings	—	*
11. Long Range Planning	—	*
12. Personnel Functions	—	*
13. Meeting Objectives	—	*
14. Relating to Students	*	—

Of Weishkittel's categories, only 5, 6, 7 and 14 might involve informal school board expectations in some way. In comparison, those informal expectations identified in Grady and Bryant (1990) influenced categories are less in number. However, the opposite may also be the case that informal board expectations are not contained in just those four identified categories, if, for

example, the influential force comes from such informal categories as family and friends, employing relatives and friends, board member roles, or other like variables.

Earlier, it was stated that formal school board expectations, as manifested in formal documents, are used in the selection and hiring process such as job descriptions, advertisements, contracts and alike. These may be compared to informal expectations which "assert themselves" and are representative of those personal values, attitudes, and experiences brought on by one's background, community or culture (Tallerico, 2000). The premise is that informal expectations may prove to have more influence on board president decision-making than formal documented expectations. Further, it would seem the possible criteria used to determine superintendent contract renewal (i.e., informal expectations) may not be present in formal board evaluative criteria (documents) at all. For example, Weishkittel (1988) states in quoting a 1982 national survey by Cunningham & Hentges, "The findings of the dissertations coincided with the results of a 1982 national survey which found that across the nation informal verbal dialogues were more prevalently used as the method of evaluating the superintendent than more formal approaches" (Weishkittel, 1988, p. 8). Later in her study, she finds:

The primary source of information to make judgments for the evaluation of the superintendent according to the responses of both superintendents and board presidents in this population was 'the superintendent's performance at board of education meetings'. One hundred percent of

both the superintendent's and board presidents responded that the board table was where impressions were made and judgments were formulated which were used during the evaluation process. (Weishkittel, 1988, p. 98)

The researcher returns to examine further formal board evaluative criteria in the document used by the New Jersey School Boards Association (NJSBA). The evaluative format of superintendent's leadership skills is both comprehensive and accurate in terms of formal evaluative criteria of board and board president expectations. Fifty-seven sub-categories are listed under 11 major areas associated with the superintendent's job performance. (See Appendix F)

A review of the major areas of superintendent's job performance reveals four areas (Ability to Lead, Ability to Make Decisions, Responsiveness to Others, and Implementation of Board Policies and Procedures) which contain sub-categories with possible links to expressions of informal expectations of board presidents and subsequent negative or positive perceptions of superintendent job performance. For example, under the major performance area of "Ability to Lead," integrity in all dealings is a sub-category. How one views the demonstration of integrity in the individual's job performance is subjective and dependent upon the evaluator's (in this case, board president) personal beliefs, cultural background, and specific work circumstances where the issue of integrity arises. In addition, superintendent and board president beliefs about integrity may not be specifically or generally aligned. However, it is difficult to

imagine board president acceptance of a superintendent's contract renewal if the board president perceives the superintendent is without integrity.

The sub-category of "recommends the best candidates for positions" under the major area of "Ability to Make Decisions" is subject to the influence of informal board president expectations. As previously discussed in Grady and Bryant's (1990) study of causes for negative board superintendent relationships, employing relatives and friends was identified as a high ranked (#2) informal expectation of board members. Conflict or disagreement can occur between the superintendent and board president, or members, as to who the best candidate for the position may be, particularly if informal expectations of board presidents are centered on hiring family or friends. Board president evaluation of superintendent job performance in this area could be negative leading to a basis for non-renewal of contract (Carter & Cunningham, 1997).

"Responsiveness to Others" contains two sub-categories which may influence the perception of the superintendent's job performance by the informal expectations of school board presidents. The first sub-category, "Is 'color-blind' and scrupulously avoids actions which might violate the rights of individuals or groups," is associated with board members whose constituents in the community believe their issues are not being addressed adequately. This may result in board president perception of superintendent job performance being unacceptable. This is especially true if the board president is representative of special interest groups in the community whose informal expectations are associated with issues of race, culture, or religious faith. "Does not play

favorites among staff" links to informal board expectations associated with employing board member relatives or friends.

Finally, the major area of "Implementation of Board Policies and Procedures," has as its sub-category "expresses opinions on policy-making directly to the board." Board president roles and incorrect interpretation of subsequent procedural steps or actions associated with those roles can be a source of misunderstanding and conflict between boards and superintendents. Role conflict is often predicated on informal expectations board president and members may have concerning the scope of their decision-making as it relates to daily management and operations of the school organization. Non-alignment between boards and superintendents in this major area and sub-category lead to differences existing between informal board expectation and the formal evaluative process.

A review of research studies to date would suggest the existence of significant differences between board president expectation of a candidate's job performance and the perception/evaluation of the actual work at contract renewal. Those differences fall into the realm of the superintendent's ability to meet formal and informal board president expectations. When both are present in the selection, hiring, evaluation and decision-making process on superintendent contract renewal, informal expectations would seem to have the more powerful influence on board president perception (Tallerico, 2000; Munatchy, 1987; Carter & Cunningham, 1997; Harter, 1991; Hord, 1990; Weishkittel, 1988).

Documents such as contracts, job descriptions, advertisements and the like show there is a significant difference between expectation of the superintendent candidate's job performance and the actual perception evaluation of that performance by board presidents. These differences may occur as the result of failure to satisfactorily accomplish the tasks (expectations) of the board by the superintendent. Differences may also arise over a disagreement between the board president and superintendent as to the level of priority placed on individual formal expectations which are valued highly (Hord, 1990; Spillane & Regnier, 1998; Chand, 1983).

Informal expectations of school board presidents seem to be powerful in nature exhibiting a wide sphere of influence which transcends the selection, hiring, evaluation process. Informal expectations seem to influence the effectiveness of individual formal evaluative criteria (documents put in place to achieve unbiased decision-making). In many cases, informal expectations, when not met by the superintendent candidate or superintendent, may supersede the formal selection process of superintendent candidates and override the formal evaluative process to determine superintendent contract renewal.

This leads the researcher to the perception that formal criteria used to hire and evaluate superintendents by board presidents may be too narrow in its scope to ensure superintendent retention. Informal expectations seem to be small in number, but are associated with core values of school board members (Muncatchy, 1987; Sutton, 1999; Kamler, 1995; Tallerico, 2000).

Therefore, the interrelationship existing between formal and informal expectations of board presidents plays a key role in the selection, hiring, evaluation, and contract renewal cycle of superintendents in the State of New Jersey.

How then does the interrelationships between formal and informal expectations affect the future development and design of board member decision-making processes, especially as it applies to superintendent selection vis-à-vis assessment of job performance at the time of contract renewal? Studies associated with the research work of Lewin (1947), Shoemaker (1991), Riehl and Byrd (1997), Tallerico (2000), and Carlson (1961, 1972) provide the researcher with a perspective through parallel studies on informal decision-making processes. A clear understanding of informal decision-making processes may lead to a more comprehensive evaluative process, which includes board president bias, political influence, and culture in the superintendent/board relationship paradigm.

One may inquire as to the reason informal expectations hold sway over established formalized selection and evaluative processes of superintendents, designed to aide board presidents in making unbiased decisions regarding superintendent candidacy and job performance? The answer may lie in the investigation of studies on decision-making as posed by Lewin (1947), Shoemaker (1991), and Tallerico (2000). Each study provides the researcher with a different perspective on the decision-making framework (theory) known as

channeling and gate keeping. Channeling and gate keeping addresses the decision and selection processes of key individuals in organizations.

The term "Gate Keeping" has been used in association with several disciplines of study over a 53-year period. The conceptual framework has gradually expanded, as researchers apply the basic tenets of the theory to ever increasing aspects of human interaction between individuals and within organizations. Starting with Kurt Lewin's work in 1947 on the study of food selection for home consumption, to Shoemaker's 1991 application to "found communications vehicles," the effect of gate keeping on the flow of information to the public, to Riehl and Byrd's (1997) study which applies gate keeping theory to "career movement in educational administration." Gate keeping theory has developed into a practical conceptual framework for the study of decision-making processes of individuals and organizations. Though the actual conceptual framework of channels and gate keepers is multi-layered, encompassing decision and selection theories at the individual level, communications routing level, organizational level, extramedia social/institutional level and social system level (Shoemaker, 1991). Each with models detailing the previously stated theoretical approaches to channeling and gate keeping (Shoemaker, 1991). For the purposes of this research study, the focus of the literature review will rest on the individual level as manifested in the selection of superintendents by board of education members (Tallerico, 2000), and parallel studies in the fields of communications (Shoemaker, 1991) and food consumption (Lewin, 1947).

Kurt Lewin, in his 1947 publication entitled *Frontiers in Group Dynamics: II. Channels of Group Life, Social Planning, and Action Research*, introduced the dual concepts of channels and gate keepers. Lewin's theory attempted to explain psychological forces that shaped people's behavior as the interaction (or "interplay") with the surrounding environment occurred (Shoemaker, 1991). "Lewin's (1947, p. 146) 'theory of channels and gate keepers' was developed as a means of understanding how one could produce widespread social changes in a community and his major examples involved changing the food habits of a population" (Shoemaker, 1991, p. 6). Lewin focused "on those people with the most control over food selection for the home" (Shoemaker, 1991, p. 6). From this, Lewin concluded "food reaches the family table through channels" (Shoemaker, 1991, p. 6). Examples of channels which food products pass through are stores which sell the food, farms that grow the food, and restaurants which prepare food. More importantly, at various points along these channels (which are interconnected) are gates and gate keepers who select and decide upon what food passes through to the next channel.

Lewin's (1947) theory of channels and gate keepers, and other related studies, (Shoemaker, 1991; McQuail & Windahl, 1981; Snider, 1967) raised several salient conclusions relevant to future studies on decision-making processes. Those studies are related to board president expectations and superintendent selection practices. Lewin believed that his theoretical framework could be generally applied to other fields or disciplines. "This situation holds not only for food channels but also for the traveling of a news

item through certain communication channels in a group, for movement of goods, and the social locomotion of individuals in many organizations" (Lewin, 1947, p. 187). In addition, selection decisions of a gate keepers are "highly subjective" (Shoemaker, 1991). Gate keeping is a process performed by people, not organizations, where individual decisions are influenced by the characteristics and values of the person and organizational constraints (Shoemaker, 1991).

Pamela J. Shoemaker (1991) in her study and discussion of the channeling and gate keeping theories in mass media notes, "When studying individual gate keepers, we need to look at theories of thinking, that is, how gate keepers evaluate and interpret messages; theories of decision-making; and characteristics of the individual gate keeper's personality, background, values, role conceptions, and experiences" (Shoemaker, 1991, p. 34). All of the above help to shape informal expectations of superintendent candidates and board president (gate keeper) perceptions at the time of contract renewal. For they represent the basis from which the previously stated psychological forces that shape behavior and decision-making stem from. Therefore, channeling and gate keeping theories can be applied as a conceptual framework for helping to explain the powerful influence of informal expectations on the decision-making process of board presidents on superintendent selection and evaluation of job performance. In discussing gatekeeper functions in the media, Shoemaker notes, "messages that are linked with valued attributes are most likely to enter the gate" (p. 41). In relation to board president expectation and perception,

those "valued attributes" are manifested in both the informal and formal realms of board president decision-making processes. Superintendent candidates, or superintendents, displaying those "valued attributes" considered by board presidents will be successful in passing through gates (superintendent selection committees), and channels (each year of the contract) toward contract renewal. As Shoemaker points out in referencing Nisbett and Ross (1980), "gate keepers almost never react to messages as unique or original; rather, messages are 'assimilated into pre-existing structures in the mind' of the gate keeper" (Shoemaker, 1991, p. 36). Therefore, it would seem to the researcher that previously developed and entrenched psychological forces arising from the values, personality, background, experiences, and informal in nature, hold sway over formal evaluative processes. Thus, are powerful influences in decision-making related to board member informal expectation and perception.

Finally, Shoemaker (1991) establishes a parallel between the role conceptions in media of individuals in gate keeping positions to the role relationship between school boards and superintendents. "The communicator's ideas about what his or her job entails can also affect gate keeping choices" (Shoemaker, 1991, p. 47). Board presidents in gate keeping positions can influence access to the superintendency based upon their expectations of the role relationship that will exist between them and the selected candidate. Further, board member continued support through subsequent channeling and gate keeping activities may be dependent upon the superintendent's ability to continue to fill the expected role in the relationship. It is noted that expected role

may not align to historical superintendent/board role relationships. In fact, criteria which make up channeling and gate keeping processes based on informal expectations may not relate to professional job performance at all. Therefore, channeling and gate keeping may be driven for all the wrong (non-professional) reasons. "Many superintendents report that boards do not evaluate them on criteria found in district policy or even in their contracts" (Glass, 2000).

At this point, it is important to note the studies mentioned in our discussion have focused on the selection decision-making process (channeling and gate keeping) as applied to food selection (Lewin, 1947) and communications processes in the media (Shoemaker, 1991). Marilyn Tallerico's (2000) work on superintendent selection processes as related to gender and race, presents the researcher with the opportunity to investigate channeling and gate keeping theories as applied directly to superintendent selection processes. Tallerico's study, *Gaining Access to the Superintendency: Headhunting, Gender and Color*, makes use of channeling and gate keeping conceptual framework for the purpose of applying it to the decision-making processes of key individuals who determine superintendent hiring as it relates to gender and color. Dr. Tallerico studied headhunters, school board members, and superintendents themselves in an effort to explain the phenomenon of decision-making relating to hiring of superintendent candidates. Specifically, Tallerico asks what are the influences that shape and direct the decisions of key individuals who determine superintendent hiring, in such a way as to result in the non-selection of minority

and/or women candidates for the position? Tallerico focused on 3 critical aspects which influenced the decision-making process in superintendent hiring. They include how headhunters and board members define best qualified, stereotyping, and other cultural dynamics which come into play and the role of "good chemistry" (Tallerico, 2000, p. 36) in determining a successful interview. Tallerico successfully demonstrates in the mind of the researcher the ways channeling and gate keeping are influenced by those factors. This results in hiring one type of candidate over others, often to the detriment of women and minorities. In this study, Tallerico demonstrates that channeling and gate keeping are limiting factors in the advancement of women and minority candidates to the superintendency.

The purposes of the researcher's study, Tallerico's (2000) work draws several key comparisons. Though Tallerico's focus rests on superintendent selection as applied to race and gender equity, it is important to realize the same decision-making and selection processes (channeling and gate keeping) are generally present for superintendents during job performance and evaluative time periods. Key channels and gates exist throughout the superintendent/board relationship which are influenced by informal expectations that enhance or deter progress toward contract renewal. In the State of New Jersey, these informal expectations ultimately influence superintendent's contract renewal.

Tallerico (2000) provides another example of school board presidents guided by unwritten rules associated with personal bias. These relate to particular job titles, superintendent/board roles, stereotyping in the greater sense

(i.e., beyond race and gender), and valuing feelings of comfort and interpersonal chemistry. Tallerico's work demonstrates, from a narrow perspective (i.e., superintendent selection process as viewed from the dual lenses of race and equity), the ways (channeling and gate keeping) board president decision-making are influenced by the factor of informal expectation.

Riehl and Byrd's (1997) study applied gate keeping theory to gender related variables to access career movement in educational administration. Though primarily focused on gender equity, their study highlights the various types of channeling and gate keeping activities access permits to chosen individuals. For example, "structures of opportunity, advocacy by subordinates, the presence of role models in the profession, and institutionalized screening procedures" (Tallerico, 2000, p. 21). The belief of this researcher is superintendent/board relationships provide the superintendent with the possibility of the same types of activities associated with positive gate keeping and channeling activities as related to contract renewal. Finally, Tallerico (2000) in documenting Riehl and Byrd's 1997 model of administrative career mobility, states:

They conclude that the positive effects of personal and socialization factors such as aspirations, qualifications, and experience do not assure women equity with men in administrative career development, given the powerful gender-stereotyped contextual structural, and social forces that serve to counter-influence individual action for advancement. (p. 21-22)

This researcher suggests the possibility of the same posit being applied to other deeply held informal expectations board presidents may have of their superintendents, or superintendent candidates.

A review of the literature suggest the following answers to the sub-questions of the study:

1. Are there significant differences in one's expectation of a candidates job performance and the perception/evaluation of the actual work?

Yes. The literature review suggest significant differences may exist at the level of superintendent candidacy, as well as at the time of contract renewal in New Jersey. Differences may occur at different levels of board president expectations. Two such levels are formal and informal. Formal expectations are those characteristics, categories, job descriptions, management tasks, duties, responsibilities, roles, performance standards, or domains used as the basis for selection or evaluation which are communicated to the public at large. Informal expectations are those intangibles board presidents carry "that assert themselves in interview settings center on individual power-holders' values and attitudes, at once idiosyncratic and personal but also reflective on one's particular background, experiences, and surrounding familial, institutional, and cultural worlds" (Tallerico, 2000).

2. If significant differences exist between expectations and perception of job performance, what are the key factors contributing to those differences?

Literature suggests differences exist when there is a non-alignment between informal expectations board presidents have of superintendent job

performance, and the formal expectations which are communicated to the public at large. Differences also seem to exist when non-alignment occurs between formal expectations and actual job performance. Finally, differences occur when non-alignment between informal expectation and job performance is present.

3. In what ways are board president decision-making influenced by those factors?

A review of the literature suggest that the presence of the above stated differences influence individual and organizational channeling and gate keeping either positively or negatively in the superintendent selection process by board presidents. The presence of differences also impact on the superintendent's ability to access key activities necessary to ensure continued success as he/she moves (flows) toward contract renewal during job performance. The presence of differences will determine whether positive or negative channeling and gate keeping will occur influencing board presidents perception of superintendent job performance at the time of contract renewal.

4. Will superintendent contract renewal rate be improved by minimizing the differences between board president expectation, decision-making, and evaluation perception of actual performance?

Literature would seem to suggest the implications of this study in the field of leadership hiring and job retention practices in New Jersey from several ways. First, if proven, it provides the opportunity to bring a formalized

process to superintendent candidate selection, which is inclusive of the often unspoken dynamics of personal bias, historical and cultural influences, organizational cultural forces and "gut feelings." Second, in this way, a more accurate and effective selection process will take place because it would minimize differences between one's expectations and actual job performance. Third, it would help key decision-makers to become more sensitive to impediments boards place in the hiring of superintendent candidates. Fourth, it would benefit the overall school organizational leadership by preventing the dominance of one paradigm of thinking and decision-making on candidate selection and superintendent retention.

CHAPTER III

Design of the Study

Introduction

The purpose of this research design is to gather data which will allow the researcher to determine what statistical differences exist and if these differences are statistically significant between board president expectation of a superintendent candidate's job performance, and their actual perception/evaluation of superintendents at the time of contract renewal in New Jersey. Quantitative methods were the basic design of this study utilizing a survey of school board presidents in the State of New Jersey as the source of data gathering. A self created questionnaire featuring a 7-point Likert Scale of measurement was used to provide a summary of board presidents perceptions of superintendents when candidates for the position, and their job performance at the time of contract renewal.

Chapter 3 is divided into 6 sections. The Introduction, Methodology, Procedures, Questionnaire Development, Pilot Test and Appendix with the Questionnaire Instrument. The actual study was conducted over a 3-month time period. Questionnaire design was based upon information gained from the readings and the research work of Abeyta (1998), Harter (1991), Boright (1997), Weishkittel (1988), Sloan (1982), Powell (1984), and Pringle (1989). Criterion considered important in the selection and evaluation process of superintendents were also identified from the work of the researchers listed above. Formal and informal criterion based indicators were developed from the works of Tallericco

(2000), Lewin (1947), Hord (1990), Chand (1983), Carter and Cunningham (1997), Grady and Bryant (1990).

Methodology

A quantitative statistical approach was employed to determine if statistical significant differences exist between board member expectations (i.e., their criteria for selection), and their perception at the time of evaluation for contract renewal. The design method attempted to validate several hypothesis developed from research on the topic. The research design made use of a self-evaluation format composed of 66 items. The questionnaire contains short answer question types and a 7-point Likert rating scale. Each item on the Likert scale asked the respondent to rate the level of importance they attached to that item from low importance (1) to high importance (7). The respondent was asked to rate each item in two major categories.

The first category asks the board president to respond to each individual item from the perspective of the superintendent as a candidate for the open position. The second category asks the board president to respond to the same items from the perspective of the superintendent's evaluation at the time of contract renewal. From their responses, data was summarized to determine if patterns, tendencies, or differences surface. This enabled the researcher to conduct a comparative analysis of board president's formal and informal expectations at the time of superintendent selection. Board presidents expectations were matched to their perceptions of superintendent job performance at the time of contract renewal. By using a 7-point interval scale,

respondents were able to choose from three numbers that represented degrees of high importance, a neutral middle position, and three numbers that represent lower degrees of importance. Therefore, respondents were able to make more precise distinctions between the range of low to high importance. A smaller scale of numbers on the Likert would result in less precision between the anchors of the interval scale (the anchors in this case are labeled low and high importance). The rating categories have been chosen by the researcher to represent equally spaced - levels on the scale. By the use of a scale, data will be rank order and, therefore, possess characteristics of ordinal data. However as previously stated, an interval scale will achieve approximate equal distance between any two consecutive points which is not necessarily the case with ordinal data.

The population sample drew from presidents of those boards of education whose school districts have recently (between 1999-2001) completed decisions on the contract renewal of their superintendents after the above indicated 3-year contractual cycle. The population sample drew from presidents of those boards of education whose districts have experienced a superintendent change before the end of the 3-year cycle, requiring the extension of a new contract to a new superintendent. The total population of local school board members is approximately 5,000 at this time period (New Jersey School Boards Association, 1999-2001). The number of board members whose district's meet the 3-year criterion is approximately 2,300, or 47%.

Twenty short answer questions will make up parts I and II of the questionnaire. Parts I and II will focus on questions associated with knowledge of facts pertaining to the board president (Part I), or their superintendent (Part II). The expectation (Part III) and perception (Part IV) both contain 44 criteria items. To insure appropriate answers from respondents, some items were modified from Part III to fit Part IV. Reliability tests were conducted on the Likert scale items with an alpha score of .9181. The data analysis program SPSS was used to examine the validity of each question. Both the criteria items for expectations and perceptions were ranked in ascending order of importance from lowest interval score to highest interval score on the rating scale. Criteria identified in each category by board presidents were subject to statistical analysis to determine patterns of tendencies and if significant differences exist. Finally, the questions in Chapter IV contain two open-ended exit questions.

The use of Matched Pair T-Test as a method of data analysis was used on interval scale items to determine if statistical significant differences exist between respondent expectation, and perception of superintendent job performance. Means, standard deviations, and significance levels were examined for the purpose of determining results. An Independent T-Test was used for the purpose of determining the influence of gender (if any) on respondent's answers to questionnaire scale items.

Frequency tests were used to determine patterns of tendencies which surface as the result of school board president's responses to Likert Scale associated with short answer questions. Board presidents responded to short

answer questions associated with gender, ethnicity, age range, District Factor Grouping, and other demographic-related information.

Analysis of Variance (ANOVA) was conducted on several questionnaire items. Likert Scale questionnaire items serve as dependent variables, determining the influence of independent variables on them, selected from data responses to questions in Part I and II of the survey instrument. F ratio, significance levels, indicate the amount of variance that has occurred between groups of means. In turn, this provided the researcher with stronger indicators of the existence of statistical significant differences between superintendent candidacy and contract renewal.

Procedures

Data gathered from the New Jersey School Board Association's statistical information base was used to identify those districts in the state that have recently (between 1999 and 2001) experienced a superintendent change. From this data a mailing list was developed of those identified districts and a letter of inquiry was sent for the purpose of ascertaining the names and addresses of each district's school board president. When possible, alternate informational resources (e.g., county school board associations) will be utilized to insure the development or completion of an accurate listing.

Once finalized, a 66-item questionnaire (see Appendix G) was mailed to each president with an introductory letter (Appendix H) and self-addressed stamped envelope. Approximately 3 weeks were allotted for a return of the original questionnaire. The objective was to achieve a sample size of 30 to 40

board president's responses. This number (n) was influenced by the total population of identified school districts which experienced a change in superintendent leadership. Currently, the New Jersey School Board Association lists a total of 561 school districts in the state, requiring the need for a vigorous sample size. The actual study was conducted over a 3-month time period. Of 240 identified school districts whose board presidents received a letter of inquiry and questionnaire, 62 responded. All responses were analyzed and pertinent data recorded.

Questionnaire Development

The questionnaire was designed to provide data for the purpose of answering the following research questions and associated hypotheses:

Research Question 1: Are there statistical significant differences in one's expectation of a candidate's job performance and the perception/ evaluation of the actual work done at contract renewal? Two hypotheses stemming from this research question include: (a) Statistical significant differences do exist between board president expectations of superintendent candidate's job performance and the perception/evaluation of the actual work done at contract renewal, and (b) One's expectations influence, either positively or negatively, one's perception of job performance.

Research Question 2: If statistical significant differences exist between expectation and perception of performance, what are the key factors contributing to these differences? Four hypotheses related to this research question are:

(a) The key factors contributing to these differences are the interrelationship between formal and informal expectations as it applies to the selection, hiring, evaluating, and the contract renewal cycle in the State of New Jersey, (b) Differences exist when there is a non-alignment between informal expectations board presidents have of the superintendent job performance, and formal expectations which are communicated to the public at large, (c) Differences also seem to exist when non-alignment occurs between formal expectations and actual job performance, and (d) Differences occur when non-alignment between informal expectation and job performance is present. That is, informal expectations are not met, yet job performance is satisfactory. Or, informal are met, yet job performance is non-satisfactory.

