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**PERCEPTIONS OF TENNESSEE PUBLIC SCHOOL PRINCIPALS
CONCERNING THEIR MANAGERIAL AUTHORITY UNDER COLLECTIVE
NEGOTIATIONS**

East Tennessee State University

Ed.D. 1986

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PERCEPTIONS OF TENNESSEE PUBLIC SCHOOL PRINCIPALS
CONCERNING THEIR MANAGERIAL AUTHORITY
UNDER COLLECTIVE NEGOTIATIONS

A Dissertation
Presented to
the Faculty of the Department of Supervision and Administration
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Oliver Eugene Eller, Jr.

August, 1986

APPROVAL

This is to certify that the Advanced Graduate Committee of

OLIVER EUGENE ELLER, JR.

met on the

17th day of June, 1986.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

Charles W. Burkett
Chairman, Advanced Graduate Committee

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Signed on behalf of
the Graduate Council

Richard A. Crofts
Associate Vice-President for
Research and Graduate Studies

ABSTRACT

PERCEPTIONS OF TENNESSEE PUBLIC SCHOOL PRINCIPALS CONCERNING THEIR MANAGERIAL AUTHORITY UNDER COLLECTIVE NEGOTIATIONS

by

Oliver Eugene Eller, Jr.

The problem of this study was to determine if collective negotiations had restricted the perceived managerial authority of Tennessee's public school principals within selected demographic variables.

Fourteen demographic variables (the independent variables) were selected for the study. Pauline's Principals On-Job Discretion Scale (the dependent variable) developed and validated by Robert A. Pauline was selected as the appropriate instrument for use in this study. The instrument listed ten responsibilities of public school principals which might or might not be restricted by the terms and conditions of teachers' negotiated agreements with school boards. The principals marked the instrument as to how they perceived their managerial authority (discretion) under collective negotiations.

The sample drawn included 315 of the 1260 public school principals who were under collective negotiations in the seventy-eight school systems in Tennessee during 1985-86. Respondents used in the study included 242 principals--19.21 percent of all Tennessee public school principals under collective negotiations.

The statistical analysis of the data indicated there were significant differences in four of the fourteen null hypotheses. The significant differences found were:

1. The younger age group of principals perceived themselves as having less managerial authority than the older groups of principals.
2. Those principals who had been principals for five or fewer years perceived themselves as having less managerial authority than those principals who had been principals for more than ten years.
3. Those principals in city/town/special school systems perceived themselves as having less managerial authority than those principals in county school systems.
4. High school principals perceived themselves as having more managerial authority than those principals in elementary, junior high/middle/intermediate, and other schools.

Although the findings indicated that Tennessee's public school principals did not perceive themselves as having "complete discretion" in their managerial authority under collective negotiations, the principals did perceive themselves as having "considerable discretion" in managing their schools under the teachers' negotiated agreements with school boards. Recommendations were indicated for future research.

INSTITUTIONAL REVIEW BOARD

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project: Perceptions of Tennessee Public School Principals Concerning Their Managerial Authority Under Collective Negotiations

Principal Investigator: Oliver Eugene Eller, Jr.

Department: Supervision and Administration

Date Submitted: March 21, 1986

Institutional Review Board Approval: Armand O. Lefebvre, M.D.
Chairman

DEDICATION

To
My Wife
Jane
and
Daughter
Karen

Your faith and confidence
in me were the inspiration
needed to complete this task

ACKNOWLEDGEMENTS

The writer wishes to express deep appreciation to Dr. Charles W. Burkett, doctoral committee chairman, for his encouragement and assistance during the writing of this study. My sincere thanks is also extended to Dr. Robert Shepard, Dr. Floyd Edwards, Dr. Flora Joy, and Dr. Larry Brown, the other members of the doctoral committee who have been very helpful.

Many thanks to Dr. Robert A. Pauline for giving permission to use Pauline's Principals On-Job Discretion Scale. This study would have been very difficult without his assistance.

My sincere gratitude is extended to Ms. Martha Littleford for her valuable assistance in the typing of this study.

Special appreciation is expressed to Dr. Susan Twaddle and others at the Computer Services Center, East Tennessee State University, for their assistance in completing this project.

Also, a special word of appreciation to the 242 principals who responded by returning the completed questionnaire. Without their helpful input this study would not have been possible.

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CHAPTER 1

Introduction

Probably no other event in education in the last two decades has altered the structure of middle management--the principalship--more than the concept of collective negotiations. Principals have found themselves in the middle of many negotiated agreements between teachers and school boards. This "middle" position has caused principals to question "where they stood" when it came to collective negotiations. This uncertainty has caused much confusion and frustration. Some principals have become frustrated because they have seen an erosion of their influence in the decision making process in school governance. One writer even stated that the principal was "collective bargaining's primary management casualty."¹

The principal has had to seek "new ways" of leadership and management because of change brought about by teacher bargaining. Once the unquestionable authority and leader of the school, many principals have found that their views on collective negotiations were no longer sought by teachers, superintendents, and school boards.

Today's