Research Question 3: In what ways are board president decision-making influenced by those factors? Two hypotheses associated with research question 3 are: (a) The presence of differences existing between informal expectations and formal expectations, non-alignment between informal expectations and job performance, and differences between formal expectations and actual job performance influence individual and organizational channeling and gate-keeping either positively or negatively in the superintendent selection and rehiring process by board presidents, and (b) The presence of differences also impact on the superintendent's ability to access key activities necessary to ensure continued success as he or she moves toward contract renewal.

Research Question 4: Can superintendent contract renewal rate be improved by minimizing the differences between board president expectation, decision-

making, and perception evaluation of actual performance? The two hypotheses correlating with research question 4 are: (a) Superintendent contract renewal rate can improve by minimizing the differences that occur between board president expectations of the superintendent as candidate, and their perception evaluation of actual job performance, and (b) Superintendent contract renewal rate will improve because board presidents will become more sensitive to the influences of personal, historical and cultural bias in the superintendent selection and retention process.

To effectively answer the above stated research questions and hypotheses, the questionnaire had to meet the following assessment requirements:

Assessment Instrument Requirements

- ♦ Must measure the expectations and perceptions of school board presidents "pre" (superintendent as candidate) and "post" (superintendent at the time of contract renewal).
- ♦ Must classify expectations as either formal or informal (listing of specific characteristics).
- ♦ Must gather demographic data as related to the focus of the study.
- ♦ Determine the effect of informal and formal expectations on board perception and decision-making.
- ♦ Must gather data on key channeling and gate-keeping activities, as related to successful superintendent contract renewal.

Abeyta, in his 1988 study of school board members perceptions of their role and training, introduced the term Conceptual Mapping (p. 71). The term was used to describe Abeyta's data gathering and selection process for the development of his research questionnaire. "Conceptual Mapping provides the researcher with guidance and a focus to understand school board members and their perceptions about their role. . ." (Abeyta, 1988, p. 71). By following Abeyta's process for data gathering on my questionnaire, I intend to achieve my primary objective of linking my literature research and the key factors or points contained there, to the design focus of my questionnaire. In this way, the questionnaire will have items designed to answer the key questions and subsequent hypotheses posed by my research study. "Drawing from the conceptual maps which were designed by the research, the questions began to emerge and connect to the hypothesis" (Abeyta, 1988, p. 71). Conceptual Mapping was used to form the base for the development of questions. Conceptual Mapping is a process which allows the researcher to systematically approach question development.

Krathwohl (1998), in his review of questionnaire development, lists 5 considerations to take into account while planning. "Important considerations in questionnaire construction are what to ask, how to ask it, how to order the questions, how to format the questionnaire, and how to improve it" (Krathwohl, 1998, p. 362). Conceptual Mapping provides a blueprint of what to ask. Krathwohl further details the specific information gathered under what to ask:

- ♦ Questions of knowledge or fact (demographics, descriptions of past

behavior under particular circumstances, participation in past events, or awareness of products or events).

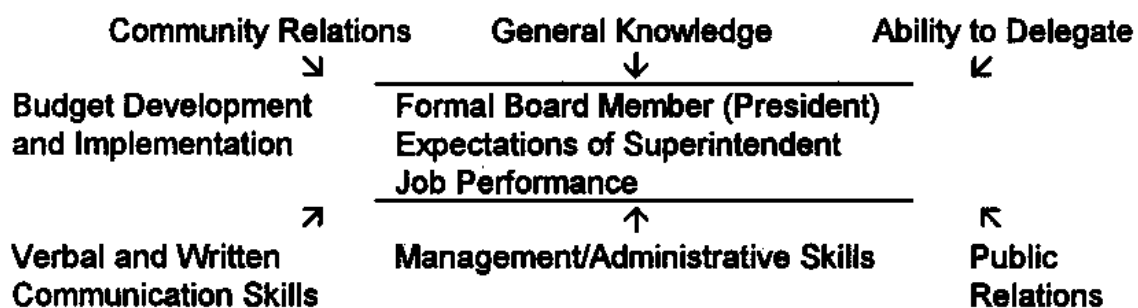
- ♦ Prediction of behavior (voting in future elections, possible need for training, anticipated occupation).
- ♦ Expressions of opinion, interest, or valuing problems to react to, or statements to agree or disagree with . . .
- ♦ Demonstration of capability (problems to solve) (Krathwohl, 1998, p. 362).

Conceptual Mapping is developed from the major questions associated with the research of the study. As Conceptual Mapping continues, sub-questions or areas related to the focus of the research are attached to the foundation of major research questions. Sub-questions, or areas related to the focus of the research are drawn from a variety of sources. Many of these sources can be found in the literature review of the study. From this process, the areas of assessment and subsequent questions for the questionnaire are developed. For example, research on the effect of board member expectations on their decision-making about superintendent candidates suggest the existence of two distinct categories of influence. One category formal expectations are made up of those characteristics, job descriptions, management tasks, duties, responsibilities, roles, performance standards, or domains used as the basis for selection or evaluation which are communicated to the public at large (Harter, 1991). The second category informal expectations are those intangibles board members carry "that assert themselves in interview settings center on individual power-holders' values and attitudes, at once idiosyncratic and personal but also

reflective on one's particular background, experiences, and surrounding familial, institutional, and cultural worlds" (Tallerico, 2000, p. 36).

Developing conceptual maps for formal and informal expectations would draw from a variety of research data. Mapping formal expectations of school board presidents would require identifying information sources that communicate those expectations to the public at large. Employment advertisements, job descriptions, interview questions, and media statements are ways in which formal expectations are communicated. A conceptual map of formal school board president expectations may include the following items in the following diagram:

Figure 1. Conceptual Map of Formal Board Member Expectations



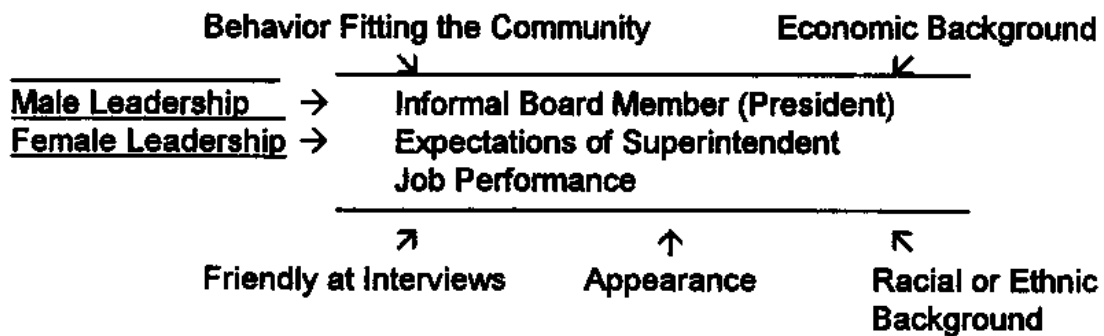
(Abeyta, 1998)

A map of informal expectations of school board presidents draw upon indicators of one's personal values, attitudes, background, experiences and culture. Self evaluative questionnaires as illustrated by the New Jersey School Board Association Self-Evaluation Form, are one source of data helpful to the development of questionnaire items (NJSBA, 2000). Previous research conducted on board member perception, e.g., Harter (1991), Weiskittel (1988),

Boright (1997), Tallerico (2000), also presents a useful form of data. Finally, studies carried out on superintendent perception of board member behavior, e.g., Carter and Cunningham (1997), Hord (1990), Spillane and Regnier (1998), are used to develop questionnaire items.

The following items may be included on a conceptual map of informal board president's expectations:

Figure 2. Conceptual Map of Informal Board Member Expectations



(Abeyta, 1998)

A total of 8 conceptual maps were developed for the purpose of providing items for this questionnaire. Each conceptual map and its area of inquiry is listed below:

Listing of Conceptual Maps

1. Demographics of board of education presidents.
2. Formal board member (president) expectations of superintendent job performance.
3. Informal board member (president) expectations of superintendent job performance.

4. Formal board member (president) perception/evaluation of superintendent job performance.
5. Informal board member (president) perception/evaluation of superintendent job performance.
6. Identification of individual and organizational channeling and gate-keeping activities that influence superintendent ability to reach successful contract renewal.
7. Questions on participant board member (president) ideas or perceptions on how to minimize the differences between formal and informal.
8. Questions on how to develop a formalized process that is inclusive of unspoken dynamics of personnel bias and historical cultural influences.

Questionnaire items are designed to measure respondent attitudes toward criteria associated with formal and informal board member expectations which were found in the research. Items associated with formal board expectations were selected from a variety of formal board communications vehicles. As previously stated, examples of such vehicles are job descriptions, written interview questions, employment postings, evaluation forms and alike. Because of this, formal items tend to be more specifically worded, or have greater clarity than items associated with informal board expectations.

Informal board expectations are associated with areas that are more abstract in nature. A respondent's attitude towards conservative or liberal beliefs may have more of an association with one's "gut feelings" (Muncatchy,

1987) than with a formalized process systematically designed to establish job requirements for candidates applying to the position.

Therefore, those questionnaire items which reflect informal board expectations are not designed to elicit from respondents a common or universal meaning applicable to all board presidents. Rather, questions associated with conservative beliefs, liberal beliefs, economic background, and others, are important from the standpoint of determining if the concept (regardless of the internalized meaning) has had an impact on the board president's decision-making. Simply stated, the individuals personal interpretation of "liberal beliefs" vis-à-vis, as others define it, or measured against a standard definition is not as relevant for my research purposes. It is more relevant for my research that the concept has an impact on the board president's decision-making process.

Pilot Test

A committee of 5 individuals were selected to pilot test the questionnaire. Each representative of the committee is a current, or former, school board president in the State of New Jersey. Of this group, 4 are females and 1 is male, with 1 minority representative. Each committee member was asked to complete the questionnaire fully and determine the amount of time necessary for them to finish. Committee members were also briefed regarding the intent of certain questions which might appear to be open to interpretation.

The pilot test was conducted during the course of a week. Committee members were encouraged to provide feedback on any aspect of the questionnaire they saw fit to comment on. In addition, assessment on the clarity

of the questions asked, relevancy of individual items to the desired data sought, length of time to complete the questionnaire, flow and movement from one topic of coverage to another, sensitivity of certain questions and overall ease of reading were responded to. Appendixes I and J provide an example of the directions and the assessment form used to collect informational feedback provided by the committee.

Clarity of Questions

Several items on the questionnaire required minor adjustments to the wording of the written statement. Most adjustments were done in the form of minor additions to the existing statement. Usually, additions to statements were in the form of 3 words or less. However, one item associated with the decision-making made on school board member family and friends required a complete rewrite.

Issues associated with the clarity of individual items were of two categorical types. The first category considered those items for which further clarity was required to fully understand the question's focus. The second category were questions needing modification to fit more appropriately the perspective from which the questionnaire was drawn. For example, items on the questionnaire are designed to be answered by the school board president from the perspective of the superintendent as a candidate, and subsequently on the same individual at the time of contract renewal. "Friendly at Interview" while an appropriate criteria to measure as to the importance board presidents attach to

the superintendent as candidate, is certainly not applicable to the same person up for contract renewal.

The need to obtain clarity for questionnaire items through modification was essential. The use of comparative analysis as the process by which significant criterion differences would be identified and assessed was the reason modification of individual questionnaire items occurred when necessary. Comparative analysis of questionnaire items requires criteria assessed to be applicable to both areas being measured on the questionnaire.

Relevance to Desired Data

Members of the committee were asked to assess the relevance of each item on the questionnaire as to its effectiveness in eliciting from respondents the desired data sought by the researcher. Committee members generally responded positively to this aspect of the questionnaire's assessment. However, several suggestions were made associated with providing additional directions (as a reminder) to respondents as to the objective of each major area of the questionnaire. After careful review of each section, the researcher chose not change the format of the general directions by adding more. This was the case given the positive responses by committee members in this area, and the concern that additional directions would confuse or interrupt respondents thinking.

Length of Time to Complete

All committee members felt the 15 to 18 minutes time-period indicated on the questionnaire for completion was accurate. Two committee members

believed one or two questionnaire items could have resulted in a longer time-period being used if respondents chose to "find" the answer. The questionnaire item on District Factor Grouping (DFG) is one example of respondents not immediately knowing the answer, resulting in increased time needed to find the answer and complete the questionnaire. However, the majority (3) felt the respondent would simply leave the question unanswered and complete the questionnaire. Given that circumstance, the questionnaire's completion would fall into the 15 to 18 minute range.

Ease of Movement From One Topic to Another

Committee members were unanimous in their positive assessment of the category "ease of movement from one topic to another" on the questionnaire. Feedback from the committee indicated the questionnaire provided a smooth transition from one major area to another.

Sensitivity of Question to the Respondent

Committee members were asked to identify and provide feedback on questionnaire items they believed school board presidents may find sensitive from their perspective. Research (Wentland, 1993) has found respondents to sensitive questionnaire items will tend to provide less than accurate responses. "Getting honest responses to questions regarding sensitive topics is a special problem. . . synthesizing studies of response accuracy, as might be expected, found it negatively correlated with the sensitivity of the topic as well as the social desirability factor" (Krathwohl, 1998, p. 375).

Pilot test committee members identified several areas where respondent answers may be influenced by the sensitivity of a specific question. Those areas dealt with religious, economic, and ethnic backgrounds of the superintendent as candidate and later at contract renewal. Questions associated with preferences for male or female leadership by school board presidents were also identified as potentially sensitive in nature. Finally, an item querying board presidents on their attitudes regarding decisions by the superintendent associated with board family members or friends was identified by committee members.

After a review of each item identified as sensitive, discussions occurred with each committee person. From this process, the decision was made to modify one item significantly, while leaving the rest in their original format. The consensus was the individual items that stayed intact were too important to gathering relevant information on board president's perceptions to modify or remove from the questionnaire.

Overall Ease of Reading

All committee members felt strongly that the questionnaire design with its bold headings, clear directions, ease of transition from one major area to another and uncomplicated word statements provided for a generally easy questionnaire to read and understand.

The researcher found the process of pilot testing the questionnaire to be very helpful in a number of ways. The process itself generated several by-products in addition to its intended goal of confirming that the instrument met the

criteria discussed above. First, the process of critique and discussion resulted in the researcher gaining a number of positive related ideas regarding my research topic. Second, as we discussed the various aspects of the questionnaire, committee participants were willing to share personal anecdotal experiences they had previously gone through. The researcher found this to be invaluable in terms of insight into the position of school board president. Third, committee members willingly shared or were able to direct the researcher toward additional resources in the form of written documents (brochures, studies, presentations, etc.) on the topic of study. Fourth, the experience of working with committee members resulted in the opportunity to use them as important informational sources in the future.

Krathwohl accurately points out the value of the process. "The time and effort you spend in pilot testing will be more than repaid by the elimination of confusing wording, ambiguous questions for which the results would be uninterpretable, and frustration among respondents and interviews" (Krathwohl, 1998).

CHAPTER IV

Findings

Introduction

The goal of the research design was to gather relevant data that would allow the researcher to determine if statistical significant differences existed between board president expectations of superintendent candidates job performance and the perception/ evaluation of the actual work at the time of contract renewal. The population sample drew from presidents of boards of education whose school districts have recently (between 1999-2001) completed decisions on the renewal of their superintendent's contract. The research instrument (a questionnaire survey) measured board president responses to questionnaire items associated with the areas of demographics, formal expectations of superintendent job performance, and informal expectations of job performance. Personal opinions regarding topics of personal bias and historical cultural differences were also assessed.

In addition, if the existence of statistical significant differences were found between the board president's expectations of job performance and their perception of the superintendent's actual work, further analysis would continue. In depth analysis would determine which questionnaire items previously categorized as formal or informal expectations experienced statistical significant difference. From this process, key factors previously discussed in this study (e.g., age, gender, DFG, experience, others) are identified, and their influence

on board president selection, hiring, and evaluation of superintendents can be determined.

The research is also expected to provide insight into the various ways in which the ability of the individual superintendent to move successfully toward contract renewal are facilitated, or hindered by those same factors that influence board president decision-making. For example, how does the board president's perception about the superintendent's ability to develop and implement budgets influence board decision-making on passing annual school budgets.

Finally, the data gained from the research will allow the reader insights into the potential for school districts to minimize the possible negative effect created by decision-making based on personal bias, historical, and cultural influences.

Survey Questionnaire Results

Data collection, organization and assessment were completed on the survey questionnaire forms over a four month time period (January '02 to April '02). The questionnaire mailing generated 62 responses (out of 240 surveys sent) from school board presidents covering the major geographical regions (North, Central, South and the Shore) of New Jersey. This resulted in a return rate of 26% for the purposes of data analysis. A sample size that is statistically acceptable for the purposes of this study.

As stated previously, reliability tests were conducted on the 44 Likert Scale items with an Alpha score of .9181. The scale was a 7-point interval, with 1 being "Least Important" to 7 being "Most Important" (see Appendix K). The

tests conducted on the collected data were Frequency Distributions, T-Test and ANOVAS.

Frequency distributions and Matched Paired T-Tests were conducted on the Likert Scale items in parts III and IV of the survey questionnaire. Frequency Distributions were also done on 19 of 20 short answer questions. The one exception being gender, which ran an independent T-Test.

The Independent T-Test employed used gender in the independent role. Dependent variables were the individual scale items themselves. The purpose was to determine if statistical significant differences exist between gender at the time of candidacy (pre) and contract renewal (post).

ANOVA testing was conducted on selected questionnaire items to determine if their presence as independent variables were statistically significant enough to change formal, or informal, expectations. If their presence resulted in a strong statistical significant variance for "between group means," it would give an indication of the strength of influence on board president's decision-making regarding those specific questionnaire items.

In reporting results of T-Tests and ANOVAS, occasional reference is made to the term trend, specifically, whether a statistical outcome has a strong or moderate trend. The occurrence of a trend is not statistically significant, however, a trend is identified for the purpose of possible scrutiny in later studies. Attaching a strong or moderate level to the term indicates the researcher feels enough evidence (data outcomes) may be present to suggest the possibility of a typical values surfacing if other influential variables are considered. This type of

variable may be dependent or independent in character and not readily determined by the test conducted by the researcher.

The survey questionnaire concluded by asking school board presidents to respond to two open-ended questions. Question one asked: "As school board president, what are your ideas or perceptions about how best to minimize the differences between formal and informal expectations placed on superintendents?" In the second focus question, respondents were asked: "As school board president, how does one develop a formalized process in the superintendent candidate selection that accommodates the often, unspoken dynamics of personal bias and historical cultural differences?" Responses to focus questions were coded for the purpose of identifying patterns of activities, themes, or causal links.

One coded category entitled "perspectives held by respondents" was made up of responses from board presidents that indicated their thinking on each question. Specifically, their philosophy and ideas presented to the researcher in answering each question. Further, the general coded category of "perspectives held by respondents" was sub-divided into smaller categories which grouped responses into formal or informal approaches presented to address the problems posed in each exit question.

A second coded category entitled "themes" identified and grouped key factors which seem to influence board president's decision making across a number of different survey questionnaires as respondents answered each exit question.

The third coded category entitled "strategy" catalogued the various ways respondents accomplished tasks or solved problems which were intrinsic in the questions asked. Aspects of problem solving, such as tactics, methods, techniques or ploys are examples of items placed in this category.

The final category of codes was used for direct quotes. Often, a respondent's direct written statement in answering the two exit questions provided an in-depth assessment into their thinking, capturing a key aspect of their thinking on the topics they were answering. In addition, a direct statement (quote) would seem to have broader implications as it applied to the superintendent selection and retention process. The use of anonymous board president's quotes demonstrated expectations, perceptions, and intent of actions.

Board Presidents Profile

A profile of survey respondents (board presidents) who participated in the study indicate a majority (82.3%) have served the school board at least 3.75 years or more, while 48% of respondents have served 6 or more years on their respective boards. This demonstrates to the researcher that the majority of school board presidents participating in this study have served at least 1 elected 3-year term of office, while many have served 2 or more terms. As a result, the researcher concludes that length of experience for board members is a key factor in board president perception of superintendent job performance at the time of candidacy and contract renewal in relation to this study.

The board presidents who participated in this study with 2 years or less experience as board president were 66.1% of respondents. While 38.7% of respondents to the survey had served as board president 1 year or less, leading the researcher to the conclusion that board members spend less time in the leadership role of the board (as president), then on the board itself. However, those board members who become board presidents bring a number of years of experience on the board with them to the position. Length of time as board president may also be influenced by board procedural policy which often requires a reorganization of the people filling the positions on the board in the State of New Jersey. Therefore, length of time in the leadership role of school board president may not be as influential on respondent perception and decision-making as actual time spent as a board member. The experiences respondents have, which influence decision-making by board presidents, seem to occur more as a board member or before being elected (in New Jersey) to the board.

The highest percentage of respondents (over 50%) came from districts with a District Factor Grouping (DFG) associated with high economic wealth (G, H, I and J). Districts with a DFG of "I" had the highest number and percent of respondents (17 and 34.7%, respectively) reported. Districts with a DFG of "J" had the second highest number and percentage (8 and 16.3%).

Regarding age range, board presidents in the range of 41 to 50 years of age represented the highest number and percentage of respondents (32 and 51.6%, respectively). Board presidents 51 years and above represented the

second highest category of respondents (23 and 37.1%, respectively). Male board presidents who responded to the survey were 29 in number or 46.8% of total. Female board presidents who responded were 33 in number or 53.2% of the total.

Board presidents who participated in the survey were likely to be white and female. A low minority representation of respondents to the questionnaire was also recorded with African American at 3.2% and Hispanic/Latino at 3.2%. The highest percentage of board presidents came from districts in the North and Central regions of the state.

In summary, board presidents who participated in this study were likely to have served a meaningful number of years on their boards before becoming board presidents. The majority came from school districts associated with high economic wealth. Generally, board presidents fall into the age range of 41 to 50 years, with the majority (88.7%) at least 41 years of age or older. Board presidents in this study are also likely to be white and female, though females led males respondents by only 5 percentage points. Geographically, respondents came from districts located in the North (38.7%) and Central (40.3%) regions of the state. Board presidents represented a wide variety of occupations (40%) with 22.6% listing themselves as either retired or homemaker.

In response to the survey question that ask board presidents to list the 3 most important entities that influence their decision-making, respondents

considered the administration of school districts, school finance, government regulations, student welfare and parents as items to list.

These factors combine to provide the researcher with an image of stability and continuity as applied to the majority of the boards represented in the survey response. This juxtapose against the fact all had experienced a change in superintendent leadership over the past 3 years. The lack of minority representation, and/or district with a DFG of low economic wealth, did not allow the researcher to draw from a respondent pool reflective of a cross-representation of New Jersey school boards in a balanced manner. As a result, it's important to be cautious of the fact that interpretations are drawn from a survey population over-represented by certain demographic groups. Survey respondents were principally white, from districts with high economic wealth, and located in the north and central regions of the state. Additionally, from the result one might conclude the districts most in need of research of this type (i.e., associated with the study of effective school organizational leadership) are under-represented.

The review and analysis of the data on school board president's profiles has lead the researcher to the following conclusions regarding the underlying factors which influence participant perception and decision-making, as related to formal and informal expectations of superintendent job performance:

- ♦ The stability of leadership roles in the school district at the board president and board member levels.
- ♦ The length of service and experience of individual board presidents.

- ◆ **The District Factor Grouping (DFG) of board president's school districts.**
- ◆ **The gender of board presidents, both as individuals and as a group.**
- ◆ **The geographical location of the board president's school district in the State of New Jersey.**

Table 3

Board Presidents Frequency and Percentage of Years of Service, DFG, Gender, Age Range, Ethnicity and Occupation

Category	(Yrs.) Mean	Frequency	Percentage
1. Number of Years of Service on School			
Board	6.72		
- 3.75 yrs. or more		51	82.3%
- 6 yrs. or more		30	48%
2. Number of Years of Service as Board			
President	2.25		
- 2 yrs. or less		41	66.1%
- 1 yr. or less		24	38.7%
3. DFG ~			
A	—	1	2%
B	—	2	4.1%
CD	—	6	12.2%
DE	—	6	12.2%
FG	—	3	6.1%
GH	—	6	12.2%
I	—	17	34.7%
J	—	8	16.3%
4. Gender ~			
Male		29	46.8%
Female		33	53.2%

Category	(Yrs.) Mean	Frequency	Percentage
5. Age Range ~			
20 - 30 yrs.	—	1	1.6%
31 - 40 yrs.	—	6	9.7%
41 - 50 yrs.	—	32	51.6%
51 yrs. and above	—	23	37.1%
Total	—	62	100%
6. Ethnicity ~			
African American	—	2	3.2%
White	—	55	88.7%
Hispanic/Latino	—	2	3.2%
7. Region of N. J. ~			
North	—	24	38.7%
Central	—	25	40.3%
South	—	7	11.3%
Shore	—	6	9.7%

Table 4***Board Presidents Frequency and Percentage of Important Factors Identified as Influencing Their Decision Making***

	Category	Frequency	Percentage
1.	Administration of Schools	29	47%
2.	Student Welfare	52	84%
3.	School Finance	45	73%
4.	Government Regulations	21	34%
5.	Parents	17	27.4%

Current Superintendent Profile

The superintendents representing the districts of participating school board presidents had a mean average of 2.5 years of service in the position. Of the total number of superintendents in respondent's districts, the percentage that filled the position 3 years or less was 74.2%. Only 29% of respondent's districts had superintendents who had served in the position 3 or more years (see Appendix L).

If one allows for the fact of the respondent pool being drawn from board presidents whose districts experienced recent superintendent decisions on contract renewals, or personnel turnover, then it is clear why the large percentage (71% of superintendents) have less than 3 years of service leading to tenure. This indicates that of the total number of superintendents, only 29% were able to successfully complete one contractual cycle or more in New Jersey to date (see Appendix L).

A few of the cases of superintendent turnover were explained through staff retirement. However, the researcher did not possess the raw data or other types of information which would clarify the nature of the retirement (e.g., early retirement package, forced retirement, etc.). The remainder of the superintendents not succeeding in a second contract fell into the categories of "non-renewals" or "left the position for other employment." Regarding the second category of "left the position for other employment," the researcher was unable to gather data which would indicate the nature of the circumstances associated with the superintendent's departure.

From the above, the researcher has concluded those districts represented by respondents had experienced to varying degrees instability at the superintendent level during the 3-year cycle from 1999 to 2001.

Status of the current superintendent's contract indicates the current employment circumstances of the superintendent during the 3-year contractual cycle in the respondent's respective districts. The data from the questionnaire provided the researcher with insight into board decision-making on their superintendent's job performance from year to year within the 3-year contractual cycle. Respondents indicated 54.1% of superintendents were renewed in their current contract for the following year, while 39.3% were up for contract continuance in the near future (see Appendix L).

In summary, school districts of the board presidents who participated in the survey research represent school organizations with a strong economic base and stable continuous leadership at the board level. However, these factors do

not necessarily transfer into stability at the leadership level of the superintendency. Rather, the data supports the researcher's belief that there are other powerful dynamics at work, as related to board president decision-making on superintendent selection and job performance.

Statistical Significant Differences in Board President's Expectation of a Candidate's Job Performance and the Perception/Evaluation of the Actual Work

Statistical significant differences were recorded by school board presidents in their responses to criteria items listed in the "selection" (Part III) and "evaluation" (Part IV) sections of the questionnaire survey and assessment of the 3-year contractual cycle of the previous superintendent. School board presidents identified 32 (out of 44 total) criteria which influenced their expectations of the superintendent candidate's job performance and their perceptions/evaluations of the actual work. Statistical significant differences were manifested in changes to the level of importance board presidents attached to each criteria, as related to the effect it had on his or her decision-making process. Therefore, statistical significant differences took the form of either an increase or decrease in importance as recorded on the 7-point Likert scale by each respondent.

A questionnaire item with a statistical significant increase or decrease in the level of importance on the Likert scale, is attributed to a change in respondent perceptions about the importance of that questionnaire item after having experienced the superintendent's work performance in the area. Specifically, the increase or decrease in the importance board presidents

attached to the questionnaire item could be the direct result of the superintendent's ability, or inability, to meet the expectations (formal or informal) the president had of the superintendent at the time of candidacy. This would also include the individual and/or personal interaction experienced by the board president during the course of the superintendent's tenure in the school district.

Finally, determining the influence of formal or informal expectations on the decision-making process of board presidents as related to superintendent job performance were gathered from the data at hand.

Frequency and Percentage Test Outcomes of Criteria for the Selection and Evaluation of the Superintendent of Schools by Board Presidents.

Board president's dissatisfaction with their previous superintendent's performance is manifested by the existence of considerable or statistically significant differences. Those differences existed between respondent expectations of the superintendent's performance as a candidate, and their perceptions of actual job performance at the time of contract renewal. This was especially true as related to the results of frequency distribution's run on respondent Likert Scale scores.

A review of frequency distribution results show of 44 items making up the "selection" and "evaluation" sections of the survey questionnaire, 20 had results thought to have outcomes of considerable importance in demonstrating the existence of differences between expectation (candidacy and selection) and perception (evaluation and contract renewal). Of the 20 items on the questionnaire with relevant data outcomes from frequency analysis, 9 were

categorized as formal expectations, while 11 were informal (see Appendixes M and N). Questionnaire items categorized as formal expectations with relevant data outcomes were as follows:

- ◆ Budget Development and Implementation
- ◆ Ability to Delegate
- ◆ Board/Superintendent Relations
- ◆ Fill the Role of Executive Officer
- ◆ Management and Administrative Skills
- ◆ Ability to Implement School Board Policies and Procedures
- ◆ Personal Characteristics
- ◆ Leadership Skill and Style
- ◆ Ability to Make Decisions

All of the questionnaire items listed above indicated that board member respondents placed more importance in these areas at the time of contract renewal than at the time of the superintendent's candidacy. However, all categories were also considered to be very important to board presidents at the time of superintendent candidacy. Likert Scale categories of "More Important" and "Most Important" were documented with high frequency outcomes at the time of candidacy and contract renewal (see Appendixes M and N). The questionnaire items of formal expectation were highly important to board presidents before the superintendent's work experience, but became more so at renewal. This increase in the percentage of board presidents, who considered those categories more important at contract renewal, demonstrate a

considerable difference exists in those categories between superintendent candidacy and contract renewal. Therefore, the researcher concludes board presidents had high formal expectations on the superintendent's ability to carry out those responsibilities. Eventually, it became of greater importance at the time of evaluation for the purpose of contract renewal. This is possibly the result of board president dissatisfaction with the job performance of the superintendent in general or on a specific instance.

A closer investigation of relevant change outcomes is warranted to fully understand the impact of the differences experienced by board presidents between their expectation of superintendents at candidacy and their perception at renewal. For example, the questionnaire item "budget development and implementation" identified as a formal expectation experienced a decrease in respondent frequency and percentages in the category of "Moderately Important." Respondents indicated a percentage rate of 33.9 and a frequency of 21 in identifying budget development's importance to them when the superintendent was a candidate for the position. However, the category of "Moderately Important" drops to 9.7% and a frequency of 6 when the new superintendent arrives at the time of contract renewal (see Appendix N).

Conversely, the category of "More Important" increased from 17.7% and a frequency of 11 when the superintendent is a candidate to "More Important" being 27.4% with a frequency of 17.

The category of "Most Important" experienced an increase in respondent percentage and frequency between the time the superintendent was a candidate

for the position and the time period at contract renewal. Percentage and frequency rose from 29% and 18 respectively in the candidacy phase of the superintendent to 50% and 31 respectively at the time of contract renewal.

There was an increase in percentage and frequency in the two highest categories of importance from the time of candidacy to contract renewal. "More Important" increased in percentage by 9.7, while "Most Important" increased in percentage by 21. The perception of board presidents had increased in terms of the importance attached to the successful completion of this role by the superintendent. This would seem to indicate concern or dissatisfaction with the budget development and implementation process as performed by the previous superintendent. One additional factor may also involve the circumstances associated with the previous superintendent in trying to perform the specific duties surrounding the process.

The questionnaire item "ability to delegate" experienced an increase in the two highest levels of importance. Both "More Important" and "Most Important" increased in respondent choice from superintendent candidacy to superintendent contract renewal. "More Important" increased from a percentage of 19.4 with a frequency of 12, to 37.1% and a frequency of 23 at the time of renewal. "Most Important" increased from 12.9% and a frequency of 8, to 16.1% with a frequency of 10 at contract renewal.

"Moderately Important" decreased in respondent choice from 50% and a frequency of 31, to 32.3% and a frequency of 20 from superintendent candidacy to contract renewal. "School Board Superintendent Relations" recorded 85.4%

of respondents answering either "More Important" or "Most Important" when the superintendent is a candidate, 43.5% with a frequency of 27 for "More Important" and 41.9% with a frequency of 26 for "Most Important."

At the time of contract renewal, respondents answering either "More Important," or "Most Important" increased to 87.1%, 30.6% with a frequency of 19 responded to "More Important," while 56.5% with a frequency of 35 answered "Most Important" (see Appendix N).

In the case of the questionnaire item "fill the role of executive officer", classified as a formal expectation of board presidents, experienced 85% of respondents answering "More Important" or "Most Important" when the superintendent was a candidate for the position, 25.8% with a frequency of 16 were selected as "More Important," while 59.7% a frequency of 37 selected "Most Important."

At the time of contract renewal, 95.2%, an overall increase of 9.7% in the above stated categories, 24.2% with a frequency of 15 identified "More Important" as the selected category, while 71% with a frequency of 44 identified "Most Important" as the category of choice (see Appendix N). An example of a large percentage of board presidents with high expectations at the time of candidacy, developing into a greater percentage attaching higher importance at contract renewal after the experience of the superintendent's tenure. Again, this would seem to indicate dissatisfaction with job performance. "Management and administrative skills," recorded 82.1% of respondents indicating "More Important" (24.2%), or "Most Important" (58.1%) at the time of superintendent candidacy,

while that figure increased to 95.1% (30.6% "More Important" and 64.5% "Most Important") at the time of contract renewal (see Appendix N).

High percentages, both pre and post, are also seen in the questionnaire item "ability to implement policies and procedures", a formal expectation, records a respondent aggregate of 96.8% and a frequency rate of 60 in the three strongest categories of importance. The category of "Moderately Important" (12.9% and frequency of 8), "More Important" (35.5% and a frequency of 22) and "Most Important" (48.4% and a frequency of 30) are represented during the time of superintendent candidacy.

At the time of contract renewal, the respondents to the category of "Most Important" increased by 19.3% and a frequency rate of increase of 12, from 48.4% to 67.7%. Frequency rate increased from 30 to 42 (see Appendix N).

The two strongest categories of importance between candidacy and contract renewal for "personal characteristic" had a higher aggregate percentage. The categories of "More Important" (25% and a frequency of 15) and "Most Important" (15% and 9 frequency rate) during superintendent candidacy.

Upon the time of contract renewal, "More Important" recorded 27.9% respondent rate with a frequency of 17. At contract renewal, "Most Important" recorded a 19.7% and frequency of 12 respondent rate. "Moderately Important" remains the highest respondent percentage rate in the candidacy period (30% and a frequency of 18), and at the time of contract renewal (29.5% and frequency of 18) (see Appendix N).

Both questionnaire items of "leadership skill and style" and "ability to make decisions" recorded data outcomes pointing to an exceedingly high level of importance attached to them by board presidents. This was the case at the time of candidacy and contract renewal. High importance at the time of candidacy equates to high expectations. Failure of the superintendent to meet those high expectations may result in even greater emphasis being placed on those specific areas of the superintendent's job responsibilities at the time of evaluation and contract renewal. As an example, "leadership skill and style" had a high percentage of respondents select the strongest categories of importance in both time periods of superintendent candidacy and contract renewal. During superintendent candidacy, an aggregate of 90.4% of respondents selected "More Important" or "Most Important". An aggregate of 56 was recorded as the frequency rate. Both "More Important" and "Most Important" had identical percentages of 45.2% and 28 for frequency.

At the time of contract renewal, respondent selections in the previously stated categories totaled 92% and 57 frequency. The data results continued with respective tallies of 45.2% and a frequency of 28 for "More Important" and 46.8% with a frequency of 29 for "Most Important" (see Appendix N)

Ability to make decisions, a formal expectation, was rated by a large percentage of board presidents in the two strongest categories of importance. An aggregate of 95.1% and a frequency of 59 respondents chose either "More Important" or "Most Important" at the time of superintendent candidacy, 30.6%

with a frequency of 19 selected "More Important", while 64.5% with a frequency of 40 selected "Most Important."

Board presidents responded at contract renewal with an aggregate of 96.7% with a frequency of 60. The category of "More Important" recorded 17.7% and 11 frequency. The category of "Most Important" recorded 79% of respondents with a frequency of 49. "Most Important" experienced the highest percent increase (14.5% and 9 frequency) of all categories (see Appendix N).

Twenty questionnaire items on the questionnaire were recorded with relevant data outcomes. Eleven were in the category of informal expectations. Those intangibles board members carry "that assert themselves in interview settings centering on individual power-holders (board presidents) values and attitudes" (Tallerico, 2000, p. 36). Informal expectations with relevant data outcomes from frequency distribution results were as follows:

- ♦ Sense of Humor
- ♦ Concern for Detail
- ♦ Liberal Beliefs (Philosophy)
- ♦ Ability to Handle Conflict
- ♦ Exhibits Traditional Approaches to Superintendent Leadership Role
- ♦ Exhibits Non-Traditional Approaches to Superintendent Leadership Role
- ♦ Exhibits Behavior Fitting the Community's Expectations
- ♦ Performance in Crisis Situations
- ♦ Straight Forward
- ♦ Potential/Actual Performance at School Board Meetings

- ♦ **Progressive in Views**

The result of the data showed informal expectations, experienced contrasting Likert Scale scores between superintendent candidacy and contract renewal on some of the questionnaire items. For example, 5 questionnaire items; "sense of humor," "liberal beliefs," exhibits non-traditional approaches. . .," "exhibits behavior fitting the community's expectations," and "progressive in views" recorded a higher percentage of respondents with Likert Scale scores of lesser importance at contract renewal than at candidacy. This result was unlike formal expectations which recorded high scores and percentages at both candidacy and contract renewal (see Appendixes M and N).

The informal expectation of liberal beliefs had all categories decrease at the time of contract renewal with the exception of "Least Important," which rose from 13.3% with a frequency of 8, to 37.7% and frequency of 23. "Least Important" increased by 24.2% from the time period of the superintendent as candidate to contract renewal. An aggregate of 68.3% of respondents considered liberal beliefs to be "Somewhat Important," "Important," or "Moderately Important" when the superintendent is a candidate. The aggregate frequency for this time period is 41. The categories of "Somewhat Important," "Important," and "Moderately Important" drop to an aggregate of 50.8% and 31 frequency at the time of contract renewal (see Appendixes M and N).

A significant number (79%) of school board presidents believe humor to be "Important", "Moderately Important," or 'More Important' when the superintendent is a candidate. Respondents found sense of humor "Important"

at 21% with a frequency of 13. "Moderately Important" was recorded at 29% with a frequency of 18. Respondents also found "More Important" at 29% and frequency of 18.

At the time of superintendent contract renewal, a total of 72% of board presidents responded in the same categories. Respondents tallied 19.4% and a frequency of 12 for "Important." A tally of 19.4% and a frequency of 12 for "Moderately Important." Finally, respondents regarded 33.9% with a frequency of 21 for "More Important". Sense of humor is classified as an informal expectation (see Appendixes M and N).

The results of the data on exhibits non-traditional approaches to leadership shows 53% of responses by board chairpersons fell into the categories of "Important" (19.7% with a frequency of 12), "Moderately Important" (21.3% with a frequency of 13) and "More Important" (13.1% and a frequency of 8) at the time of superintendent candidacy.

Under contract renewal, respondent selections dropped down to 45.2% aggregate. The categories of "Important" (23% and frequency of 14), "Moderately Important" (14.8% with a frequency of 9), and "More Important" (8.2% and frequency of 5) (see Appendix N).

An examination of the questionnaire items, "exhibits behavior fitting the community's expectations" and "progressive in views" finds the continuation of informal expectations with lower percentages of board presidents indicating their importance at contract renewal than at candidacy. However, board presidents

attach a high level of importance to both areas during candidacy and at contract renewal (see Appendixes M and N).

Exhibits non-traditional approaches to leadership, where respondents indicated an aggregate of 88.8% and a frequency of 55 in the 3 strongest categories of importance during the time period of superintendent candidacy. The categories of "Moderately Important" (19.4% and frequency of 12), "More Important" (35.5% with a frequency of 22) and "Most Important" (33.9% and a frequency of 21) are represented here.

At the time of contract renewal, the aggregate percentage is 87% with an aggregate frequency rate of 54. "More Important" increased to 40.3% with a frequency of 25 and "Most Important" decreased to 30.9% with a frequency rate of 19. By the same token, questionnaire item "progressive in views", classified as an informal expectation, rated "high" with school board presidents at the time of superintendent candidacy and at contract renewal. The aggregate of the categories "Important," (14.8% with a frequency of 9), "Moderately Important" (23% with a frequency of 14), "More Important" (27.9% with a frequency of 17), and "Most Important" (27.9% with a 17 frequency) is 93.6% of respondent answers with a frequency of 57 at the time of superintendent candidacy (see Appendixes M and N).

Under contract renewal, the aggregate of "Important" (22.6% and frequency of 14), "Moderately Important" (14.5% and frequency of 9), "More Important" (27.4% and frequency of 17), and "Most Important" (21% and frequency of 13) is recorded at 85.5% – a decrease of 8.1%.

The remaining 6 questionnaire items categorized as informal expectations had frequency test results that showed a change as the result of board presidents attributing an increase in importance from candidacy to contract renewal. Those questionnaire items, which reflected an increase percentage of board presidents indicating high importance at contract renewal were:

- ♦ Concern for detail
- ♦ Ability to handle conflict
- ♦ Exhibits traditional approaches to superintendent leadership role
- ♦ Performance in crisis situations
- ♦ Straight forward
- ♦ Potential/actual performance at school board meetings

A review of each specific item listed above indicates "concern for detail".

The "More Important" category increased from 24.2% and frequency of 15 at the time of superintendent candidacy to an increase of 40.3% and frequency of 25, a 16.1% increase in respondent selection of the category. Also, "Most Important" experienced a decrease from candidacy to contract renewal -- dropping from 33.9% and frequency of 21 in candidacy to 25.8% and 16 at contract renewal (see Appendixes M and N).

Questionnaire item "ability to handle conflict" records board president responses during the time of the superintendent's candidacy as a 96.7% aggregate in the categories of "Moderately Important," "More Important," "Most Important." "Moderately Important" has 12.9% and 8 frequency respondent rate.

"More Important" has a 41.9% and 26 frequency respondent rate, as does "Most Important."

At the time of contract renewal, "Moderately Important" falls off to 6.5% and a frequency rate of 4, while "More Important" drops to 27.4% and a frequency rate of 17. "Most Important," however, increased to 62.9% with a frequency of 39. "Most Important" experienced an increase of 21% and a frequency rate increased of 13 at the time of contract renewal (see Appendix N).

Traditional approaches to leadership experienced an aggregate percentage of 55.8% with a aggregate frequency of 34 in the phase when the superintendent is a candidate. This aggregate includes the categories of "Important" (21.3% and 13), "Moderately Important" (14.8% and 9), "More Important" (13.1% and 8) and "Most Important" (6.6% and 4).

During superintendent contract renewal, the aggregate percentage in the above stated categories increased to 62.3% with a frequency of 38. The category of "Important" received the highest respondent selection in the superintendent as candidate phase (21.3% and 13), and during the time of contract renewal (26.2% and 16) (see Appendix N).

Perhaps not surprisingly, "performance in crisis situations" records a high aggregate respondent rate in both the time periods of superintendent candidacy and contract renewal. The three strongest categories of "Moderately Important" (17.7% with a frequency of 11), "More Important" (30.6% with a frequency of 19), and "Most Important" (40.3% with a frequency 25) record an aggregate

percentage of 88.6% with an aggregate frequency of 55 during superintendent candidacy (see Appendixes M and N).

At the time of contract renewal, the aggregate percentage in these categories rose to 96.8% with an aggregate frequency rate of 60. However, "Moderately Important" dropped from 17.7% and 11 in superintendent candidacy to 6.5% and 4 at the time of renewal, an 11.2% and frequency of 7 decrease.

Conversely "Most Important" increased from 40.3% with a frequency of 25 in superintendent candidacy, to 61.3% and a frequency of 38 at the time of superintendent contract renewal. This represents an increase in percentage of 21% and a frequency 13 (see Appendix N).

The questionnaire item of "straight forward," at the time period of superintendent candidacy, recorded an aggregate of 82% of respondents chose the two strongest categories of importance – "More Important" and "Most Important". 29% with a frequency of 18 chose "More Important," while 53.2% with a frequency of 33 chose "Most Important".

At the time period of superintendent contract renewal, 88.7% of respondents chose the categories of "More Important" and "Most Important" – a 6.5% increase. Frequencies increased by 4 from an aggregate of 51 during candidacy, to 55 at the time of contract renewal (see Appendix N).

Finally, regarding "potential and actual performance at school board meetings," respondents identified through their selections this item to be of "high" importance at both time periods of superintendent candidacy and contract renewal. An aggregate percent age of 95.2% and a frequency of 59 account for

the categories of "Important" (9.7% and frequency of 6), "Moderately Important" (22.6% and 14), "More Important" (35.5% and 22), and "Most Important" (27.4% and 17) at the time of superintendent candidacy.

Contract renewal respondent aggregate percentage was 98.4% and a frequency aggregate of 61. Of the categories discussed above, "Important" decreased (1.6% and 1) in percentage and frequency, while "Moderately Important" (12.9% and 8) also slipped in respondent selections. However, the strongest categories of importance increased significantly. The category of "More Important" increased its percentage to 38.7% with a frequency of 24, while "Most Important" experienced the highest respondent increase to 45.2% and a frequency of 28. "Most Important" experienced a 17.8% respondent increase from superintendent candidacy to contract renewal (see Appendix N).

The frequency results of formal (expectations) questionnaire items indicated a high percentage of school board presidents attached a high level of importance to specific areas related to superintendent job performance at the time of candidacy. Further, board presidents retained their strong feelings about the importance of superintendent performance in those areas at the time of contract renewal (see Appendix M). In fact, Likert scores on questionnaire items increased in the number of respondents attaching higher importance to those same areas of formal job performance responsibilities.

Informal (expectations) questionnaire items experienced more contrast in Likert Scale scores between superintendent candidacy and contract renewal. In five of the eleven total informal criterion, Likert Scale scores on level of

importance were not as high in contract renewal as in candidacy. In the case of "liberal beliefs," all categories decreased at the time of contract renewal with the exception of "Least Important," which increased. However, 9 of 11 informal questionnaire criteria recorded high Likert Scale scores on the level of importance respondents attached to the item, whether at the candidacy or contract renewal.

Frequency results indicate of 20 formal and informal criteria identified as having a relevant test result, 18 were items school board presidents felt strongly about at candidacy and contract renewal. This demonstrates those formal and informal criteria which remained important to board presidents (though a drop in Likert scores may have occurred), may be considered examples of stable indicators linking board president expectation at candidacy and the respondent's perception and evaluation at the time of contract renewal. Therefore, the data would suggest superintendent success or failure is influenced by their ability to meet the high expectations of identified questionnaire items, and failure to do so results in a negative perception by board presidents of superintendent job performance at contract renewal. This negative perception often manifest itself in the board president, increasing the importance of the criteria item on the Likert scale.

*Matched Paired T-Test of the Criteria for the Selection and Evaluation
of the Superintendent of Schools by Board Presidents.*

Matched paired T-Test results indicated 16 (36%) of a total of 44 questionnaire items recorded a statistical significant difference between board president

expectations during superintendent candidacy and their perceptions at contract renewal. Questionnaire items with statistical significant outcomes were equally divided between formal and informal expectations (see Table 5). Questionnaire items in the category of formal expectations were:

- ◆ Budget Development and Implementation
- ◆ Ability to Delegate
- ◆ Fill the Role of Executive Officer
- ◆ Continued Professional Development
- ◆ Demonstrated Having Planning and Organizational Ability
- ◆ Knowledge of Collective Bargaining
- ◆ Ability to Implement Board Policies and Procedures
- ◆ Ability to Make Decisions

Formal expectations are those characteristics, categories, job descriptions, management tasks, duties, responsibilities, etc. used as the basis for selection or evaluation which are communicated to the public at large. The mean difference of respondent scores of criteria categorized as formal expectations, would seem to indicate board presidents attached greater importance to each area at the time of contract renewal than at candidacy (see Table 5). Further, board presidents attached a higher level of importance to each formal expectation at the time of superintendent's candidacy (see Table 5). Therefore, a statistically significant outcome is manifested by a change in the mean average between board member expectation at candidacy and the mean average of their perception (and subsequent evaluation) at superintendent

contract renewal. In this case, change represents an increase on the Likert Scale in the level of importance attached to formal expectations by board presidents from superintendent candidacy to contract renewal. Board presidents who attach increased importance to a formal job responsibility of the superintendent at the time of contract renewal would seem to indicate a concern for the performance of the superintendent in that area. In addition, the research would seem to suggest high expectations in candidacy, which relate to formal expectations, can influence negatively board member perceptions at contract renewal. Of course, one would surmise the opposite may also be true, that is, high expectations of board presidents at the time of superintendent candidacy may also lead to positive influences on board member perception at contract renewal. The researcher suggests two deciding factors which result in negative or positive board member perception. One is the superintendent's job performance, and two the type of relationships established with key constituents during his or her tenure.

For example, the formal questionnaire item of "budget development and implementation" which was statistically significant ($p=.000$) with a mean difference of $-.58$ and a T-value of -5.203 , indicating a strong mean increase in the level of importance attached by board presidents at the time of contract renewal. In addition, with a mean average of 5.50 at the time of candidacy, board presidents attached high importance and subsequent high expectations of the prospective candidate in this area (see Table 5).

The results of T-Test on the formal questionnaire item of "ability to delegate" with a mean difference of $-.32$, statistically significant ($p=.016$), and a standard deviation of 1.021 , suggest board presidents perceptions about the ability of their superintendents in their districts to delegate took on greater importance after observing actual performance in this job-related area. "Ability to delegate" also began in candidacy with a high mean average for importance assigned by board presidents (see Table 5).

Board presidents recorded a mean difference of $-.32$ a T-value of -3.078 , a standard deviation of $.825$, with a statistical significance level of $p=.003$ for the questionnaire item "fill the role of executive officer." As previously mentioned, the job-related criteria experienced a high mean average in both candidacy (6.26) and at contract renewal (6.58). The fact that such a high mean average in candidacy also experienced a significant increase in average at the time of contract renewal is important to note. Providing another example of the link between high importance (and subsequent expectation) in candidacy to high importance (and perception) with possible negative outcomes at contract renewal.

The results of paired samples T-Test on the formal questionnaire item of "continued professional development" was a T-value of -2.482 , with a mean difference of $-.37$, and a standard deviation of 1.177 and statistical significance level of $p=.015$. This suggests a statistical significant level of difference exists between board presidents perceptions of superintendent performance at candidacy, and at the time of contract renewal. The statistical significant

difference again manifested in an increase in the level of importance at contract renewal.

The questionnaire item of "demonstrated planning and organizational ability" also recorded similar respondent outcomes. T-values were recorded at -2.501 with a mean difference of -.23, a standard deviation of .711, and a statistical significance level of $p=.015$ (see Table 5). The means for "demonstrated planning and organizational ability" were high in both candidacy and contract renewal. Recording a statistical significant increase at contract renewal, "demonstrated planning and organizational ability" would seem to be a high priority area where superintendents must exhibit successful job performance at the time of contract renewal.

The same assessment can be made of the formal questionnaire item "ability to implement board policies and procedures" with a T-value of -2.513, a statistical significance level of $p=.015$, with a mean difference of -.26, and a standard deviation of .808. This suggests a strong level of statistical significant difference exist between board president perception of superintendent performance at candidacy and at the time of contract renewal. Further, with respondents exhibiting high mean averages in both candidacy and at contract renewal (see Table 8), again it would seem a high priority area where superintendent success is required more so than others.

The final formal questionnaire item with a statistical significant outcome is "ability to make decisions." The results of the paired sample T-Test were a T-value of -2.615 with a statistical significance of $p=.011$ and a mean difference of

-16. The standard deviation was recorded at .486. The questionnaire item mirrors previous formal expectations of board presidents in that high mean averages were recorded by respondents in both candidacy and contract renewal, indicating a high priority area where superintendent success is required.

Questionnaire items in the category of informal expectations totaled 8, or half of all statistical significant outcomes. The following is a listing of questionnaire items in the category of informal expectations:

- ◆ Conservative beliefs
- ◆ Moral character
- ◆ Liberal beliefs
- ◆ Cultural background
- ◆ Economic background
- ◆ Performance in crisis situations
- ◆ Potential/actual performance at school board meetings
- ◆ Progressive in views

Informal expectations are those intangibles board members carry "that assert themselves in interview settings which center on individual power-holders values and attitudes, at once idiosyncratic and personal, but also reflective on one's particular background, experiences, and surrounding familial, institutional, and cultural worlds" (Tallerico, 2000).

The mean difference of respondent scores of the criteria categorized as informal expectations would seem to suggest that a change in respondent

perception occurs regarding the importance placed on those areas at the time of contract renewal. Specifically, the decrease in the importance board presidents attach to the informal questionnaire item may be the direct result of the superintendents ability to meet the expectations of the board president, over the course of their 3-year tenure in the leadership role. A close review of informal (expectations) questionnaire items with statistical significant outcome results show 6 of 8 areas of criteria experienced a decrease in the importance respondents attached to it from superintendent candidacy to contract renewal (see Table 5). Further, of the 8 areas of informal expectations, only 4 recorded the responses of board presidents in a Likert Scale category considered to be important at the time of both superintendent candidacy and contract renewal (see Table 5). The remaining four informal areas of selection and evaluation criteria used by board presidents were considered important at the time of candidacy, yet not important at contract renewal. In addition, some of the remaining criteria were considered un-important by board presidents at the time of candidacy and contract renewal.

Therefore, a close review of the data generated by the matched paired T-Test has led the researcher to the conclusion that informal expectations used by board presidents to select and evaluate superintendents have varied and contrasting outcomes. The varied outcomes of informal expectations are a manifestation of the "gut feelings" of board presidents that reflect the values and attitudes associated with each respondent's personal experiences.

One example of this circumstance can be seen in the results of the two-tailed paired samples T-Test on the informal questionnaire item of "conservative beliefs" with a high mean difference of .98. With a T-value of 5.502, a strong level of statistical significance of $p=.000$, and a standard deviation of 1.396. "Conservative beliefs" reported a statistically significant change in the level respondents attached to its importance from superintendent candidacy to contract renewal. The questionnaire item was important to board presidents at candidacy but not so important at the time of contract renewal. This would indicate either board president's were satisfied with the superintendent's demonstration of those beliefs as he or she carried out their job responsibilities leading to renewal, or the board president feels differently about "conservative beliefs" as an important factor in decision-making.

The results of T-Test data on "cultural background" reported a T-value of 2.885, with a strong mean difference of .61, a statistical significance level of $p=.005$, and standard deviation of 1.673. Board presidents decreased their level of importance for the formal expectation item statistically significant at the time of candidacy. However, respondents never attached a high level of importance to "cultural background", either in candidacy or contract renewal.

By contrast, "moral character" with a T-Test results and T-value of 2.253, a level of statistical significance at $p=.028$, with a mean difference of .29, and a standard deviation of 1.014, would suggest a change in respondent perceptions about the importance of "moral character" at the time of contract renewal. Specifically, board presidents attach less importance to "moral character" at

renewal. However, "moral character" retained a high mean average at the time of candidacy and contract renewal. This would suggest though board presidents found the criteria to be less important at contract renewal (as the result of the superintendent's performance in this area) it remained a very strong criteria in determining the rehiring of the superintendent.

The results of a paired samples T-Test on the informal questionnaire item of "liberal beliefs" was a T-value of 4.287, a level of statistical significance of $p=.000$, with a mean difference of .78, and a standard deviation of 1.415. Given the mean difference of .78 and the strong statistical significance level of $p=.000$ suggest board presidents attached a lower level of importance to "liberal beliefs" at contract renewal than at candidacy. However, the mean averages for board presidents at both time periods were in a relatively low Likert Scale range (Table 5). Suggesting though statistically significant change occurred between candidacy and contract renewal, that difference was of relatively low importance.

Responses to the informal questionnaire item "economic background" recorded a T-value of 2.186, with a level of statistical significance at $p=.033$. "Economic background" had a mean difference of .20, and a standard deviation of .703. This suggest though a statistical significant level of difference exist between the importance attached at candidacy and contract renewal, the change in perception was small and resulted in a decrease in importance attached by board presidents. Further, the mean averages of board presidents in both candidacy and contract renewal were lower.

Both the categories of "performance in crisis situations" and "potential/actual performance at school board meetings" were recorded with high mean averages in both superintendent candidacy and contract renewal. Both criteria also recorded statistically significant increases in the mean average of the importance board presidents attached to them between candidacy and contract renewal. For "performance in crisis situations," the results of the paired samples T-Test were a T-value of -3.746 at a statistically significant level of $p=.000$. The mean difference of -1.65 with a strong statistical significance level, and a standard deviation of 1.356 indicate a significant change in the perception of the importance of this criteria occurred. Between superintendent selection (candidacy) and superintendent evaluation (contract renewal) board presidents attached greater importance to this area at a high Likert Scale level, making superintendent performance in this area key to contract renewal. The same assessment is made by the researcher of the criteria "potential/actual performance at school board meetings." With a paired T-Test result of a T-value at -4.533, a statistical significance level of $p=.000$, a mean difference of -.55, and a standard deviation of .953, "potential/actual performance at school board meetings" also records a high mean average at the time of selection and at the time period of evaluation (to determine contract renewal). With a mean increase in the importance attached to this questionnaire item, it signals the board president's concern with the performance of the superintendent. With the questionnaire items consistent high rate of importance at candidacy (selection) and contract renewal (evaluation), the researcher believes it suggested

performance in this area (or lack of) may have influenced the decision about the previous superintendent's continued job tenure.

The results of the paired samples T-Test on the informal questionnaire item of "progressive in views" show a T-value of 3.192, a level of statistical significance at $p=.002$, with a mean difference of .48, and a standard deviation of 1.163. The mean average declined in importance board presidents attached to this item from candidacy to contract renewal. However, "progressive in views" retained a high mean average of importance in both superintendent selection (candidacy) and evaluation (contract renewal). Leading to the conclusion that, although board presidents perceived "progressive in views" to be less important to the evaluation of the superintendent at contract renewal (due to positive performance or outcomes in this area), it is still considered to be strongly influential in decision-making on superintendent contract renewal.

The results of matched paired T-Test on formal and informal criteria for superintendent selection (at candidacy) and evaluation (at contract renewal) indicate that:

- ♦ Significant mean differences do exist between board president's expectation at superintendent candidacy and their perceptions at the time of contract renewal.
- ♦ Mean differences were found in both the categories of formal and informal expectations.
- ♦ The presence of statistical significant differences manifested themselves

in the increase or decrease of the importance attached to a specific criteria item by board presidents. This occurs between superintendent selection (candidacy) and evaluation at the time of contract renewal.

- ◆ Both formal and informal criteria items have performance areas which record strong board member expectations (at candidacy) and perceptions (at contract renewal), as related to the level of importance the item has in the selection and evaluation process of superintendents, making superintendent performance in those areas key to contract renewal.
- ◆ In general, the data suggest informal expectations of board members with statistical significant outcomes have contrasting effects on board president's expectations and perceptions of superintendent job performance. Results may range from lower expectations, regarding a performance criterion at candidacy, to lower importance at contract renewal. Results may also range from higher expectations in candidacy to lower expectations at contract renewal. Results could record high expectations at candidacy and an increase in importance at contract renewal. Results may also be recorded at a lower Likert score at candidacy and a high score at contract renewal.
- ◆ The formal expectations data results suggest for the most part board presidents attach a high importance to those performance with statistical significant outcomes in both candidacy and contract renewal. The criterion items deemed by board presidents as important to highly

important in candidacy remain so at contract renewal, whether there is an increase or decrease in respondent test scores.

Table 5

Board President's Evaluation of Viable Attributes Matched Paired T-Test

CRITERIA	Pre-Candidacy		Post-Contract Renewal		T- Value	Signifi cance	Mean Diff.
	MD	SD	MD	SD			
Budget Development &							
Implementation	5.50	1.225	6.08	1.219	-5.203	.000	-.58
Ability to Delegate	5.11	1.216	5.44	1.196	-2.489	.016	-.32
Conservative Beliefs*	4.07	1.870	3.08	1.969	-5.502	.000	.98
Fill the Role of Executive							
Officer	6.26	1.254	6.58	.933	-3.078	.003	-.32
Moral Character*	6.37	1.044	6.08	1.394	2.253	.028	.29
Liberal Beliefs*	3.80	1.592	3.02	1.818	4.287	.000	.78
Continued Professional							
Development	5.21	1.473	5.58	1.397	-2.482	.016	-.37
Cultural Background*	2.69	1.807	2.08	1.672	2.885	.005	.61
Demonstrated Planning Org.							
Ability	6.15	.973	6.37	.972	-2.501	.015	-.23
Knowledge of Collective							
Bargaining	5.00	1.355	5.26	1.267	-2.396	.020	-.26
Ability to Implement Board							
Policy & Procedures	6.24	1.019	6.50	.988	-2.513	.015	-.26
Economic Background*	1.79	1.404	1.59	1.257	2.186	.033	.20
Performance in Crisis							
Situations*	5.79	1.570	6.44	.985	-3.746	.000	-.65

CRITERIA	Pre-Candidacy		Post-Contract Renewal		T- Value	Signifi cance	Mean Diff.
	MD	SD	MD	SD			
Straight Forward*	6.19	1.171	6.39	1.061	-1.993	.051	-.19
Potential/Actual Performance at School Board Meetings*	5.68	1.212	6.23	.931	-4.533	.000	-.55
Ability to Make Decisions	6.53	.900	6.69	.861	-2.615	.011	-.16
Progressive in Views*	5.49	1.398	5.02	1.638	3.192	.002	.48

Note. * Represents informal expectations of the school board president.

SD = Standard Deviation

MD = Mean Deviation

*Independent T-Test on Gender for the Selection and Evaluation of the
Superintendent of Schools by Board Presidents*

The results of Independent T-Test showed two criteria items were recorded at a statistically significant level in terms of indicating differences between males and females at the time of superintendent candidacy. The results of an independent groups T-Test on "gender" and "male leadership" indicates that males with a mean of 3.04, and standard deviation of 1.990, were different from females with a mean of 1.72 and standard deviation of 1.486 (see Table 6). With a mean difference of 1.31, T-value of 2.826 and a $p=.007$ (Table 6), this would suggest a strong level of statistical significant difference exists between male and female board president expectation of the importance of

"male leadership" at the time of superintendent candidacy. It would seem the issue of "male leadership" was more important to male board presidents, than to female presidents during the candidacy of the superintendent. However, both gender groups attached relatively low importance to "male leadership" based upon Likert Scale mean scores (see Table 6).

The results of an independent groups T-Test on "gender" and "non-traditional approaches to superintendent leadership role" indicated that males with a mean of 4.32 and a standard deviation of 1.847 differed from females in the level of importance attached to "non-traditional approaches" at candidacy. Females with a mean of 3.33, a standard deviation of 1.848, recorded a lower Likert Scale score in terms of the level of importance attached to this criteria at the time of superintendent selection. Recording a T-value of 2.081 at a statistical significant level of $p=.042$ (Table 6) suggest meaningful differences exist in the importance placed on "non-traditional approaches" by male and female board presidents, but the differences between means (.94) would suggest the strength of those differences are not as statistically significant as "male leadership."

"Male leadership" and "non-traditional approaches" are both informal expectations board presidents use at the time of superintendent selection. Statistical significant differences exist between male and females in the level of importance each attaches to each questionnaire criteria, though males seem to have a higher mean average in terms of importance attached to each criteria.

Only "non-traditional approaches" seem to have male and female averages which fall in the realm of importance at the time of candidacy.

Two formal criteria items were recorded as having statistically significant differences between male and female board member perceptions at the time of contract renewal. The results of an independent groups T-Test on "gender" and "supervision and staff development" indicated that males with a mean average of 5.76, a standard deviation of 1.596, differed from females with a mean average of 6.48, a standard deviation of .619. "Supervision and staff development" also recorded a T-value of -2.418, at a level of statistical significance of $p=.019$. This suggests a strong statistical significant difference exists (with a mean difference of -.73) between male and female board members perceptions of the importance of "supervision and staff development" at the time of superintendent contract renewal.

The results of an independent groups T-Test on "gender" and "idealistic" indicated that males with a mean average of 4.93, a standard deviation of 1.654, differed from females with a mean average of 4.03, and a standard deviation of 1.510. "Idealistic" also recorded a T-value of 2.216 at a statistical significance level of $p=.031$. This also suggests the presence of a statistical significant difference (with a mean difference of .90) between male and female board presidents perceptions of the importance of "idealistic" at the time of contract renewal.

Both formal expectations, "supervision and staff development" and "idealistic," recorded high Likert Scale scores for levels of importance. High

scores of importance were recorded for both male and female board presidents. Males attached a greater importance to "idealistic" at contract renewal than females. Females recorded a higher mean score of importance for "supervision and staff development" than males at contract renewal.

Table 6***Board President's Evaluation of Viable Attributes Independent T-Test on Gender***

CRITERIA	Pre-Candidacy		Post-Contract Renewal		T- Value	Signifi cance	Mean Diff.
	MD	SD	MD	SD			
Male Leadership							
Males	3.04	1.990			2.826	.007	1.31
Females	1.72	1.486			2.812	.007	1.31
Non-Traditional Approaches to Superintendent Leadership							
Males	4.32	1.847			2.081	.042	.99
Females	3.33	1.848			2.081	.042	.99
Supervision and Staff Development							
Males			5.76	1.596	-2.418	.019	-.73
Females			6.48	.619	-2.303	.027	-.73
Idealistic							
Males			4.93	1.654	2.216	.031	.90
Females			4.03	1.510	2.199	.031	.90

Note. SD = Standard Deviation

MD = Mean Deviation

***ANOVA Analysis of the Criteria for the Selection and Evaluation of the
Superintendent of Schools by Board Presidents***

Analysis of Variance (ANOVA) test were conducted on questionnaire items (dependent variables) in parts III and IV of the survey. Questionnaire items in those areas were tested against the independent variables of:

- ◆ **District Factor Grouping (DFG)**
- ◆ **Number of Years on the School Board**
- ◆ **Status of the Current Superintendent's Contract**
- ◆ **Number of Years as Board President**
- ◆ **Number of Years in School District as Superintendent**

The purpose of ANOVA testing was to determine if the variability occurring "between groups," located in the independent variables listed above, was statistically significantly larger than would be expected of variance occurring "within group" ". . . given the influence of random sampling and chance error alone" (Krathwohl, 1998). If statistical significant differences would exist between sub-groups represented within each of the independent variables, ultimately influencing board decision-making on superintendent selection and evaluation at the time of contract renewal.

District Factor Grouping (DFG)

ANOVA analysis of District Factor Grouping (DFG) indicated 3 dependent variables with F-values that were statistically significant. Two of the criteria ("male leadership" and "cultural background") were significant at the time of superintendent candidacy, while "conservative beliefs" was statistically significant at the time of contract renewal.

The means for between groups and within groups shown in the one-way ANOVA table on "DFG" and "male leadership" (see Table 7) at the time of superintendent candidacy indicate an F-value of 2.424* which is statistically significant. In addition, with a strong eta-squared ($\eta^2 = .31$), this would suggest

strong evidence that the differences between groups found in "male leadership" is the result of the independent variable of DFG. Therefore, given the survey population's make-up or demographic characteristics (i.e., the majority of board presidents represent districts of high economic wealth), more board presidents who represent districts with high economic wealth found "male leadership" less important than districts with medium or low economic wealth. Though low and medium income districts were underrepresented in this study, board presidents from those districts believed "male leadership" was less important at candidacy also.

The means for between groups and within groups shown in the one-way ANOVA table on "DFG" and "cultural background" at the time of superintendent candidacy indicate an F-value of 2.476* which is also statistically significant. With a strong eta-squared score ($\eta^2 = .30$), this would suggest strong evidence of a statistical significant difference between DFG, as represented by board presidents, in the importance placed on "cultural background" at the time of candidacy. With interpretations drawn from statistical data of a survey population associated with previously mentioned demographics (i.e., high district wealth), more board presidents representing districts with high economic wealth found "cultural background" less important at the time of candidacy than districts with low or medium DFG's. Concerning "cultural background," those districts with low or medium economic wealth, though underrepresented in the survey population also believe "cultural background" to be less important at the time of superintendent candidacy.

The means for between groups and within groups shown in the one-way ANOVA table on "DFG" and "conservative beliefs" at the time of superintendent contract renewal indicate an F-value of 2.363* which is statistically significant (see Table 7). "Conservative beliefs" also retains a strong eta-squared score ($\eta^2 = .28$), suggesting strong evidence of a difference between "between groups" which are influenced by "gender" as concerned with "cultural background." Therefore, with interpretations drawn from statistical data results of the survey population's previously mentioned demographics, a greater number of board presidents representing districts with high economic wealth found "conservative beliefs" less important at the time of superintendent contract renewal. This as compared to board presidents whose districts were of medium or low DFG's. However, a meaningful number of board presidents representing low and medium District Factor Groupings (DFG) found "conservative beliefs" more important at contract renewal.

Table 7

ANOVA Analysis of District Factor Grouping (DFG)

Dependent Variable	Pre-Candidacy				Post-Contract Renewal			
	Mean Sq.	df	F-Values	eta-sq	Mean Sq.	df	F-Values	eta-sq
Male Leadership								
Between Groups	6.369	7	*2.424	.31	5.864	7	2.030	.27
Within Groups	2.627	37	—	—	2.888	38	—	—
Cultural Background								
Between Groups	6.922	7	*2.476	.30	—	—	—	—
Within Groups	2.795	41	—	—	—	—	—	—
Conservative Beliefs								
Between Groups	—	—	—	—	7.710	7	*2.363	.28
Within Groups	—	—	—	—	3.262	42	—	—

Note: ** denotes significance

"df" denotes degrees of freedom

"pre" denotes superintendent as candidate

"post" denotes superintendent at contract renewal

"eta-sq" denotes proportion of variance explained by independent variable

Number of Years on School Board

Number of years on school board recorded three criteria items with significant F-value scores at the time of superintendent candidacy (see Table 8). However, those criteria items (all informal expectations) did not maintain a level of statistical significance into the period of contract renewal (see Table 8). The three criteria with levels of statistical significance at the time of superintendent candidacy were "cultural background," "exhibits traditional approaches to

leadership role," and "decisions of the superintendent on issues pertaining to board family or friends" (see Table 8).

The means for between groups and within groups shown in the one-way ANOVA table on "number of years on school board" and "cultural background" at the time of superintendent candidacy, indicate an F-value of 5.971* which is statistically significant (see Table 8). "Number of years on school board" and "cultural background" also retained a strong eta-squared ($\eta^2 = .24$), indicating the amount of variance found is the result of "number of years on school board." Statistical data results indicate the longer the length of time board presidents stay on the board, the more important "cultural background" becomes at candidacy. Statistically significant variance occurs "between group means" of board presidents with less than 4 years of experience, and the means of board presidents with 4 or more years of experience,

The means for between groups and within groups shown in the one-way ANOVA table on "number of years on school board" and "exhibits traditional approaches to leadership role" at the time of superintendent candidacy, indicate an F-value of 3.184* which is statistically significant. "Exhibits traditional approaches to leadership" also retained a strong eta-squared score ($\eta^2 = .14$), pointing to the fact that variance is the result of the presence of the independent variable. Statistical data results indicate the longer the length of time board presidents stay on the board, the more important the superintendent candidate's ability to "exhibit traditional approaches to leadership" becomes to survey respondents. Statistically significant variance is manifested "between means of

groups" who have served on the board less than four years, and the means of board presidents who have served more than four years.

The means for between groups and within groups shown in the one-way ANOVA table on "number of years on school board" and "decisions of the superintendent on issues pertaining to board family or friends" at the time of superintendent candidacy indicate an F-value of 3.439* which is statistically significant (see Table 8). With a eta-squared at $\eta^2 = .15$ on average, there is evidence that a statistically significant variance exist "between means of groups" to suggest a difference occurs between the number of years one is on the school board and their expectations of the superintendent candidate's decisions toward board family and friends. Statistical data results indicate the length of time board presidents stay on their school boards influences the level of importance attached to "decisions of the superintendent on issues pertaining to board family and friends" at the time of candidacy. The longer the board president's tenure, the more important "decisions of the superintendent pertaining to board family and friends" becomes. Statistical significant variance is manifested "between means of groups" who have served on the board less than four years, and the means of board presidents who have served four years or more.

Table 8

ANOVA Analysis of Number of Years on School Board

Dependent Variable	Pre-Candidacy				Post-Contract Renewal			
	Mean Sq.	df	F-Values	eta-sq	Mean Sq.	df	F-Values	eta-sq
Cultural Background								
Between Groups	15.667	3	*5.971	.24	5.803	3	2.197	.10
Within Groups	2.624	58	—	—	2.641	58	—	—
Exhibits Traditional Approaches to Leadership Role								
Between Groups	10.021	3	*3.184	.14	7.889	3	2.731	.12
Within Groups	3.147	57	—	—	2.889	57	—	—
Decisions of the Superintendent on Issues Pertaining to Board Family or Friends								
Between Groups	12.009	3	*3.439	.15	10.908	3	2.485	.12
Within Groups	3.492	57	—	—	4.391	57	—	—

Note. "*" denotes significance

"df" denotes degrees of freedom

"pre" denotes superintendent as candidate

"post" denotes superintendent at contract renewal

"eta-sq" denotes proportion of variance explained by independent variable

Status of the Current Superintendent's Contract

Status of the current superintendent's contract recorded 3 criteria items with statistical significant F-value scores. Two criteria, "continued professional

development" and "exhibits traditional approaches to leadership role" were found to have statistically significant variance between the means of groups at the time of superintendent contract renewal. The third criteria, "personal characteristics" recorded statistically significant variance between the means of groups at the time of superintendent candidacy (see Table 9).

The means for between groups and within groups shown in the one-way ANOVA table on "status of your current superintendent's contract" and "personal characteristics" at the time of superintendent candidacy, indicate an F-value of 4.880* which is statistically significant. "Personal characteristics" also recorded a eta-squared score of $\eta^2 = .15$, which suggest the strong possibility that the observed variance is the result of the independent variable. On average, there is evidence a strong significant difference exists between "status of the current superintendent's contract" and the importance placed on "personal characteristics" at the time of superintendent candidacy. "Personal characteristics," however, did not retain a statistically significant variance between groups of means at superintendent contract renewal (see Table 9). With interpretations drawn from statistically significant data results, variance occurs "between means of groups" of board presidents who have either "just renewed," or "not renewed" their superintendent's contracts. Those board presidents who did not renew their superintendent's contracts would seem to place a statistically significant higher importance level on "personal characteristics."

The means for between groups and within groups shown in the one-way ANOVA table on "status of your current superintendent's contract" and "continued professional development" at the time of contract renewal indicate an F-value of 3.576* that is statistically significant. A eta-squared score of $\eta^2 = .11$ would suggest the estimated effect of the independent variable is large in terms of variance between groups of means. On average, there is evidence to suggest a statistically significant difference exists between "status of current superintendent's contract" and the importance placed on "continued professional development" at the time of contract renewal. With interpretations drawn from statistically significant data results, variance occurs "between means of groups" of board presidents who have either "just renewed," or "not renewed" their superintendent's contracts. Board presidents not renewing their superintendent's contracts would seem to place a statistically significant higher level of importance on "continued professional development."

The means for between groups and within groups shown in the one-way ANOVA table on "status of your current superintendent's contract" and "exhibits traditional approaches to leadership role" at the time of contract renewal indicate an F-value of 4.733* which is statistically significant (see Table 9). A strong eta-squared score of $\eta^2 = .14$ suggest the estimated effect of the independent variable is large in terms of variance between groups of means. On average, there is evidence a strong statistical significant difference exists between "status of current superintendent's contract" and the importance placed on "exhibits traditional approaches to leadership role" at the time of contract renewal.

Statistical data results indicate variance occurs "between means of groups" of board presidents who have either "just renewed," or "not renewed" their superintendent's contracts. Board presidents not renewing their superintendent's contracts would seem to place a statistically significant higher level of importance on the superintendent's ability to "exhibit traditional approaches to leadership role" at contract renewal.

Table 9

ANOVA Analysis Status of the Current Superintendent's Contract

Dependent Variable	Pre-Candidacy				Post-Contract Renewal			
	Mean Sq.	df	F-Values	eta-sq	Mean Sq.	df	F-Values	eta-sq
Personal Characteristics								
Between Groups	7.612	2	*4.880	.15	5.316	2	2.896	—
Within Groups	1.560	56	—	—	1.835	57	—	.092
Continued Professional Development								
Between Groups	—	—	—	—	6.424	2	*3.575	.11
Within Groups	—	—	—	—	1.797	56	—	—
Exhibits Traditional Approaches to Leadership Role								
Between Groups	—	—	—	—	13.361	2	*4.733	.14
Within Groups	—	—	—	—	2.823	57	—	—

Note. "*" denotes significance

"df" denotes degrees of freedom

"pre" denotes superintendent as candidate

"post" denotes superintendent at contract renewal

"eta-sq" denotes proportion of variance explained by independent variable

Number of Years as Board President

The independent variable of "number of years as board president" recorded one questionnaire item (dependent variable) with statistical significant variance occurring between the means of groups. "Non-traditional approaches

to the superintendent's leadership role" at the time of contract renewal is the questionnaire item (see Table 10).

The means for between groups and within groups shown in the one-way ANOVA table on "number of years as school board president" and "non-traditional approaches to superintendent leadership role" at the time of contract renewal indicate an F-value of 4.418* which is statistically significant. A strong eta-squared score of $\eta^2 = .13$ suggest the estimated effect of the independent variable is large in terms of variance between groups of means. On average, there is evidence to suggest a strong statistical significant difference exists between "years as board president" and "non-traditional approaches to superintendent leadership role" at the time of contract renewal. With interpretations drawn from statistically significant data results, variance occurs "between mean groups" of board presidents with a length of time in the position of "less than 1 year," and "more than 3 years." Data suggests the longer the board president has held the position, the higher the level of importance he or she will attach to "non-traditional approaches to superintendent leadership role."

Table 10

ANOVA Analysis of Number of Years as Board President

Dependent Variable	Pre-Candidacy				Post-Contract Renewal			
	Mean Sq.	df	F-Values	eta-sq	Mean Sq.	df	F-Values	eta-sq
Non-Traditional								
Approaches to Superintendent Leadership Role								
Between Groups	—	—	—	—	13.941	2	*4.418	—
Within Groups	—	—	—	—	3.156	58	—	.13

Note. *** denotes significance

df denotes degrees of freedom

pre denotes superintendent as candidate

post denotes superintendent at contract renewal

eta-sq denotes proportion of variance explained by independent variable

Number of years as Superintendent in District at this Position

The independent variable of "number of years in district as superintendent" recorded statistical significant scores in 3 questionnaire items. Two criteria, "budget development and implementation" and "idealistic," had statistical significant F-scores at the time of superintendent contract renewal. The third criteria, "friendly at interviews" recorded a statistical significant F-score at the time of superintendent candidacy.

The means for between groups and within groups shown in the one-way ANOVA table on "number of years in school district as superintendent" and "friendly at interview" at the time of superintendent candidacy indicate an F-

value of 2.210* which is statistically significant in terms of the presence of variance. A strong eta-squared score of $\eta^2 = .74$ suggest the estimated effect of the independent variable is large in terms of variance between groups of means. On average, there is evidence that a strong statistical significant difference exists between "number of years as superintendent in district at the position" and importance placed on "friendly at interviews" at the time of superintendent candidacy.

The means for between groups and within groups shown in the one-way ANOVA table on "number of years in school district as superintendent" and "budget development and implementation" at the time of contract renewal indicate an F-value of 1.859* which is statistically significant. A strong eta-squared score of $\eta^2 = .70$ suggest the estimated effect of the independent variable is large in terms of variance between groups of means. On average, a statistical significant difference exists between "number of years as superintendent in district at that position" and importance placed on "budget development and implementation" at the time of superintendent contract renewal.

The means for between groups and within groups shown in the one-way ANOVA table on "number of years in school district as superintendent" and "idealistic" at the time of contract renewal, indicate an F-value of 1.980* which is statistically significant. A strong eta-squared score of $\eta^2 = .71$ suggest the estimated effect of the independent variable is large in terms of variance between groups of means. On average, there is evidence that a statistically

significant difference exists between "number of years as superintendent in district at the position" and the importance placed on "idealistic" at the time of superintendent contract renewal.

Interestingly, of the 13 criteria identified as statistically significant based upon ANOVA test results, 10 were from the category of informal expectations of board presidents. The researcher suspects that ANOVA testing, which is based upon an independent variables interaction/influence on a dependent variable, may have more impact on informal criteria.

Table 11

ANOVA Analysis of Number of Years in School District as Superintendent

Dependent Variable	Pre-Candidacy				Post-Contract Renewal			
	Mean Sq.	df	F-Values	eta-sq	Mean Sq.	df	F-Values	eta-sq
Friendly at Interview								
Between Groups	3.039	34	*2.210	.74	—	—	—	—
Within Groups	1.375	27	—	—	—	—	—	—
Budget Development and Implementation								
Between Groups	—	—	—	.70	1.867	34	*1.859	.70
Within Groups	—	—	—	—	1.004	27	—	—
Idealistic								
Between Groups	—	—	—	.71	3.411	33	*1.980	.71
Within Groups	—	—	—	—	1.722	27	—	—

Note. "*" denotes significance

"df" denotes degrees of freedom

"pre" denotes superintendent as candidate

"post" denotes superintendent at contract renewal

"eta-sq" denotes proportion of variance explained by independent variable

If Statistical Significant Differences Exist Between Expectation and Perception of Performance, What is the Key Factors Contributing to These Differences?

The research data results suggests the key factors contributing to significant differences between expectation (pre) and perception (post) of superintendent job performance, are associated with both formal and informal criteria (expectations) of board presidents. This association is manifested in the

interrelationships which exist between formal and informal expectations harbored by board presidents. The relationship which exist between formal and informal expectations are exhibited in the manner which board presidents apply them to the selection, hiring, evaluation and contract renewal cycle. The above mentioned are all key segments of the superintendent school board relationship in the State of New Jersey. Further examination of the research suggest the relationship between formal and informal expectations are influenced by other factors which contribute to board president decision-making. The influence of those factors can sway board president decision-making either positively or negatively, regarding the renewal of the superintendent's contract. The key factors which the research suggest contribute to significant differences between superintendent candidacy and contract renewal are:

- ♦ The level of the board president's expectation of superintendent performance on specific personal and professional criteria items at the time of candidacy.
- ♦ An increase or decrease in the level of importance attached to a criteria item by board presidents from superintendent candidacy to contract renewal.
- ♦ The actual job performance of the superintendent, especially when carried out in areas identified (by survey respondents) as having high levels of importance attached to it in both, candidacy and contract renewal.

- ◆ **The lack of an effective communications process to convey either formal or informal expectations of board presidents to superintendents.**
- ◆ **The District Factor Grouping (DFG) of the school districts board president's head.**
- ◆ **The number of years respondents have served on their respective boards.**
- ◆ **The number of years respondents have served in the leadership role of board president.**
- ◆ **The status of the current superintendent's contract.**
- ◆ **The number of years the superintendent served in the respondent's district as superintendent.**

One example of the influence key factors (listed above) have on the relationship between formal and informal expectations, occurs when board presidents attach high levels of importance to Likert Scale items in candidacy. Data results from Frequency and T-Test (see Appendixes M - N and Table 5) indicated both formal and informal questionnaire items recorded high scores in levels of importance at the time of superintendent candidacy. However, as previously stated, formal expectations were more consistent in exhibiting a higher level of importance placed on them by respondents. This was not only the case at the time of candidacy, but was also supported by the data on superintendent contract renewal (see Table 5). In fact, formal expectations seem to have even higher levels of importance attached at contract renewal (see Table 5). The researcher attributes this data result to the nature of formal

expectations. Formal expectations, which are based upon established guidelines (often written and formalized) such as, characteristics, categories, job descriptions, duties, responsibilities, etc., are communicated to the public at large. Because formal expectations are communicated to the public at large, they often represent the formal desires of the collective whole of the school organization. Therefore, the level of importance attached by board members to a questionnaire item is less likely to decrease with formal expectations than on informal items which are based upon values and attitudes. A random selection of formal and informal expectations, which recorded statistically significant differences between candidacy and contract renewal is a demonstration of the above stated observations.

A review of the formal questionnaire items of "budget development and implementation," "school board superintendent relations," "ability to implement school board policies and procedures," and "management and administrative skills" are revealing. All of the above stated formal criteria were recorded at high percentage and frequency levels in candidacy (see Appendix O). All of the criteria experienced a relevant increase in respondent perception of their importance at contract renewal (see Appendix P). Formal questionnaire items with significant T-Test results were "budget development and implementation," "ability to delegate," "fill the role of executive officer," and "ability to implement board policies and procedures." All formal questionnaire items recorded significant T-values and increases in the mean difference of criteria from candidacy to contract renewal (see Appendix Q). The researcher believes those

formal criteria items represent the expectations of board presidents that are core responsibilities of a superintendent's job tasks. These responsibilities remain important regardless of district size, population make-up, economic wealth or geography in New Jersey. Because of this, one would expect respondent levels of importance attached to each item, to remain consistently high in both candidacy and contract renewal. High levels of importance are maintained because the tasks are so central to successfully carrying out the leadership role of the superintendent.

In contrast, a review of informal board member criteria (expectations) indicate different results. The research results from percentage and frequency test on informal questionnaire items, "sense of humor," "liberal beliefs," "potential and actual performance in school board meetings," and "performance in crisis situations" are revealing. For example, the informal questionnaire criteria of "liberal beliefs" and "sense of humor" recorded higher percentages and frequencies of Likert Scale scores of high importance in candidacy than contract renewal. Simply put, the level of importance attached by respondents to both items decreased. However, Likert Scale scores of importance for board presidents increased from candidacy to contract renewal for the questionnaire items of "performance in crisis situations" and "potential and actual performance at school board meetings" (see Appendixes R and S).

Examining T-Test results from informal questionnaire items of "progressive in views," "conservative beliefs," "performance in crisis situations," and "potential or actual performance at school board meetings", the researcher

believes the results mirror the analysis written above. The informal questionnaire items of "progressive in views" and "conservative beliefs" both recorded significant T-values and decreases in the mean difference between candidacy and contract renewal. The questionnaire items of "performance in crisis situations" and "potential and actual performance at school board meetings" recorded increases from candidacy to contract renewal in the mean differences (see Appendix T).

Therefore, when board members attach high levels of importance to formal and informal expectations in candidacy, it becomes reflective of the high priority board presidents place on superintendent performance in those areas. Though formal expectations are more likely to maintain their high level of importance to board presidents from candidacy to contract renewal. Informal expectations seem to fluctuate more in terms of the level of importance attached by board presidents. As a result, board president's behavior is less predictable in making decisions on superintendent job performance when informal expectations are present. Those intangibles that board presidents carry (and manifested as informal expectations) "that assert themselves in interview settings", based upon values, attitudes, and one's particular background or experiences hold sway on board member decision-making. Given the constant level of importance attached to formal expectations and the accompanying formalized process used to evaluate the superintendent, the unpredictability of informal expectations on board president decision-making can result in decisions influenced by their presence.

When discussing key factors which contribute to significant differences between superintendent candidacy and contract renewal, that also influence board president decision-making. The relationship, which exists between superintendent job performance and the level of importance board presidents attach to their expectations (both formal and informal) merit further review.

As previously stated in our study, when board presidents assessed the level of importance of a questionnaire item from candidacy to contract renewal, higher Likert Scale scores were usually an indicator of the presence of high expectations. The researcher noted this was the case whether the item was formal or informal in nature.

When responses to a specific questionnaire item were recorded as high in importance on the Likert Scale in both candidacy and at contract renewal, the data seemed to suggest that a continued high level of importance would seem to indicate a non-negotiable area in which the job performance of the superintendent must be successful. The high expectations of the board president must be addressed in those areas for a successful renewal of the superintendent's contract. The data further suggests when a questionnaire item with a high level of importance increases (in importance) from candidacy to contract renewal, it becomes an indicator of board president dissatisfaction with superintendent performance in that evaluative area. In contrast, a decrease in the level of importance placed on a criteria area would seem to indicate satisfaction with the superintendent's performance at contract renewal. This is drawn from the fact that the board presidents were surveyed on their perception

(assessment) of their previous superintendent's in those areas. Non-negotiable performance areas are both formal and informal in terms of expectations. Together, they establish the link between superintendent job performance and renewal of contract.

Interestingly, those criteria items identified as non-negotiable are items that are closely tied to the core responsibilities of what superintendents do with board presidents and school boards, when given the task of running and leading school organizations. This is what the researcher would term the gestalt of the relationship existing between superintendents, board presidents and school boards. A review of formal and informal criteria items with consistent high Likert Scale scores of importance (attached by board presidents) is telling. This is especially the case from the perspective of the relationship (role) each item has in creating a successful and productive board president/superintendent leadership model.

Drawing upon the data from formal questionnaire items listed on Appendixes O, P, and Q. In addition, the informal questionnaire items listed on Appendixes U, V, and W are also used. The necessity of the superintendent's ability to have success in those areas to ensure contract renewal is evident to the researcher.

Non-Negotiable Formal Expectations:

- Budget Development and Implementation
- Fill the Role of Executive Officer
- (Positive) Board/Superintendent Relations
- Ability to Implement Board Policy & Procedures

Non-Negotiable Informal Expectations:

- Performance in Crisis Situations
- Ability to Handle Conflict
- Potential/Actual Performance at School Board Meetings
- Progressive in Views

However, what is not apparent is the influence of other significant variables (when present) on both formal and informal expectations as applied to board president decision-making. For example are the strong expectations listed above still non-negotiable if one enters an independent variable of gender, years of experience or DFG to the decision-making process.

The researcher believes positive job performance in the above listed areas do not necessarily guarantee the superintendent's contract is renewed. Suffice it to say poor performance in those areas, however, would assure the superintendent's non-renewal.

As previously mentioned in our study, the survey questionnaire given to board presidents concluded by asking them to respond to two open-ended questions. One of those questions asked board presidents to provide "their ideas or perceptions about how best to minimize the differences between formal and informal expectations placed on superintendent" (see Appendix G). Of 62 respondents who returned a questionnaire survey, 60 answered exit question one, or 97%. An examination of the coding category of "perspectives held by respondents" revealed 24 board presidents, or 40%, referenced communications as the means to best minimize differences between formal and informal expectations. This demonstrates to the researcher the negative influence a lack

of communications, or an effective communications process, has on creating significant differences between expectation (at candidacy) and perception/evaluation (at contract renewal).

With regards to the factor of communications, analysis showed of those respondents who mentioned communications as a solution for minimizing differences, 16 spoke of the process in general terms. This means respondents often used the term as an end into itself (e.g., "to minimize the differences, I feel there must be on-going communications"). The remaining 8 respondents offered specific strategies by which to accomplish the goal of effective communications (e.g., "total board discussions regarding the board role policy development what is expected from each member and the total board"). In addition to the above data, of the 24 respondents, 15 linked communications with a second or third key concept. Some of the secondary concepts mentioned in conjunction with communications were expectations, professional, honest, open, feedback, performance, skills, policy development, goals and objectives.

One particular data outcome of interest to the researcher was the communications models school board presidents presented in answering question one. Respondents fell into two categories of responses when answering question one. The first group of respondents drew upon formal communications approaches as a solution for how best to limit differences. The second group relied upon informal communications approaches to solving the question of how to limit differences between expectations (at candidacy) and perceptions (evaluation) at contract renewal. It should be noted at this point that

there was some degree of overlap between groups. Some respondents referenced both approaches in providing answers. School board presidents responding to question one provided the researcher with 23 answers, or 38%, (out of 60) that gave a formalized communicative process to minimize differences. Respondents referred in some manner to the use of clear goals, written objectives, timeliness, written expectations, mid-year and yearly evaluations, holding regular retreats, a detailed job description and detailed work sessions.

School board president responses to question one indicated informal communicative approaches numbered 18, or 30%. Some examples of key concepts or word statements (quotes) associated with informal approaches were trust, establishing a rapport, "being very up-front about true priorities and expectations," "establishing a sharing environment," "don't expect perfection," "board members should temper their expectations," "free discussions-no surprises," "give honest feedback" and "be a good listener." Further, the researcher noted when school board presidents provided responses and used the term communications, the supporting words (verbs) gave an indication of the respondent's perspective on the concept. For example, the word "open" is used in conjunction with communications by respondents in 9 of 18 informal answers (or 50%) of this type. Other words or terms linked to communications were ongoing, honest, extensive, feedback, good and critical.

Board presidents view the use of communications as an important factor in minimizing differences between their expectations of the superintendent at

candidacy, and their perceptions' evaluations at contract renewal. The data indicates board presidents favor formal modes of communications more than informal modes. However, informal modes would seem to provide more flexibility or variation in terms of the forums in which they can be used. Also, informal modes of communications seem to demonstrate a susceptibility to a greater chance for misinterpretations to occur over what messages are being communicated. Finally, informal communications would seem to provide the better vehicle by which the personal values, bias, and other traits of the individual board president can be transmitted to the evaluation of the superintendent's job performance.

Earlier in our discussion of significant factors which contribute to differences between candidacy and contract renewal, we noted the possible influence of other variables which were significant on formal and informal expectations. At that point, the researcher posed the question, would strong formal or informal expectations remain non-negotiable items if independent variables such as District Factor Grouping (DFG) were present? The data would seem to suggest both formal and informal expectations with strong group mean levels of importance are influenced by independent variables like DFG (see Tables 7, 8, 9, 10, and 11). Therefore, leading to the observation that items formally thought to be non-negotiable (in terms of influencing board president decision-making) could possibly be changed. This would be dependent upon the type of effect the independent variable has on board president perception and decision-making regarding the formal or informal expectation.

In addition, the presence of independent variables (in ANOVA testing) result in a larger number of informal expectations experiencing significant variance between groups than do formal expectations. This leads to the observation that independent variables like DFG, number of years spent on the board, number of years as board president, status of the superintendent's contract, and the tenure of the superintendent in the district are more influential on informal expectations in board decision-making than formal.

In summary, the level of expectation of board presidents is influenced by the presence of informal criteria in candidacy and contract renewal. Informal expectations would seem to hold sway on board president decision-making when present with formal expectations. Although informal expectations are less stable than formal criteria, their fluctuation in levels of importance attached by board presidents influence decision-making. Therefore, the inconsistency of informal expectations can have more impact on board president's perceptions than formal criteria.

Board president's decision-making is influenced by the level of expectation placed on the superintendent's performance. Balanced against the ability of the superintendent to meet their expectations during the tenure of his job. The level of expectations of the board president are tempered by the actual job performance of the superintendent. In this way, superintendent success or non success in meeting board president expectations is determined. Both informal and formal expectations are influenced by actual superintendent performance. However, more formal expectations are scored higher in

importance from candidacy to contract renewal than informal items. Leading to the observation superintendent failure to meet formal expectations is more likely to result in a non-renewal of contract.

Communications play a key part in the existence of significant differences between superintendent candidacy and contract renewal. Board presidents utilize both formal and informal models of communications, although there are instances where board presidents make use of both (depending on circumstance). On an individual basis, board presidents have a leaning toward one or the other. Slightly more board presidents refer to formal communications as a primary mode of information delivery than informal.

The presence of a significant independent variable can result in differences occurring between board member expectation (at candidacy) and perception (evaluation) at contract renewal. This is manifested by the increase of importance or decrease of importance to criteria for hiring or evaluation purposes. Independent variables are more likely to influence the levels of importance of informal expectations than formal ones. Leaving informal expectations to have greater influence on board president decision-making when significant independent variables are present.

Can Superintendent Contract Renewal Rate be Improved by Minimizing the Differences Between Board President Expectation, Decision-Making, and Perception Evaluation of Actual Performance?

The two open-ended questions asked of board presidents at the conclusion of the survey questionnaire were designed to record respondent

perceptions or ideas about board superintendent relations. Question two asked, "As school board president, how does one develop a formalized process in the superintendent candidate selection that accommodates the often unspoken dynamics of personal bias and historical cultural differences?" (See Appendix G)

Sixty-one school board presidents answered question two, out of a total number of sixty-two respondents. The number of board presidents totaled 33 who presented a formalized approach in their perspective on question two. Board presidents who gave an informal approach to their perspective of question two totaled 19 in number. Nine board presidents answered question two with a combination of both formal and informal approaches.

The perspectives held by respondents on the development of a formalized process to address personal bias and historical cultural bias in superintendent candidate selection focused on the use of standard practices. Perhaps not surprisingly, this idea was put forward by board presidents anchored in a formalized approach toward problem solving. Standard practices refer to those series of steps, actions, behaviors, or documents used to insure candidates for the position of superintendent experience the same process. Respondents stated by incorporating this process into the superintendent's search, opportunities for personal and cultural bias would be significantly lessened, in terms of its impact on board decision-making.

Specific items mentioned by school board presidents in association with standard practices were:

- Developing a screening process "that has all candidates

responding to the same questions.”

- Use of standardized application.
- Focus interviews on agreed-upon criteria.
- “A very structured process allows candidates to be judged by like criteria.”
- “A carefully developed application process and interviewing system.”
- The use of a ranking scale based on candidate interviews.
- The use of evaluation forms.
- “Create objective rating process.”

The number of board presidents who promoted the use of standard practices in the superintendent selection process totaled 11.

Seven board presidents expressed the most important step to insure a non-bias result in the candidate selection process was the use of a self assessment vehicle. Self assessment was used by respondents to apply to personal criteria individual board members may have, as well as general criteria linked to district and community needs. Several references were made to the training received ahead of time by NJSBA. Items mentioned by school board presidents in association with self assessment were:

- “The board should set up a clear set of target characteristics that it’s looking for in the new superintendent -- both required and desired.”
- Developing a profile of the ideal candidate based on board input.

- "The board of education needs to come to consensus on what is most important."
- "Pre-planning to establish district needs from board and other constituent's perspectives."
- "Follow a year long process of gaining district-wide input, defined the districts goals and aspirations."

Several respondents indicating a formalized process focused on being inclusive as a way of minimizing personal and cultural bias in the superintendent selection process. By having search committees, school boards, criteria that reflect the spectrum of different cultures present in the district, or the viewpoints of various constituents bias is minimized. Those respondents whose districts used NJSBA following superintendent selection processes, which were made up of combinations of standard practices, self assessment and inclusion.

School board presidents responses to question two indicated 19 answers were coded in the category of informal approaches to the question posed. Most responses were general in nature, providing the researcher with few specific detailed steps to be taken. Rather informal approaches were characterized by concepts which were typically associated with the individual's relationship to candidate selection, or to others in the process. Examples of statements coded under the category of informal approaches were:

- "Eliminate any bias in your judgment."
- "Assess how he would improve educational quality."
- "Assess his frankness in admitting to his weaker points (of which

no candidate is without)."

- "Select the superintendent based on accomplishments and goals, rather than where he was born and raised."
- "One must stress the goal of getting the best candidate for the job. If that goal is in focus, the best candidate will usually be obvious to board members at the end of the interview process, even if they began with some personal preferences."

A review of common themes which appear throughout board president responses to question two focused on:

- 1) Being inclusive by involving community and cultural representatives, staff and the total school board.
- 2) Using a third party in the form of a professional search organization. The New Jersey School Boards was the most referenced by respondents.
- 3) The use of standard practices to conduct the superintendent's search.
- 4) The idea of pre-training, especially in the area of targeting cultural characteristics, behavior and district criteria ahead of time. This leads, in turn, to pre-planning and preparation to eliminate personal bias and historical cultural differences.

The researcher found of particular interest were the quotes by board presidents providing insight on their perspectives on developing a formalized process to address bias in superintendent selection and hiring. Board presidents often referred to the difficulty of the task:

- "Of course bias is difficult to eliminate, the element of personal

likes and dislikes from this process, but deciding before the process starts which characteristics are crucial, and which are desirable and undesirable. Prioritizing them goes a long way toward eliminating bias."

- "Where as personal bias and cultural differences do not often come out in either the candidate or interviewer (board), due to the taboo nature of each item, I don't know if you can formalize a process."
- "It's important to keep revisiting the criteria though crazy as that sounds, it's important because board members tend to become aware of their unspoken biases, criteria, etc. as the search progresses."
- "We don't realize that we have an image of a superintendent until we see someone who doesn't fit it!"
- "No formalized process can eliminate the way people feel about a particular candidate. In the end, the board must reach a consensus about which candidate is best for the district."

In What Ways Are Board President Decision-Making Influenced By Those Factors?

The data suggest that key factors influence board president decision-making through effecting a change in the level of importance board presidents attach to a criteria item. This change occurs between the time period of the superintendent's candidacy and the time of contract renewal. One example of a

key factor influencing change between the candidacy of a superintendent and his, or her, contract renewal is the level of expectation of the board president at candidacy. As we have previously discussed, a Likert Scale score of high importance at superintendent candidacy equates to a high level of expectation placed on the performance area by board presidents. If the superintendent is unable to measure up to the expectation placed on him or her at candidacy, the result would seem to lead to board president dissatisfaction in the performance area at contract renewal. Board president dissatisfaction with superintendent performance leads to increased importance and emphasis placed on the area during evaluation. Board president dissatisfaction leads to negative evaluations and possible non-renewal of the superintendent's contract. In this way, a change brought on by the key factors of high expectation balanced against actual job performance resulted in a negative change of board president perception from candidacy to contract renewal.

A second example of a key factor influencing board president decision-making was the researcher's review and discussion of the influence of an independent variable like District Factor Grouping (DFG). (See Tables 7, 8, 9, 10, and 11) The researcher noted that independent variables like DFG can influence board president decision-making by changing certain performance areas (both formal and informal) germane to the economic level of the board president's district. For example, the informal expectations of male leadership, cultural background and conservative beliefs are performance areas where

significant differences were found in the "between group" means with the presence of DFG as an independent variable.

Throughout the research on board president expectations during candidacy and perceptions at contract renewal, the following observations were made. The researcher has found the data supported the posit that meaningful change is influenced by the level of importance board presidents attach to a specific superintendent performance area. The research would seem to suggest a link between a high level of importance attached to a performance area in candidacy by board presidents, to a high level of expectation for the superintendent's performance in the same area. To further elaborate when statistical significant differences exist between board president expectations (at candidacy) and perceptions (at contract renewal) the nature of the difference is influenced by two outcomes. First, the actual work or job performance of the superintendent in those areas of both formal and informal expectations. Second, whether there exist an increase or decrease in the level of importance attached by board presidents as a result of that performance at the time of renewal.

The research has shown these factors are influential on both formal and informal expectations of board presidents. However, the data suggest a difference exists as to how often each category (formal or informal) of board president expectations is scored in the high importance end of the Likert Scale. This difference in the consistency of scoring levels of importance would seem to demonstrate which category of expectation may be more influential on board president decision-making.

The data results of the survey would seem to support the above stated outcomes as to the various ways board member decision-making is influenced, driven by the key factors associated with superintendent candidacy and contract renewal. By contrast, the data suggest the presence of meaningful differences between superintendent job performance and board president's expectations are not influential on organizational channeling and Gate Keeping activities. The data from the survey questionnaires did not support the researcher's premise; whereas, meaningful differences occurring between superintendent candidacy and contract renewal would influence the direction of organizational channeling and Gate Keeping activities. Four questions in Part II of the questionnaire surveyed board presidents on the amount of support their previous superintendents received in four important performance areas to superintendent success (see Appendix G). All of the areas required board president support and guidance to achieve success. Success by superintendents in the following areas represent channeling activities which lead to superintendent contract renewal as posit by the researcher:

- ♦ Getting the support of the school board for important educational or administrative initiatives.
- ♦ Success in getting proposed budgets passed by the board.
- ♦ Given favorable mid-year or annual evaluations.
- ♦ Successful in getting the support of the school board for important personnel decisions.

The researcher posit if meaningful change occurred between superintendent candidacy and contract renewal which resulted in a negative outcome. The influence of that change would also be recorded in superintendent/board president Gate Keeping and channeling activities. This would result in board presidents and boards not providing support for superintendents in those areas.

The data results indicated of 62 respondents, all except 5 answered affirmative to all four questions posed. This represents a response rate of 92% of board presidents who provided affirmative answers. The board presidents who responded negatively withheld their support in the areas of proposed budgets, mid-year or annual evaluations, and important personnel decisions.

Therefore, the data would suggest the presence of differences do not influence individual and organizational channeling and Gate Keeping as applied to superintendent experience. However, differences would seem to influence the impact channeling and Gate Keeping have on superintendent selection at the time of candidacy. In addition, significant differences would also seem to influence board president Gate Keeping decision as related to the renewal of contract.

Survey Data Findings

The findings from the research study on board president/superintendent relations in New Jersey from the perspective of determining the existence of statistical significant differences between one's expectation of the

superintendent candidate's job performance, and their actual perception evaluation of superintendents at the time of contract renewal are as follows:

- 1) The research has determined statistical differences do exist between the board president's expectations of a superintendent's job performance, and the perception evaluation of the actual work done by the superintendent at contract renewal. This supports the stated hypothesis in Chapters I and III of this study regarding the existence of differences.**
- 2) The research has determined statistical significant differences are manifested through changes which occur to the level of importance attached by board presidents, to specific criteria items associated with decision-making on superintendent candidacy or contract renewal.**
- 3) The research has determined a statistical significant link between the level of board president expectation (i.e., high or low importance) at candidacy and the perception of superintendent performance (i.e., positive or negative) at contract renewal. This supports the hypothesis one's expectations influence either positively or negatively one's perception of job performance.**
- 4) The research findings indicate board presidents make use of both formal and informal expectations in their decisions on superintendent candidacy and contract renewal. Formal and informal expectations also represent a key factor in the existence of differences occurring between board president decision-making at candidacy and contract renewal. This is especially the case when non-alignment occurs between formal and informal expectations board presidents have and actual job performance.**

- 5) Findings also support the hypothesis that differences also exist when non-alignment occurs between informal expectations board presidents have of the superintendent job performance, and formal expectations which are communicated to the public at large.
- 6) Survey results also support the hypothesis associated with Gate Keeping in the ways board president decision-making are influenced by the factors associated with formal and informal expectations. Survey results indicate Gate Keeping during superintendent candidacy and at contract renewal are influenced by formal and informal expectations. However, the research findings do not support the hypothesis those same factors influence channeling during the superintendent's job tenure.
- 7) The findings from survey results support the hypothesis superintendent contract renewal rate can improve by minimizing the differences that occur between board president's expectations at superintendent candidacy, and perception evaluation of actual job performance. Board presidents focused on the use of standard practices as a formalized means of minimizing differences. Self assessment evaluative methods were also suggested by board presidents.
- 8) Survey findings (board president responses) indicated an increased sensitivity to influences of personal, historical and cultural bias in the superintendent selection and retention process, supporting the study's hypothesis.

The results of survey findings support all the hypothesis associated with the four research questions posed in our study. The one exception being data results that would support the existence of channeling activities of board presidents (either positive or negative) during the time of employment (tenure) of the superintendent. This suggests the need for educational professionals (school board associations, administrative associations, and professional schools of education) to take a fresh viewpoint and possible approach in the selection and retention of superintendents by boards of education.

CHAPTER 5

Summary, Conclusions, and Recommendations

Are board presidents and their school boards driven by unwritten rules which influence their decisions on superintendent selection and contract renewal? The results of survey research on school board leadership would seem to support that they are. The survey research conducted on 62 school board presidents (out of 240) in the State of New Jersey focused on the identification of key factors which influenced their decision-making on superintendent selection, retention, or non-renewal. The study was conducted in response to the shortened lengths of employment of superintendents in New Jersey school districts. The reduction of superintendent job tenure in school districts have subsequently impacted the leadership of those organizations in New Jersey. This created concerns that a void in New Jersey school district leadership resulting from superintendent vacancies would continue to grow. Exacerbating the current leadership void at the organizational level of superintendent is the fact applicant pools for the position are significantly smaller. From the perspective of the research, of further significance was the realization that increased superintendent turnover has paralleled the continued rise in difficult relations between school boards and their superintendents.

The survey population was selected from school board presidents in the State of New Jersey whose school districts had recently completed decisions on the 3-year contract renewal cycle of their superintendents. The population sample also included board presidents of those boards of education whose

districts experienced a superintendent change before the end of the 3-year cycle, requiring the extension of a new contract to a new superintendent. The researcher believed the use of board presidents as a survey population would provide the study with the best possible insight to the thinking, philosophy and approaches of school boards as a leadership unit in total. This would especially be the case as applied to the decision-making process associated with the selection and retention of superintendents in the State of New Jersey. In brief, board presidents represented a sample group of participants who embodied the approach their full boards were likely to take in their relationships with superintendents. This was supported by data from the survey results that indicated board presidents were more than likely to have served significant number of years (48% served 6 or more years) on the board before becoming the president (See Table 3). Therefore, their significant experience as both board member and president serve as an indicator of the expectations of the total board regarding superintendent performance.

The goal of the research study was the identification of possible solutions to existing problems associated with the school board's selection of a superintendent. The research also examined the nature of the relationship existing between the superintendent and the school board during the course of the superintendent's job tenure. This was followed by an examination of the candidate's selection process, the school board's relations during job performance, and the decision-making of the board president at contract renewal.

The study placed a particular emphasis on the dynamics associated with decision-making by board presidents, occurring at the time periods of candidacy and contract renewal. The criteria board presidents used to select the chosen candidate for the leadership role of superintendent was of particular interest to the researcher. Several related questions were raised resulting from the researcher's interest:

- ♦ Was the selection process influenced by a set of formal and/or informal expectations harbored by the board president?
- ♦ If board president decision-making were influenced by both categories of expectations, which criteria would have the stronger effect on decision-making?
- ♦ Once the superintendent candidate was selected by the school board president (and board), were there specific behaviors, actions, or expectations during their relationship that influenced board president decisions on superintendent contract renewal?
- ♦ If those behaviors, actions, or expectations were influential, how did the dynamics associated with them influence the outcomes of board president decision-making?
- ♦ Were there other forces at work which influenced board president perception and decision-making at contract renewal?

One key component of the research study was a comparative analysis of the expectations board presidents had of the superintendent as a candidate for the position, and their perceptions of the superintendent at contract renewal. If

significant differences were found between the board president's expectations of the superintendent's job performance at candidacy, and their perceptions of the superintendent's actual work, analysis of data based upon those differences might provide insight. This highlights the dynamics which influence and drive board president (and board) decision-making on superintendent job retention.

With the results of the survey study completed, recommendations could be made to improve decision-making processes that, in turn, increase the success rate of superintendents in terms of the renewal of their contracts. Superintendent job retention would help to create stable consistent leadership in New Jersey's school districts by making board members, community, staff, and parents aware of those behaviors and attitudes that achieve good board/superintendent relations. The role of personal bias, culture, and history play in superintendent selection; evaluation and contract renewal could be lessened.

Summary of Major Findings

From the literature review, the researcher had developed a posit that decisions made by school boards would be influenced and shaped by the expectations placed on the superintendent's job performance. The expectations of school boards are a manifestation of the desires, beliefs, thinking, and approaches taken regarding the job performance of the superintendent. Expectations also involve the board's perception of the leadership role superintendent's should play in the school district's organization. Therefore, if significant change occurred to effect the expectations of school board members,

those differences would effect the possible outcome on the decisions made to renew the superintendent's contract. The task was to determine if meaningful differences did exist between the expectations of boards at the time of selection and the time period of renewal.

Are There Significant Differences In One's Expectation of a Candidate's Job Performance and the Perception/Evaluation of the Actual Work?

The literature review suggested the existence of meaningful differences between board member expectation of a candidate's job performance and the perception/evaluation of the actual work at contract renewal. Further, the researcher posited that when differences occurred, it would be around the superintendent's ability to meet formal and informal expectations of board members. In addition, when both are present in the selection, hiring, evaluation and decision-making process on superintendent hiring and contract renewal, the literature would suggest informal expectations would seem to hold sway on board member decision-making (Tallerico, 2000; Muncatchy, 1987; Carter & Cunningham, 1997; Harter, 1991; Hord, 1990; Weishkittel, 1988).

The data results of the research survey indicated statistical significant differences do exist between the time of the superintendent's candidacy and the time period of contract renewal. Demonstrating the existence of statistical significant differences between the expectation of a superintendent candidate's work and the perception/evaluation of the actual work by board presidents proves important to the research. The data showed those differences were manifested on the survey through a recorded change in the level of importance

attached to a criteria item. Therefore, one key indicator of meaningful change between superintendent candidacy and contract renewal was the increase or decrease in the level of importance attached to various criteria items.

The researcher has concluded when board presidents attach a higher level of importance to a performance criteria at contract renewal, given the survey population (i.e., board presidents assessing the performance aspects of recently departed superintendents in some cases), this has been interpreted to mean a meaningful level of dissatisfaction existed with the superintendent's performance in that area. In contrast, if the level of importance decreases, this would indicate a satisfaction with that same performance area. Both formal and informal expectations have exhibited statistical significant change (i.e., the increase or decrease in the level of importance) between candidacy and contract renewal from the research data (see Table 5). Demonstrating the importance of the superintendent's ability to meet both forms of expectations at candidacy, during job performance, and at the time of contract renewal.

A second example of the influence of both formal and informal expectations on board president decision-making can be observed in criteria items with consistently high levels of importance attached to them. The levels of importance for each criteria remains high for board presidents surveyed during superintendent candidacy and contract renewal (see Appendixes O, P, Q, R, S and T). In the literature review, the researcher referred to those high level formal expectations which were present in a variety of superintendent job listings, or job responsibilities, as universal in nature (see Chapter II, p. 32).

Those responsibilities and subsequent formal expectations seem to represent generalized areas of the superintendent's job performance. The data from the research at first seem to support the observations developed from the literature review that adhered to the premise of formal board expectations (e.g., employment advertisements, job descriptions, policies, etc.) being considered as the most accurate indicators of school board expectations of superintendent job performance (see Appendixes M and N).

The survey results, however, eventually showed both formal and informal expectations have criteria which elicited consistently strong levels of importance from board presidents at candidacy and contract renewal (see Appendixes O, P, Q, R, S and T).

Those formal and informal expectations with consistent high levels of importance attached to them were identified as non-negotiable areas of the superintendent's job performance. The term non-negotiable was made in reference to the subsequent impact of their influence on board president decision-making. Because of the high importance and subsequent expectations attached to these evaluative areas, superintendents must demonstrate competency in them if they expect to retain their positions at contract renewal.

The researcher has noted whether the term used is universal (as described in the literature review) or non-negotiable (as developed from the survey results), the nature of the dynamic remains the same. The impact or influence of those areas of evaluation (criteria) are indicators of the existence of meaningful differences that occur between superintendent candidacy and

contract renewal. This leads to the conclusion that the survey results support the research question, that statistical significant differences exist between board president expectations of a candidate's job performance and the perception/evaluation of the actual work at contract renewal. The data has demonstrated board member expectations of superintendent candidates, and their perceptions at contract renewal are influenced by the level of importance attached to individual criteria items (see Appendixes M - W). In addition to the superintendent's ability to meet those expectations during the course of his or her job performance (tenure), this standard of superintendent evaluation is applied by board presidents to both formal and informal expectations (see Appendixes M - W).

Further review of the survey results supported the premise that the nature of the relationship existing between board presidents and superintendents during job performance is influenced by the degree to which those differences (i.e., level of importance) increase by renewal (Harter, 1991). Earlier, the researcher expressed the possibility that expectations related to candidate selection may not in fact be the same set of expectations associated with actual superintendent job performance. This alluded to the possibility of change occurring from a formal expectation at candidacy to an informal expectation at contract renewal, or the informal expectations used to evaluate superintendents not being a part of job performance. The research has found the expectations remain the same at contract renewal as in candidacy. For example, expectations which are identified as statistically significant and formal during

candidacy remain formal at the time period of renewal. However, the research has found the level of importance changes from selection to contract renewal for individual items (see Table 5). As to informal expectations as it related to the evaluation of superintendent job performance, the research has shown, though informal expectations are not present as a part of formal expectations at candidate selection, they are nevertheless present as part of the decision-making process. This means they remain a part of the job performance requirements of superintendents, "Once the candidate is hired as superintendent, the person will have been selected in a process that includes not only criteria from a written set of expected job qualifications, but also criteria from other components in the selection process, components not necessarily made known to that person (Muncatchy, 1987, p. 17).

Conclusions (Question #1)

- ♦ Survey results do support the research posit that statistical significant differences do exist between the expectations of superintendent performance by board presidents at candidacy and their perceptions of those performances at contract renewal.
- ♦ Survey results demonstrate statistical significant differences are manifested in either an increase or decrease in the level of importance board presidents attach to a specific criteria item. Board president responses, which recorded a statistical significant increase or decrease in the level of importance, was attributed to a change in respondent perceptions about the importance board presidents attached to an

evaluative area. This occurred after experiencing the superintendent's job performance.

- ♦ Survey results indicate board president expectations (formal and informal) are a powerful force in the decision-making process regarding superintendent selection and retention.
- ♦ Survey results indicate superintendent job performance is determined by their ability to meet both formal and informal expectations of board presidents.

Board president expectations are powerful dynamics associated with the selection, job performance, retention or non-renewal of superintendents.

However, expectations are also driven by key factors associated with the board/superintendent leadership experience. Key factors include, but are not limited to, outside community pressures, performance of the superintendent in crisis situations, the communications process, demographics of the school district, others. Factors of this type can influence board president (and school board) expectations of the superintendent at the time of selection, or at contract renewal (see Tables 7, 8, 9, 10 and 11).

If Statistical Significant Differences Exist Between Expectation and Perception of Performance, What is the Key Factors Contributing to these Differences?

After a careful review of the literature, the researcher's premise was the interrelationship existing between formal and informal expectations as applied to the selection, hiring, evaluation, and the contract renewal cycle of superintendents was key to the presence of differences. Further differences

also existed when there was non-alignment between informal expectations board members have of the superintendent's job performance and formal expectations, which are communicated to the public at large. The researcher also noted differences seemed to exist when non-alignment occurred between formal expectations and actual job performance. Conversely, non-alignment would also occur between informal expectations and job performance. This meant job performance for the researcher was a key factor in the determination by board presidents as to whether both formal and informal expectations were being met.

The research results from the analysis of the survey data support the premise that one of the key factors contributing to significant differences between expectations at candidacy and perceptions at contract renewal is the nature of the inter-relationship between formal and informal expectations. The outcome of which will determine whether board president decision-making is influenced by formal or informal expectations.

Both formal and informal criteria items have performance areas, as noted previously, which record strong board member expectations at candidacy and contract renewal (see Table 5, Appendixes M - W). This is related to the level of importance the criteria item has in the selection and evaluation process of superintendents, making superintendent performance in those areas key to contract renewal.

The survey results indicate formal expectations are rated consistently higher (see Table 5, Appendixes M and N) because they represent the characteristics, job descriptions, management tasks, duties, responsibilities,

roles, and performance standards used to select and evaluate superintendents to the public at large. In a sense, they represent the ideal expected job qualifications of the school board and the greater school community, simply stated, the formal desires of the collective whole of the school organization. As a result, board president responses to the importance of survey criteria associated with formal expectations is influenced by this factor. This would be especially true of those formal expectations the researcher has identified as being non-negotiable to insure a successful superintendent job performance in those criteria areas (see Appendixes O - W). Therefore, formal expectations are less susceptible to the influences associated with informal expectations. The values, attitudes, biases, associated with one's individual background are not as forceful in formal expectations when they are applied by board presidents to the superintendent leadership process (i.e., selection, job performance, contract renewal, no non-renewal). Therefore, if board president decision-making were only predicated on formal expectations, superintendent selection and evaluation would be consistent with performance in those areas mentioned above.

However, the survey results indicate there are other powerful forces at work in the board president's (and board's) decision-making process on superintendent selection, performance and evaluation. Sharing the realm of board president decision-making are informal expectations which are shaped and directed by the previously stated values, attitudes, biases, others associated with individual personalities. In general, the data suggest informal expectations of board members with statistical significant outcomes have contrasting effects

on board president's expectations and perceptions of superintendent job performance. Results may range from lower expectations, regarding a performance criterion at candidacy, to lower importance at contract renewal. Results may also range from higher expectations in candidacy to lower expectations at contract renewal. Results could record high expectations at candidacy and an increase in importance at contract renewal. Results may also be recorded at a lower Likert score at candidacy and a high score at contract renewal (see Table 5).

When both formal and informal expectations are present in board president decision-making, the data suggest the fluctuation of informal expectations brought on by factors which influence the "gut level" feelings of board presidents hold sway under certain conditions associated with board decision-making. Earlier in the study, the researcher referenced a quote from Muncatchy (1987), referring to the superintendent selection process, which the survey findings support:

In contrast, externally, the selection of a superintendent may seem to be a regimented, formal, well researched and well thought out decision by the school board. . . The candidate may meet the qualifications stated in the brochure, but these qualifications may not be the one's that board actually has in mind when looking for the right person for the job. Thus, there may be a very different or very select single component or small set of components that actually brings about the hiring of the candidate.

(pp. 16-17)

An example of the powerful nature of informal expectations as they interact with formal criteria can be observed in the data outcomes of three informal criteria items. If one assumes a case where the presence of consistent high levels of importance occurs for both formal and informal expectations during superintendent candidacy, then a decision between two hypothetical candidates, both of whom meet formal board expectations, rest with the board president's (and board's) specific informal expectations which are of high importance to the individual member.

An examination of three informal criteria areas of "progressive in views," "potential performance at school board meetings," and "straight forward" should be informative (see Table 5, Appendix U). At this point (at candidacy) the level of importance in terms of an increase or decrease occurring from candidacy to renewal is not the focus or paramount to our discussion. Rather, it is the fact they represent significant areas which play a part in the board president's decision-making process. These specific areas of influence have to be successfully negotiated during various interviews, or other types of activities associated with the superintendent candidate process. When given the strong scores of respondents to the level of importance of the above listed informal expectations during candidacy. The researcher would find it difficult to imagine the prospective candidate not having to demonstrate proficiency in each area during the interview process if they hoped to gain the position. As Muncatchy (1987) effectively points out, the candidate may not be aware of such a priority listing of criteria.

When one expands the scope of the discussion to include an examination of the same informal criteria from the perspective of contract renewal (i.e., board president's perception and evaluation based upon actual job performance), similar conclusions are drawn about the three informal expectations that are evaluative criteria items. Specifically, the continued presence of high levels of importance attached to those items by board presidents are indicators of their influence on decision-making outcomes. The researcher would find it difficult to imagine a negative performance in any of those areas (given the level of importance) not having a detrimental impact on the renewal of the superintendent's contract. This would be the case with formal expectations having been met by the superintendent as candidate, or at the time of renewal.

One example of the data outcome of this survey regarding the strength of influence of informal expectations is seen in an earlier quote by Weishkittel (1988) in this study:

The primary source of information to make judgments for the evaluation of the superintendent according to responses of both superintendents and board presidents in this population was 'the superintendent's performance at board of education meetings.' (p. 8)

At this point in our discussion, it is important to note the influence of the informal expectations as exemplified previously in this study, and their relationship to the characteristics of the survey population. Interpretations are drawn from a survey population that is over-representative of certain demographic groups. Specifically, board presidents who were white males or females representing

school districts with high economic income base, and located geographically in the north and central regions of the state, were likely to attach strong importance to those informal expectations.

Both formal and informal expectations represent the criteria and the parameters by which board presidents decide on the job performance, and success superintendents have in their respective districts in New Jersey. The direction, shape, or format the entire process assumes is determined by social and professional interaction. This interaction occurs between board presidents, board members and superintendents, driven by the type of relationship existing between formal and informal expectations. By relationship, the researcher refers to the specific association which exist between powerful (i.e., of high importance) formal and informal expectations that are involved in the individual board member's decision-making.

The results of the research study also supports the posit developed from the literature review, that other factors have a significant effect on the relationship existing between formal and informal expectations. Those factors are associated with the "communications process," "District Factor Grouping," "number of years the respondent served on the school board," and "number of years the respondent served as board president." In addition, there are factors associated with the superintendent. One of those factors is associated with "number of years as a superintendent in the current district," while a second asked the "current status of the superintendent's contract." All of the above were treated as independent variables in the research study. Their presence in the

decision-making formula of board presidents can influence the level of importance attached to individual criteria items. Therefore, creating a situation where a decision on a superintendent candidate (in terms of selection), or a superintendent (at contract renewal) is swayed by that factor's dynamic on individual, or group, criteria (expectation) areas.

Data results of the survey seem to indicate informal expectations are influenced more by the above mentioned independent variables (factors), than formal expectations (see Tables 6 - 11). This occurs both in candidacy and at contract renewal in relation to board president decision-making. This suggests informal expectations (gut feelings) respond to factors associated with board president demographics more readily than formal expectations. This leads the researcher to the observation that informal expectations influenced by demographic characteristics are a powerful force on board president decision-making.

A review of the informal expectations of "cultural background" and "exhibits traditional approaches to leadership role" provide examples of significant differences occurring in "between groups means" when District Factor Group (DFG) is introduced as an independent variable (see Table 7). Given the strong eta-squared for both informal expectations, DFG's presence results in a statistical significant difference in terms of the level of importance attached to both areas of assessment at candidacy. Given the survey population's predominant demographic makeup (i.e., white, wealthier school district, age, and regions of New Jersey), the researcher concludes differences at candidacy

would sway towards greater importance being placed on "cultural background" and "traditional approaches to leadership role." At this point, a note of caution will be required before continuing our discussion. The researcher notes because the demographic data of the survey population is balance toward one set of characteristics (white, wealth, etc.), does not exclude the same data results from occurring with different characteristics. Specifically, one's cultural background and traditional approach to leadership may also score a high level of importance as a factor in less economically advantaged districts which have a larger non-white population and of greater diversity.

Lacking a sufficient balance in the survey population, we can only posit the same influence on decision-making is also at work in those school districts in New Jersey. Though insufficient data exists in this survey population to support the posit of the influence of DFG on less wealthier in districts with more cultural and ethnic diversity in New Jersey. The researcher believes there is enough statistical significant difference between groups of means to warrant a distinction being made as a result of DFG as an independent variable.

A second factor meriting discussion is "number of years on the school board" as an independent variable. The survey results indicate the longer a respondent is on the board, the more important "cultural background," "traditional leadership approaches," and "superintendent decision-making on issues pertaining to family and friends," becomes an influence on decision-making at candidacy (see Table 8). If, for example, a high level of importance was placed upon a similar group of three formal expectations in candidacy

balanced against the high level of importance placed on the informal criteria listed above. The result of the presence of the independent variable of "number of years on the board" might increase the level of importance to the extent it supersedes formal expectations in superintendent decision-making. Additionally one may surmise, as board member experiences increase over time while serving on the school board, board member perceptions change about various aspects of the superintendent's job performance.

The survey results on the communications process focused on the nature of the superintendent's interaction and subsequent relationship with board president's during his, or her, job tenure. Survey results indicate board presidents view communications as an important factor in minimizing differences between their expectations at candidacy and perceptions of their superintendents at renewal. Research also shows board presidents favor formal modes of communications more than informal modes. However, informal modes would seem to provide more flexibility and variation in terms of the forums in which they can be used. Formal modes of communications are primarily written communications when associated with expectations in the evaluative process. Whereas, informal modes seem to take the form of verbal interaction between board presidents and their superintendents. Interestingly, the informal expectation of "straight forward" though not statistically significant, still recorded high levels of importance on test results (see Table 5). Demonstrating the value board presidents attach to this particular informal expectation which is communications based. Conversely, informal modes of communication also

seem to be more susceptible to misinterpretations of the message being communicated. Also not surprisingly, the survey results show there is a link between board member's primary mode of communication (i.e., formal or informal) and the types of messages delivered to superintendents. For example formal communications, which are primarily written when communicating expectations. The types of messages are very specific in their make-up and are delivered in formal settings. Delivery can also occur through formal vehicles, such as, job postings, newspapers, and alike. Conversely, the messages of informal communications are general in make-up, while messages are often delivered in informal settings.

Two additional factors should be considered at this time for the purpose of our discussion of the survey results. Each evaluative area has been discussed earlier in our research study, but require additional review to help develop a greater understanding of board/superintendent relations. This applies especially to the behaviors, actions, or expectations of the superintendent that influence board president decisions on selection and evaluation at contract renewal. The researcher has stressed throughout the study the belief that evaluation of superintendent behaviors and actions are linked to board president expectations. Revisiting a set of formal and informal expectations with high levels of importance attached to them by board presidents will provide more clarity. In previous discussions, the researcher termed those evaluative areas as non-negotiable, meaning the superintendent must demonstrate competency in those areas at the time of candidacy and actual job performance to be

selected for, or retain the position at contract renewal. Of particular interest to the current discussion of survey results is the observation that non-negotiable expectations (formal and informal) seem to represent the core behavioral criteria necessary to accomplish a successful board/superintendent relationship. Therefore, by looking at those expectations, the reader may gain insight into the behaviors and actions necessary for superintendent success in his, or her, job performance (see Appendixes O - W). From one aspect, non-negotiable expectations like "budget development," "board/superintendent relations," "ability to implement school board policies and procedures," and "management and administrative skills" represent the essence of what superintendents do in their work. Criteria areas such as "performance in crisis situations" and "potential or actual performance at school board meetings" are the personal expectations board presidents have of superintendent performance while in the position. As a result, non-negotiable expectations can be used as a guide to the types of behaviors and actions board president's would find acceptable during superintendent job performance.

The second factor concerns the superintendent's response to, or performance, in handling situations which arise during his, or her, job tenure which are informal in nature, such as, crisis situations (which are also categorized as a non-negotiable expectation), community concerns, or board member conflict. All can be influential forces on board president's (and member's) decision-making processes on superintendent job performance.

Conclusions (Question #2)

- ♦ In general, the data suggest informal expectations of board presidents with significant outcomes have contrasting effects on board president's expectations and perceptions of superintendent job performance.
- ♦ Survey results indicate key factors associated with the board president's background and experience, district demographics, superintendent's experience, and modes of communications can impact on the informal expectations of board presidents (board members) more than formal expectations.
- ♦ Survey results indicate when informal expectations are linked with key factors associated with board president perceptions, their influence is a powerful force on board president decision-making.
- ♦ Survey results has lead the researcher to conclude that informal expectations exert a greater influence over board president (member) decision-making than do formal expectations. However, board president influence by informal expectations is conditional in nature. Subject to a variety of key factors and circumstances associated with board/superintendent relationship and surrounding circumstances.
- ♦ All survey results have been subject to the influence of the specific economic, cultural and demographic characteristics of the respondent group itself.
- ♦ Survey results link non-negotiable expectations as specific indicators

of Gate Keeping and channeling activities occurring during the board superintendency relationship at candidacy and contract renewal.

Can Superintendent Contract Renewal Rate be Improved by Minimizing the Differences Between Board President Expectation, Decision-Making, and Perception Evaluation of Actual Performance?

The responses from board presidents were focused on developing a formalized process to address the issues of personal, cultural and historical bias. Bias are often manifested in the presence of informal expectations board members have of their superintendents. Survey responses focused a great deal on the use of standard practices, self assessment, and inclusion as vehicles to utilize, to minimize bias in board member decision-making. Standard practices refer to those series of steps, actions, behaviors, or documents used to insure candidates for the position of superintendent experience the same process. Board presidents stated by incorporating this process into the superintendent's search, opportunities for personal and cultural bias would be significantly lessened, in terms of its impact on board decision-making. Self- assessment was used by respondents to apply personal criteria individual board members may have, as well as, general criteria linked to district and community needs.

However, the realization of the difficulty of controlling the influence of one's informal expectations were clear in the statement made by two board presidents: "Whereas personal bias and cultural differences do not often come out in either the candidate or interviewer (board), due to the taboo nature of each item, I don't know if you can formalize a process" (Chapter IV, p. 158). "No

formalized process can eliminate the way people feel about a particular candidate. In the end, the board must reach a consensus about which candidate is best for the district' (Chapter IV, p. 158).

One can visualize the difficulty of developing an organizational vehicle which effectively utilizes a systematic process that incorporates and directs the area of informal expectations into the formal selection and evaluation process. A review of common themes which appeared throughout board president responses to the survey questioned focused on:

- 1) Being inclusive by involving community and cultural representatives, staff and the total school board.
- 2) Using a third party in the form of a professional search organization. The New Jersey School Boards was the most referenced by respondents.
- 3) The use of standard practices to conduct the superintendent's search.
- 4) The idea of pre-training, especially in the area of targeting cultural characteristics, behavior and district criteria, ahead of time. This leads to pre-planning and preparation to eliminate personal bias and historical cultural differences.

Conclusions (Question #3)

- ♦ The survey results suggest that board presidents believe both formal and informal approaches can be used to minimize the differences between board member expectations, decision-making, and evaluation.
- ♦ A large majority of respondents favored formal approaches toward minimizing differences brought on by bias.

- ♦ **A number of formal approaches of board presidents focused on the use of standard practices as the vehicle for the reduction in significant differences due to bias.**
- ♦ **Survey results show board presidents who supported formal approaches as the way to minimize differences, in some instances, also promoted the use of self-assessment tools.**
- ♦ **Board presidents indicating a formalized approach also supported a process that sought to be inclusive of other groups in the school community.**
- ♦ **Survey results found those respondents whose districts conducted a superintendent search with the assistance of New Jersey School Boards. Those districts utilized a combination of standard practices, self-assessment and inclusion strategies.**
- ♦ **Though a large majority of respondents favored formal approaches to minimize differences, a significant number (19 or 31%) of respondents favored informal approaches.**
- ♦ **School board presidents who focused on informal approaches made statements that were general in nature providing few specific detailed steps to be taken.**
- ♦ **Informal approaches of school board presidents were typically associated with the individual's relationship to candidate selection, or to others in the process.**
- ♦ **A smaller percentage (15%) of respondents favored the use of both**

formal and informal approaches to minimize differences brought on by bias.

- ♦ Some board presidents expressed doubt as to whether personal bias, feelings, or cultural differences could ever be minimized by a formalized process.

In What Ways are Board President Decision-Making Influenced by Those Factors?

The survey results on school board presidents, as pointed out previously, suggest key factors influence board president decision-making by effecting a change in the level of importance attached to a criteria item. This change occurs between superintendent candidacy and contract renewal. However, research does not support the posit that significant differences occurring between candidacy and contract renewal, in turn, effect Gate Keeping and channeling activity during superintendent tenure. Rather, the data supports the posit that the level of expectation for the superintendent as candidate influences Gate Keeping and channeling in the selection process (see Table 5, Appendixes M and N) at candidacy. Specifically, if the superintendent candidate does not meet the expectations of board presidents in evaluative areas they deem important, the candidate will not be allowed to move forward in the selection process (gates and channels will be closed). This is especially the case with those formal and informal expectations that board presidents rate high in importance at candidacy and contract renewal (non-negotiables).

High informal expectations with factors such as DFG, years of experience on the board, gender and age, play an influential role in determining the level of importance (see Tables 3, 6, 7 and 8). Together, they represent a powerful dynamic on board decision-making, as it pertains to Gate Keeping and channeling decisions at the time of candidacy.

In fact, informal non-negotiable expectations are important indicators of the existence of Gate Keeping activities at contract renewal. The high level of importance attached to all non-negotiable items (formal and informal) at contract renewal serve as a basis for Gate Keeping decisions. In effect, the same Gate Keeping process that occurs at the time of superintendent candidacy also happens at contract renewal. This includes the strong influence of high informal expectations linked with key factors associated with board president expectations and perceptions as listed above. The renewal, or non-renewal, of a employment contract by the board is in fact opening or closing the gate as it respectively applies to the superintendent's job performance.

The survey results support earlier posits developed in the literature review. There, the researcher referenced Shoemaker's (1991) study on channeling and Gate Keeping in drawing a parallel to the decision-making relationship existing between informal expectations and board members. Pamela J. Shoemaker (1991) in her study and discussion of the channeling and Gate Keeping theories in mass media notes, "When studying individual gatekeepers, we need to look at theories of thinking, that is, how gatekeepers evaluate and interpret messages; theories of decision-making; and

characteristics of the individual gatekeeper's personality, background, values, role conceptions, and experiences" (p. 34).

The above referenced statement is applied by the researcher as it pertains to survey results pertaining to superintendent candidacy, contract renewal, Gate Keeping and channeling.

Conclusions (Question #4)

- ♦ Research results do support the survey's posit that the existence of significant differences between board member expectations and actual performance at candidacy can influence individual and organizational channeling and Gate Keeping in the superintendent selection process.
- ♦ Research results do not support the posit that the presence of differences impact on the superintendent's ability to access key Gate Keeping and channeling activities necessary for success as he or she moves toward contract renewal.
- ♦ The results of the research do support the theory that the presence of significant differences between candidacy and contract renewal determine positive or negative Gate Keeping as applied to renewal.
- ♦ The survey results seem to suggest key factors effecting board president decision-making between candidacy and contract renewal are a change in the level of importance and secondary factors such as DFG, length of time on the school board, age, and others.

Overview

Prior to the start of this study, the researcher viewed the inter-relationship between major aspects of the school board/superintendent's relationship as often separate distinguishable actions. These actions would occur during specific points in time along the continuum of the superintendent's work experience in their respective school districts. Certainly, there is still a basis for that thinking when observing the processes of superintendent candidacy, job performance, board evaluation, contract renewal, or non-renewal.

However, my perspective on this question as the result of this study is now one of viewing the above stated areas as realms where the relationship existing between formal and informal expectations serve as a common thread or link between each. Often, these expectations are influenced and driven by secondary factors and conditions surrounding the decision-making process in each realm conditional, with the potential for change to occur as the relationship moves from candidacy to contract renewal. Key among those secondary factors is the superintendent's job performance and the level of importance attached to individual expectations, whether formal or informal.

In point of fact, the process of superintendent selection and retention is dependent upon the mix of a unique set of inter-relationships. The decision-making process board members conduct, in the selection of superintendents for renewal of their contracts and the interim job performance resembles a tapestry of related interactions occurring between formal and informal expectations.

Within the above context of board decision-making, informal expectations are a powerful dynamic, for they represent the "gut level" feelings of the individual board member. However, informal expectations, though powerful, do not operate in isolation. Rather, it would seem the influence and strength of informal expectations are conditional in makeup because informal expectations fluctuate more, and are less stable in terms of the range of importance placed on them. As a result, informal expectations are more easily influenced by secondary factors in board decision-making.

Key secondary factors are associated with school district demographics, personality and background of the superintendent, actual job performance of the superintendent, community influences, and the existing leadership climate of the school organization. Therefore, the fact a series of circumstances or actions must be in place to give rise to the strength of informal expectations is not surprising. For example, informal expectations become most influential in defining the role relationship existing between school boards and superintendents. The relationship between the traditional board role of policy formulation and the traditional responsibility of administration of the school district for the superintendent has, at times, been blurred. In the report of the Task Force on School District Leadership, in February 2001, addressing the *Ambiguous Roles and Responsibilities* between boards and superintendents, the task force found "The absence of clear definitions of roles and responsibilities frequently results in micro-management of administrative matters by school boards or, worse, individual members who may intervene inappropriately in

aspects of school operations. . ." (The Institute for Educational Leadership, 2001).

However, the results of the survey research would seem also to suggest the individual school district may well possess "a clear definition of roles and responsibilities" but the powerful influence of informal expectations (possibly linked to key significant secondary factors) may simply override the formal process in place.

Given the results of the study, the ability of the superintendent to meet formal selection and evaluative criteria presents a narrow focus in terms of actual board decision-making processes. Rather, the paradigm must be expanded to include one predicated on relationship development and maintenance, which provides a wide enough scope to include both formal and informal expectations.

Though survey results do not support the posit that Gate Keeping and channeling occur during the superintendent's job performance, the researcher believes this aspect of school board decision-making should be re-examined in future studies.

Recommendations

- 1) The need for continued research in this area of educational and organizational leadership, especially as it applies to the role of Gate Keeping and channeling during the time period of the superintendent's job performance. Continued research should also be done on the influence of informal expectations in the decision-making process of board members

regarding superintendent selection and retention, especially the decision-making framework of channeling and Gate Keeping. In addition, future studies should focus on the position of board president from the perspective of examining the relationship between that position and its representation of the sentiments of the entire board.

- 2) The use of a board self-assessment form, which are currently a part of the New Jersey School Boards Association packet for superintendent searches. A part of the board self-assessment process would entail the development of a personality profile for individual members and the board as a whole. This profile would then be matched to a similar profile made of perspective superintendent candidates. This would help gauge the individual candidate's potential "fit" to the board and school district organization. A consideration for the community's expectations of the new superintendent should also be a factor in selection.
- 3) A paradigm shift in the way boards and superintendents view their relationships with one another. A paradigm which places an equally high priority on relationship development and maintenance, as placed on the accomplishment of job responsibilities and district goals.
- 4) The expanded use of superintendent selection processes which make use of standard practices, self evaluations, and is inclusive of others.

The recommendations listed above represent the best available avenues for professional educators (i.e., school board assoc., administrative assoc., and professional search groups) to facilitate effective change in the current decision-

making paradigm used by board presidents (and school boards) in selecting, evaluating and retaining superintendents.

One of the findings of the study, which the researcher did not anticipate, was the contrast found between the relatively narrow scope of current formal decision-making processes of board presidents (and boards), and what actually seems to occur. As noted previously in the study, formal decision-making processes are based upon formal expectations (those characteristics, categories, job descriptions, management tasks, duties, responsibilities, roles, used as a basis for selection or evaluation which are communicated to the public at large). However, the study's findings indicate the actual decision-making paradigm is much wider in scope. This paradigm encompasses both formal and informal expectations of the board president. The interrelationship between formal and informal expectations encompasses a rich tapestry of board president personal and professional experiences, emotions, various biases and individual perceptions. All subject to the powerful influences of outside factors which are germane to the individual superintendent's selection and job tenure.

If the ultimate goal of the research is to eliminate negative influences (e.g., biases) in the decision-making processes of board presidents (and boards) regarding superintendent selection and contract renewal. This would, in turn, improve the success rate of superintendent contract renewal by providing a more effective paradigm. For this to occur, the scope of current decision-making processes must be widened. This would result in a greater understanding by

board presidents of the Gate Keeping and channeling decision-making frameworks utilized in superintendent selection and contract renewal.

Board president use of self assessment processes by which the individual and the board as a leadership unit, can begin to address the influence of personal bias as an influencing factor on superintendent decision-making will be of great use. Linked to the above is the inclusion of others in the decision-making process of superintendents at candidacy and at contract renewal.

The result of the above stated changes will be a paradigm shift away from formal expectations solely, to a formalized process inclusive of all of the above. The new paradigm will place an equally high priority on relationship development and maintenance, as well as, job responsibilities and district goals. Creating a scope of decision-making wide enough to include the myriad of factors which go into actual board president and board relationships with superintendents at candidacy and contract renewal.

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Appendix A**Rank Order Listing of K. Chand's (1983) Formal School Board Expectations**

- 1. Management/administrative skills**
- 1. Leadership skills and experience**
- 2. Curriculum**
- 3. School finance**
- 4. Community**
- 5. Staff**
- 6. Board**
- 7. Public relations**
- 8. Collective bargaining**
- 9. Bilingual/cross-cultural education**
- 10. Communication skills**
- 11. Personnel management**
- 12. Planning**
- 13. Ability to delegate**
- 14. School loans**
- 15. Other**

Appendix B**Criteria Used by School Boards to Evaluate Superintendents in Rank Order**

1. **General effectiveness**
2. **Superintendent/board relations**
3. **Management functions**
4. **Budget development and implementation**
5. **Educational leadership/knowledge**
6. **Community/superintendent relationships**
7. **Staff/superintendent relationships**
8. **Personal characteristics**
9. **Recruitment and supervision of personnel**
10. **Student/superintendent relationships**

Appendix C

The Wisconsin Administrator Selection Guide

Superintendent Job Description

The superintendent serves as the school board's chief executive officer, as the schools' educational program leader, as the staff's personnel officer, as home-school-community relations director, and as the district's fiscal officer.

It is expected that the superintendent should have excellent preparation and training, should exhibit personal characteristics that are compatible with the demands of the position and the nature of the community, and should be professionally active in educational organizations.

As the board's executive officer, the superintendent is responsible for reporting pertinent information to the board, offering advice on policy, and implementing board decisions.

As educational program leader, the superintendent is responsible for program planning, implementation, and evaluation.

As chief personnel officer, the superintendent is responsible for the recruitment, selection, placement, supervision, and evaluation of staff; for contract administration; and for negotiations.

As home-school-community relations director, the superintendent is responsible for understanding community needs and concerns; for providing active, two-way communication between the school and the community, especially to the parents and guardians of the children under our care; for providing relevant involvement and participation for district citizens; and for

resolving actual or potential conflict within the school community over the educational program's operation and direction.

As fiscal officer of the district, the superintendent is responsible for developing and implementing a financial plan that will offer the best educational program that the law and district resources allow.

As a trained, experienced administrator, the superintendent should be trained at a recognized institution, have at least three years of superior administrative experience, and be certifiable under Wisconsin certification requirements for the position.

As the chief administrator of the schools, the superintendent should have excellent personal qualifications including intelligence, initiative, integrity, creativity, fortitude, a commitment to the education of children, and a personal philosophy of education that is compatible with the community.

As a professional educator, the superintendent should illustrate an ongoing professional participation in professional organizations (Wisconsin State Department of Public Instruction, 1991).

Appendix D

Causes for Poor Superintendent/Board Relationships

1. **Family and friends:** Problems originate from disciplinary action and favorable or unfavorable treatment of the children, relatives, and/or friends of board members or other influential people.
2. **Employing relatives and friends:** This category includes not hiring, terminating, giving undesirable assignments, and being involved in generally unfavorable experiences for family members and friends, of influential people, employed within the school.
3. **Board members' roles:** Incorrect interpretation of roles include arranging facility use, assessing staff performance, job appointments, communicating with and confronting staff about personnel matters, purchasing items for schools, awarding contracts, approving all superintendent's decisions, making decisions based on outside advisement, and extreme micromanagement.
4. **Election with an ax to grind:** Election campaigns that focus on one issue, such as firing the superintendent, teacher rights, school prayer, reducing spending, extended school year, etc., which creates divergence, conflict, and disagreements at every meeting.
5. **Lack of support:** These are cases where the board does not back the superintendent's recommendations in matters such as personnel issues, maintenance recommendations, disciplinary actions, salary schedules, promotions, etc.

6. **Board malfunctions:** Incidents precipitated by the board, such as stagnation, ineffective standing committees, encouraging attacks, lack of focus, vacillation, emotional instability, and general inability to function effectively.
7. **Athletic coaches:** This category is similar to 1., 2., and 3. above, except that problems related to termination, release, reassignment, and remuneration package for coaches seem to be especially prevalent.
8. **The community:** Community groups apply pressure on single issues, such as cutting taxes, reducing administrators, keeping schools open, supporting religious speakers, or terminating/hiring staff.
9. **Individual members:** Personal problems or personalities of individual members, whose actions – such as holding private meetings outside regular board meetings, conducting unsolicited polls, spending excessive time with the superintendent and staff, and serving on multiple boards – interfere with the superintendent's functioning effectively.
10. **Contracts:** This category deserves special consideration because it so often signals trouble, especially regarding the superintendent's contract.
11. **Superintendents:** The superintendent can create a critical problem when his or her behavior does not fit the community, for example, smokes and drinks, is flamboyant, is paranoid, spends too much money, or engages in unseemly conduct (Grady & Bryant, 1990, pp. 23-24; Carter & Cunningham, 1997, pp. 101-102).

Appendix E**Formal Evaluative Criteria Used by School Boards in Burlington County**

- 1. Superintendent's educational leadership related to curricula.**
- 2. Superintendent's professional skills.**
- 3. Superintendent's responsibility for pupil progress.**
- 4. Superintendent's management skills.**
- 5. Superintendent's relationship skills in dealing with the board of education.**
- 6. Superintendent's relationship skills with staff.**
- 7. Superintendent's public relations skills.**
- 8. Superintendent's professional growth.**
- 9. Superintendent's skills in fiscal planning and management.**
- 10. Superintendent's skills in the operation of the buildings.**
- 11. Superintendent's skills in long-range planning.**
- 12. Superintendent's skills in personnel functions.**
- 13. Superintendent's skills in meeting objectives.**
- 14. Superintendent's skills in relating to students (Weishkittel, 1988).**

Appendix F**New Jersey School Boards: Evaluation of Superintendent's Leadership Skill**

- 1. Ability to Manage.**
 - a. Exhibits competence in planning and organizing.**
 - b. Maintains control of the school system.**
 - c. Shows good understanding of labor relations.**
 - d. Prepares well for meetings and presentations.**
 - e. Exhibits flexibility in management style.**
 - f. Demonstrates consistency in following through with required action.**
- 2. Ability to Lead.**
 - a. Establishes clear expectations.**
 - b. Assumes initiative in identifying problems and solutions.**
 - c. Involves faculty, staff, and student in decision-making process while maintaining responsibility for final decision.**
 - d. Gains the confidence of board employees.**
 - e. Exhibits integrity in all dealings.**
 - f. Earns the confidence and respect of the community.**
- 3. Ability to Make Decisions.**
 - a. Collects adequate information before making decisions.**
 - b. Uses reliable sources of information.**
 - c. Does not delay important decisions.**
 - d. Does not allow pressure to cause hasty decisions.**
 - e. Explains reasons for decisions to persons affected.**

rights of individuals or groups.

g. Does not play favorites among staff.

7. Creativity.

a. Demonstrates imagination in solving educational and technical problems.

b. Exhibits alertness, resourcefulness, and ingenuity.

c. Encourages creative approaches by subordinates.

8. Ability to Maintain an Effective Educational Climate.

a. Attempts to instill cooperation among students and teachers.

b. Promotes good motivational techniques.

c. Allocates resources fairly and effectively.

d. Recognizes the achievement of students and faculty.

e. Provides for extra-curricular learning opportunities.

f. Requires school programs to reflect sound, research-based educational practices.

9. Implementation of Board Policies and Procedures.

a. Knows board policies and implements them at the best possible level.

b. Assumes responsibility for requesting changes as necessary in policies or procedures.

c. Expresses opinions on policy-making directly to the board.

d. Supports policy decisions as finalized.

e. Respects the policy-making authority and responsibility of the board.

10. Physical and Financial Resources.

- a. Plans budget carefully.
 - b. Controls budget, maximizing the use of resources available.
 - c. Coordinates objectives and priorities with resource allocation.
 - d. Seeks to create pride in the appearance of buildings and grounds.
 - e. Is a good manager of money available in the budget.
 - f. Prepares a realistic budget and keeps pending within the budget.
11. General Knowledge.
- a. Exhibits awareness of the main events of public life and relates these to the educational scene.
 - b. Shows alertness to new knowledge that might benefit students or faculty.
 - c. Participates in professional organizations (New Jersey School Boards Association, 1996).

Appendix G

Survey of School Board President's Attitudes

Towards Superintendent Candidacy and Contract Renewal

The purpose of this survey is to gather data on the expectations board presidents have of superintendents when they are candidates for the position, and to compare those expectations to the perceptions board presidents have of the superintendent at the time of contract renewal.

The term *superintendent* in this questionnaire refers to (1) superintendents, (2) superintendents who also serve in some other dual administrative capacity, and (3) administrative principals.

No respondent, institution, or school district will be identified in reporting of the data. The data collected will be summarized.

Please select a response that most closely represents your perception and which you perceive to be most applicable in your circumstance. It is estimated that this survey can be completed in about 15 to 18 minutes.

♦ QUESTIONNAIRE FOR BOARD MEMBERS ♦

PART I: District and Board Member Profile

Directions: Please fill in the blanks. Place an X, or circle the correct response to the questions below.

1. Please indicate the number of years of service on the school board:
_____ years _____ months (15 or more days = 1 month)
2. Please indicate the number of years of service as board president:
_____ years _____ months (15 or more days = 1 month)
3. Your school districts DFG (District Factor Grouping): _____
4. Gender: male / female (*please circle one*)
5. Age range: 20 to 30, 31 to 40, 41 to 50, 51 and above (*please circle one*)
6. Your ethnicity: _____
7. Do you currently have children, or grandchildren, in your school district?
_____ Yes _____ No
8. Region within the State of New Jersey your school district is located:
North, Central, South, or Shore (*please circle one*)
9. Current occupation: _____

10. Please list the 3 most important entities in your district which influence your decision making or board policy making (e.g., parents, students, special interest groups, government regulations, finances, administration, etc.)

1. _____
2. _____
3. _____

PART II: Superintendent's Profile from the Perspective of Board President

Directions: Please fill in the blank or circle the correct response below.

1. Status of your current superintendent's contract:
Just Renewed, Up For Renewal, Non-Renewed (please circle one)
2. Number of years your superintendent has been in the district (as superintendent):
_____ years _____ months (15 or more days = one month)
3. Number of times the superintendent's contract has been renewed: _____, or Not Applicable _____
4. Reason(s) which are attributed to the superintendent's contract being non-renewed?

5. What is the status of your current, or recently employed, superintendent's tenure track? i.e., traditional tenure (old tenure law, before 1991), or contractual tenure (since the 1991 tenure law). _____
6. Length of tenure of previous superintendent in your district:
_____ years _____ months (15 or more days = one month)
7. During the term of service of your superintendent, was he/she successful in getting the support of the school board for important educational or administrative initiatives?
_____ Yes _____ No
8. During the term of service of your superintendent, was he/she successful in getting proposed budgets passed by the school board?
_____ Yes _____ No
9. During the term of service of your superintendent, was he/she given favorable Mid-Year or Annual evaluations?
_____ Yes _____ No

10. During the term of service of your superintendent, was he/she successful in getting the support of the school board for important personnel decisions?
 _____ Yes _____ No

PART III: Criteria for Selection of the Superintendent of Schools

Directions: For each item on the list below, circle the number that best represents your personal opinion as to the importance of that criterion in the selection of your superintendent when he/she was a candidate for the position from least important (1), to highly important (7).

CRITERIA	IMPORTANCE						
	<i>(circle one number for each criterion)</i>						
Verbal and Written Communications Skills	1	2	3	4	5	6	7
Budget Development and Implementation	1	2	3	4	5	6	7
Ability to Delegate	1	2	3	4	5	6	7
Personal Attitude Towards Job, or Others	1	2	3	4	5	6	7
Conservative Beliefs (Philosophy)	1	2	3	4	5	6	7
Sense of Humor	1	2	3	4	5	6	7
Board/Superintendent Relations	1	2	3	4	5	6	7
Fill the Role of Executive Officer	1	2	3	4	5	6	7
Moral Character	1	2	3	4	5	6	7
Concern for Detail	1	2	3	4	5	6	7
Management/Administrative Skills	1	2	3	4	5	6	7
Liberal Beliefs (Philosophy)	1	2	3	4	5	6	7
Friendly at Interview	1	2	3	4	5	6	7
Community Relations	1	2	3	4	5	6	7
Male Leadership	1	2	3	4	5	6	7
Supervision and Staff Development	1	2	3	4	5	6	7
Continued Personal Professional Development	1	2	3	4	5	6	7
Ability to Handle Conflict	1	2	3	4	5	6	7
Cultural Background	1	2	3	4	5	6	7
Demonstrated Planning and Organizational Ability	1	2	3	4	5	6	7
Female Leadership	1	2	3	4	5	6	7
Staff/Superintendent Relations	1	2	3	4	5	6	7
Knowledge of Collective Bargaining	1	2	3	4	5	6	7
Appearance	1	2	3	4	5	6	7
Exhibits Traditional Approaches to Leadership Role	1	2	3	4	5	6	7
Racial or Ethnic Background	1	2	3	4	5	6	7
Personnel Management	1	2	3	4	5	6	7
Ability to Implement Board Policies and Procedures	1	2	3	4	5	6	7
Responsibility for Pupil Progress	1	2	3	4	5	6	7
Exhibits Non-Traditional Approaches to Superintendent's Leadership Role	1	2	3	4	5	6	7
Religious Background	1	2	3	4	5	6	7
Economic Background	1	2	3	4	5	6	7
Exhibits Behavior Fitting the Community's Expectations	1	2	3	4	5	6	7

CRITERIA	IMPORTANCE						
	<i>(circle one number for each criterion)</i>						
Demonstration of General Educational Knowledge	1	2	3	4	5	6	7
Personal Characteristics	1	2	3	4	5	6	7
History of the Candidate in Making Decisions on Issues Pertaining to Board Family Members or Friends	1	2	3	4	5	6	7
Performance in Crisis Situations	1	2	3	4	5	6	7
Public Relations Skills	1	2	3	4	5	6	7
Straight Forward	1	2	3	4	5	6	7
Leadership Skill and Style	1	2	3	4	5	6	7
Idealistic	1	2	3	4	5	6	7
Potential Performance at School Board Meetings	1	2	3	4	5	6	7
Ability to Make Decisions	1	2	3	4	5	6	7
Progressive in Views	1	2	3	4	5	6	7

PART IV: Criteria for the Evaluation of the Superintendent at Contract Renewal

Directions: For each item on the list below, circle the number that best represents your personal opinion of the importance of that criterion in the evaluation of your superintendent at the time of contract renewal from least important (1), to highly important (7).

CRITERIA	IMPORTANCE						
	<i>(circle one number for each criterion)</i>						
Verbal and Written Communications Skills	1	2	3	4	5	6	7
Budget Development and Implementation	1	2	3	4	5	6	7
Ability to Delegate	1	2	3	4	5	6	7
Personal Attitude Towards Job, or Others	1	2	3	4	5	6	7
Conservative Beliefs	1	2	3	4	5	6	7
Sense of Humor	1	2	3	4	5	6	7
Board/Superintendent Relations	1	2	3	4	5	6	7
Fill the Role of Executive Officer	1	2	3	4	5	6	7
Moral Character	1	2	3	4	5	6	7
Concern for Detail	1	2	3	4	5	6	7
Management/Administrative Skills	1	2	3	4	5	6	7
Liberal Beliefs	1	2	3	4	5	6	7
Friendly at Meetings	1	2	3	4	5	6	7
Community Relations	1	2	3	4	5	6	7
Male Leadership	1	2	3	4	5	6	7
Supervision and Staff Development	1	2	3	4	5	6	7
Professional Development	1	2	3	4	5	6	7
Ability to Handle Conflict	1	2	3	4	5	6	7
Cultural Background	1	2	3	4	5	6	7
Demonstrated Planning and Organizational Ability	1	2	3	4	5	6	7
Female Leadership	1	2	3	4	5	6	7
Staff/Superintendent Relations	1	2	3	4	5	6	7

CRITERIA	IMPORTANCE						
	<i>(circle one number for each criterion)</i>						
Knowledge of Collective Bargaining	1	2	3	4	5	6	7
Appearance	1	2	3	4	5	6	7
Exhibits Traditional Approaches to Leadership Role	1	2	3	4	5	6	7
Racial or Ethnic Background	1	2	3	4	5	6	7
Personnel Management	1	2	3	4	5	6	7
Ability to Implement Board Policies and Procedures	1	2	3	4	5	6	7
Responsibility for Pupil Progress	1	2	3	4	5	6	7
Exhibits Non-Traditional Approaches to Superintendent's Leadership Role	1	2	3	4	5	6	7
Religious Background	1	2	3	4	5	6	7
Economic Background	1	2	3	4	5	6	7
Exhibits Behavior Fitting the Community's Expectations	1	2	3	4	5	6	7
Demonstration of General Educational Knowledge	1	2	3	4	5	6	7
Personal Characteristics	1	2	3	4	5	6	7
Decisions of the Superintendent on Issues Pertaining to Board Family Members or Friends	1	2	3	4	5	6	7
Performance in Crisis Situations	1	2	3	4	5	6	7
Public Relations Skills	1	2	3	4	5	6	7
Straight Forward	1	2	3	4	5	6	7
Leadership Skill and Style	1	2	3	4	5	6	7
Idealistic	1	2	3	4	5	6	7
Actual Performance at School Board Meetings	1	2	3	4	5	6	7
Ability to Make Decisions	1	2	3	4	5	6	7
Progressive in Views	1	2	3	4	5	6	7

PART V: Exit Interview

1. As school board president, what are your ideas or perceptions about how best to minimize the differences between formal and informal expectations placed on superintendents?

2. As school board president, how does one develop a formalized process in the superintendent candidate selection that accommodates the often unspoken dynamics of personal bias and historical cultural differences?

Appendix H

Letter to Board Presidents

January 2, 2002

Dear Educational Leader:

I am currently a doctoral student at Seton Hall University in South Orange, New Jersey seeking the completion of my Ed.D. degree in Educational Administration and Supervision. I am a former High School Principal, and currently Administrative Assistant to the Superintendent in Franklin Township School District in Somerset, New Jersey.

The focus of my study is to determine if significant differences exist between the expectations of board members at the time of the respective superintendent's candidacy for the position, and the perception those board members have of the superintendent at the time of contract renewal. If significant differences do exist, what is the nature of those differences and how do they influence board decision-making regarding contract renewal?

Please give your responses from the perspective of the superintendent employed with your district that best represents the cycle of selection, evaluation, and contract renewal. **Therefore, the Profile and Criteria sections of the questionnaire might best fit your previous superintendent rather than your current one.**

Please take a small amount of your valuable time (approximately 15-18 minutes) to fill out the Survey of School Board President's Attitudes Towards Superintendent Candidacy and Contract Renewal. Place the completed questionnaire in the enclosed self-addressed stamped envelope I have provided and return by Monday, January 21, 2002.

Please note respondents will not be identified in reporting the collected data, remaining strictly confidential. Reporting results will be only by group analysis. A coding system has been developed to insure the anonymity of respondents. Please return the *signed* informed consent form in the second self-addressed stamped envelope marked "confidential."

All questionnaires will be secured in a locked file cabinet that only the researcher has access to. All questionnaires will be destroyed upon completion of the study. Questionnaires have been numbered for follow-up purposes only.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board (IRB) for Human Services Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties and rights. The chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the office is (973) 275-2975.

Please be assured that your participation is voluntary and you may withdraw your participation at any time. If you have any questions about this study, or are interested in obtaining a copy of the research findings, please call me at (732) 873-2486. You can also e-mail me at Abundy@FranklinBOE.org.

Sincerely,

Anthony S. Bundy

Appendix I
Pilot Test Assessment

Dear Participant,

Attached you will find a 64-item questionnaire designed to survey school board presidents about their expectations of candidates for the superintendency. The questionnaire also asks board presidents to respond to the same item from the aspect of the former candidate now superintendent at the time of contract renewal (the end of a 3-year contractual cycle). Feedback on any aspect of the questionnaire is welcomed. However, I especially want your assessment on the clarity of the questions asked relevancy of individual items to the desired date sought, length of time to complete the questionnaire, flow and movement from one major topic to another, sensitivity of certain questions, and overall ease of reading. For your convenience, I have included an assessment form which includes the above stated areas.

Thank you.

Appendix J

Pilot Test Assessment Form

1. Clarity of Questions: _____

2. Relevance to Desired Data: _____

3. Length of Time to Complete: _____
4. Ease of Movement From One Topic to Another: _____

5. Sensitivity of Question to the Respondent: _____

6. Overall Ease of Reading: _____

7. Other Concerns, or Observations: _____

Appendix K**Likert Scale Conversion Table**

Least Important	=	1
Less Important	=	2
Somewhat Important	=	3
Important	=	4
Moderately Important	=	5
More important	=	6
Most Important	=	7

Scale numbers 1-3 represent low scores, while 4 is a middle point and 5-7 represent high scores. The Alpha score of .9181 indicates a strong reliability that equal distance exist between intervals.

Appendix L

**Superintendents Frequency, Percentage, and Mean Years of
Months of Service in Districts as Superintendent, their Contract Status,
and the Times their Contract Renewed**

	Category	(Yrs.) Mean	Frequency	Percentage
1.	Months of Service in District as Superintendent			
	- less than 2 yrs.	2.5		
	- 3 yrs. or less		34	48.4%
	- 3 yrs. or more		46	74.2%
			18	29%
2.	Contract Status (3-yr. Cycle)			
	- less than 3 yrs. (tenure)	—	—	71%
	- 3 or more yrs. (one contract cycle)	—	—	29%
3.	Contract Status (Yearly)			
	- just renewed	—	33	54%
	- up for renewal	—	24	39.3%
	- not renewed	—	4	6.6%

Appendix M
Board President's Evaluation of Viable Attributes
At the Time of Superintendent Candidacy

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	—	6.5	12.9	33.9	17.7	29.0
2.	Ability to Delegate	—	4.8	6.5	6.5	50.0	19.4	12.9
3.	Board/Superintendent Relations	1.6	—	—	4.8	8.1	43.5	41.9
4.	Fill the Role of Executive Officer	1.6	—	4.8	3.2	4.8	25.8	59.7
5.	Management and Admin. Skills	—	—	1.6	3.2	12.9	24.2	58.1
6.	Ability to Implement S.B.Pol. & Proc.	1.6	—	—	1.6	12.9	35.5	48.4
7.	Personal Characteristics	—	3.3	10.0	16.7	30.0	25.0	15.0
8.	Leadership Skill & Style	1.6	—	—	3.2	4.8	45.2	45.2
9.	Ability to Make Decisions	1.6	—	—	—	3.2	30.6	64.5
10.	Sense of Humor*	—	3.2	9.7	21.0	29.0	29.0	8.1
11.	Concern for Detail*	—	1.6	—	16.0	24.2	24.2	33.9
12.	Liberal Beliefs (Philosophy)*	13.3	6.7	18.3	25.0	25.0	8.3	3.3
13.	Ability to Handle Conflict*	—	1.6	1.6	—	12.9	41.9	41.9
14.	Exhibits Traditional Approaches to Superintendent Leadership Role*	18.0	13.1	13.1	21.3	14.8	13.1	6.6
15.	Exhibits Non-Traditional Approaches to Superintendent Leadership Role*	19.7	9.8	9.8	19.7	21.3	13.1	6.6
16.	Exhibits Behavior Fitting the Community's Expectation*	1.6	3.2	4.8	1.6	19.4	35.5	33.9
17.	Performance in Crisis Situations*	6.5	—	1.6	3.2	17.7	30.6	40.3
18.	Straight Forward*	1.6	—	—	9.7	6.5	29.0	53.2
19.	Potential/Actual Perf. at S. B. Mtgs*	—	3.2	1.6	9.7	22.6	35.5	27.4
20.	Progressive in Views*	1.6	3.3	1.6	14.8	23.0	27.9	27.9

(Cont'd)

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	—	4	8	21	11	18
2.	Ability to Delegate	—	3	4	4	31	12	8
3.	Board/Superintendent Relations	1	—	—	3	5	27	26
4.	Fill the Role of Executive Officer	1	—	3	2	3	16	37
5.	Management and Admin. Skills	—	—	1	2	8	15	36
6.	Ability to Implement S.B.Pol.& Proc.	1	—	—	1	8	22	30
7.	Personal Characteristics	—	2	6	10	18	15	9
8.	Leadership Skill & Style	1	—	—	2	3	28	28
9.	Ability to Make Decisions	1	—	—	—	2	19	40
10.	Sense of Humor*	—	2	6	13	18	18	5
11.	Concern for Detail*	—	1	—	10	15	15	21
12.	Liberal Beliefs (Philosophy)*	8	4	11	15	15	5	2
13.	Ability to Handle Conflict*	—	1	1	—	8	26	26
14.	Exhibits Traditional Approaches to Superintendent Leadership Role*	11	8	8	13	9	8	4
15.	Exhibits Non-Traditional Approaches to Superintendent Leadership Role*	12	6	6	12	13	8	4
16.	Exhibits Behavior Fitting the Community's Expectation*	1	2	3	1	12	22	21
17.	Performance in Crisis Situations*	4	—	1	2	11	19	25
18.	Straight Forward*	1	—	—	6	4	18	33
19.	Potential/Actual Perf. at S. B. Mtgs*	—	2	1	6	14	22	17
20.	Progressive in Views*	1	2	1	9	14	17	17

* Represents informal expectations of the school board president.

Appendix N

**Board President's Evaluation of Viable Attributes
At the Time of Superintendent Contract Renewal**

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	1.6	3.2	8.1	9.7	27.4	50.0
2.	Ability to Delegate	—	4.8	1.6	8.1	32.3	37.1	16.1
3.	Board/Superintendent Relations	1.6	—	—	4.8	6.5	30.6	56.5
4.	Fill the Role of Executive Officer	1.6	—	—	1.6	1.6	24.2	71.0
5.	Management and Admin. Skills	1.6	—	—	—	3.2	30.6	64.5
6.	Ability to Implement S.B.Pol. & Proc.	1.6	—	—	1.6	6.5	22.6	67.7
7.	Personal Characteristics	3.3	1.6	3.3	14.8	29.5	27.9	19.7
8.	Leadership Skill & Style	1.6	—	—	—	6.5	45.2	46.8
9.	Ability to Make Decisions	1.6	—	—	—	1.6	17.7	79.0
10.	Sense of Humor*	4.8	4.8	6.5	19.4	19.4	33.9	11.3
11.	Concern for Detail*	—	—	3.2	6.5	24.2	40.3	25.8
12.	Liberal Beliefs (Philosophy)*	37.7	4.9	9.8	23.0	18.0	4.9	1.6
13.	Ability to Handle Conflict*	1.6	—	—	1.6	6.5	27.4	62.9
14.	Exhibits Traditional Approaches to Superintendent Leadership Role*	16.4	6.6	14.8	26.2	18.0	11.5	6.6
15.	Exhibits Non-Traditional Approaches to Superintendent Leadership Role*	19.7	13.1	13.1	23.0	14.8	8.2	8.2
16.	Exhibits Behavior Fitting the Community's Expectation*	1.6	—	4.8	6.5	16.1	40.3	30.6
17.	Performance in Crisis Situations*	1.6	—	—	1.6	6.5	29.0	61.3
18.	Straight Forward*	1.6	—	—	4.8	4.8	27.4	61.3
19.	Potential/Actual Perf. at S. B. Mtgs*	—	1.6	—	1.6	12.9	38.7	45.2
20.	Progressive in Views*	4.8	3.2	6.5	22.6	14.5	27.4	21.0

(Cont'd)

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	1	2	5	6	17	31
2.	Ability to Delegate	—	3	1	5	20	23	10
3.	Board/Superintendent Relations	1	—	—	3	4	19	35
4.	Fill the Role of Executive Officer	1	—	—	1	1	15	44
5.	Management and Admin. Skills	1	—	—	—	2	19	40
6.	Ability to Implement S.B.Pol.& Proc.	1	—	—	1	4	14	42
7.	Personal Characteristics	2	1	2	9	18	17	12
8.	Leadership Skill & Style	1	—	—	—	4	28	29
9.	Ability to Make Decisions	1	—	—	—	1	11	49
10.	Sense of Humor*	3	3	4	12	12	21	7
11.	Concern for Detail*	—	—	2	4	15	25	16
12.	Liberal Beliefs (Philosophy)*	23	3	6	14	11	3	1
13.	Ability to Handle Conflict*	1	—	—	1	4	17	39
14.	Exhibits Traditional Approaches to Superintendent Leadership Role*	10	4	9	16	11	7	4
15.	Exhibits Non-Traditional Approaches to Superintendent Leadership Role*	12	8	8	14	9	5	5
16.	Exhibits Behavior Fitting the Community's Expectation*	1	—	3	4	10	25	19
17.	Performance in Crisis Situations*	1	—	—	1	4	18	38
18.	Straight Forward*	1	—	—	3	3	17	38
19.	Potential/Actual Perf. at S. B. Mtgs*	—	1	—	1	8	24	28
20.	Progressive in Views*	3	2	4	14	9	17	13

* Represents informal expectations of the school board president.

-- Appendix O

**Board President's Evaluation of Selected Formal Attributes
At the Time of Superintendent Candidacy**

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	—	6.5	12.9	33.9	17.7	29.0
2.	Board/Superintendent Relations	1.6	—	—	4.8	8.1	43.5	41.9
3.	Ability to Implement S.B.Pol.& Proc.	1.6	—	—	1.6	12.9	35.5	48.4
4.	Management and Admin. Skills	—	—	1.6	3.2	12.9	24.2	58.1

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	—	4	8	21	11	18
2.	Board/Superintendent Relations	1	—	—	3	5	27	26
3.	Ability to Implement S.B.Pol.& Proc.	1	—	—	1	8	22	30
4.	Management and Admin. Skills	—	—	1	2	8	15	36

Appendix P

Board President's Evaluation of Selected Formal Attributes

At the Time of Superintendent Contract Renewal

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	1.6	3.2	8.1	9.7	27.4	50.0
2.	Board/Superintendent Relations	1.6	—	—	4.8	6.5	30.6	56.6
3.	Ability to Implement S.B.Pol. & Proc.	1.6	—	—	1.6	6.5	22.6	67.7
4.	Management and Admin. Skills	1.6	—	—	—	3.2	30.6	64.5

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Budget Development & Implement.	—	1	2	5	6	17	31
2.	Board/Superintendent Relations	1	—	—	3	4	19	35
3.	Ability to Implement S.B.Pol. & Proc.	1	—	—	1	4	14	42
4.	Management and Admin. Skills	1	—	—	—	2	19	40

Appendix Q

Board President's Evaluation of Selected Viable Formal Attributes

Matched Paired T-Test

CRITERIA	Pre-Candidacy		Post-Contract Renewal		T-Value	Significance	Mean Diff.
	MD	SD	MD	SD			
1. Budget Developmnt & Implement.	5.50	1.225	6.08	1.219	-5.203	.000	-.58
2. Ability to Delegate	5.11	1.216	5.44	1.196	-2.489	.016	-.32
3. Fill the Role of Executive Officer	6.26	1.254	6.58	.933	-3.078	.003	-.32
4. Ability to Implemnt Bd Pol & Proc	6.24	1.019	6.50	.988	-2.513	.015	-.26

SD = Standard Deviation

MD = Mean Deviation

Appendix R

**Board President's Evaluation of Selected Informal Attributes
At the Time of Superintendent Candidacy**

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Sense of Humor	—	3.2	9.7	21.0	29.0	29.0	8.1
2.	Liberal Beliefs	13.3	6.7	18.3	25.0	25.0	8.3	3.3
3.	Potential/Actual Perf. at S.B. Mtgs.	—	3.2	1.6	9.7	22.6	35.5	27.4
4.	Performance in Crisis Situations	6.5	—	1.6	3.2	17.7	30.6	40.3

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Sense of Humor	—	2	6	13	18	18	5
2.	Liberal Beliefs	8	4	11	15	15	5	2
3.	Potential/Actual Perf. at S.B. Mtgs.	—	2	1	6	14	22	17
4.	Performance in Crisis Situations	4	—	1	2	11	19	25

Appendix S

Board President's Evaluation of Selected Informal Attributes

At the Time of Superintendent Contract Renewal

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Sense of Humor	4.8	4.8	6.5	19.4	19.4	33.9	11.3
2.	Liberal Beliefs	37.7	4.9	9.8	23.0	18.0	4.9	1.6
3.	Potential/Actual Perf. at S.B. Mtgs.	—	1.6	—	1.6	12.9	38.7	45.2
4.	Performance in Crisis Situations	1.6	—	—	1.6	6.5	29.0	61.3

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Sense of Humor	3	3	4	12	12	21	7
2.	Liberal Beliefs	23	3	6	14	11	3	1
3.	Potential/Actual Perf. at S.B. Mtgs.	—	1	—	1	8	24	28
4.	Performance in Crisis Situations	1	—	—	1	4	18	38

Appendix T

Board President's Evaluation of Selected Viable Informal Attributes

Matched Paired T-Test

CRITERIA	Pre-Candidacy		Post-Contract Renewal		T-Value	Significance	Mean Diff.
	MD	SD	MD	SD			
1. Progressive in Views	5.49	1.398	5.02	1.638	3.192	.002	.48
2. Conservative Beliefs	4.07	1.870	3.08	1.969	-5.502	.000	.98
3. Performance in Crisis Situations	5.79	1.570	6.44	.985	-3.746	.000	-.65
4. Potential/Actual Perf. at S.B. Mtgs	5.68	1.212	6.23	.931	-4.533	.000	-.55

Note. SD = Standard Deviation

MD = Mean Deviation

Appendix U

Board President's Evaluation of Selected Informal Attributes

At the Time of Superintendent Candidacy

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Performance in Crisis Situations	6.5	—	1.6	3.2	17.7	30.6	40.3
2.	Ability to Handle Conflict	—	1.6	1.6	—	12.9	41.9	41.9
3.	Potential/Actual Perf. at S.B. Mtgs.	—	3.2	1.6	9.7	22.6	35.5	27.4
4.	Progressive in Views	1.6	3.3	1.6	14.8	23.0	27.9	27.9

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Performance in Crisis Situations	4	—	1	2	11	19	25
2.	Ability to Handle Conflict	—	1	1	—	8	26	26
3.	Potential/Actual Perf. at S.B. Mtgs.	—	2	1	6	14	22	17
4.	Progressive in Views	1	2	1	9	14	17	17

Appendix V

Board President's Evaluation of Selected Informal Attributes

At the Time of Superintendent Contract Renewal

=== Levels of Importance by Percent ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Performance in Crisis Situations	1.6	—	—	1.6	6.5	29.0	61.3
2.	Ability to Handle Conflict	1.6	—	—	1.6	6.5	27.4	62.9
3.	Potential/Actual Perf. at S.B. Mtgs.	—	1.6	—	1.6	12.9	38.7	45.2
4.	Progressive in Views	4.8	3.2	6.5	22.6	14.5	27.4	21.0

=== Levels of Importance by Actual Number ===

	CRITERIA	① Least	② Less	③ Some what	④ Impor tant	⑤ Moder ately	⑥ More	⑦ Most
1.	Performance in Crisis Situations	1	—	—	1	4	18	38
2.	Ability to Handle Conflict	1	—	—	1	4	17	39
3.	Potential/Actual Perf. at S.B. Mtgs.	—	1	—	1	8	24	28
4.	Progressive in Views	3	2	4	14	9	17	13

Appendix W

Board President's Evaluation of Informal Attributes

Matched Paired T-Test

CRITERIA	Pre-Candidacy		Post-Contract Renewal		T- Value	Signifi cance	Mean Diff.
	MD	SD	MD	SD			
1. Performance in Crisis Situations	5.79	1.570	6.44	.985	-3.746	.000	-.65
2. Potential/Actual Perf. at S.B. Mtgs	5.68	1.212	6.23	.931	-4.533	.000	-.55
3. Progressive in Views	5.49	1.398	5.02	1.638	3.192	.002	.48

SD = Standard Deviation

MD = Mean Deviation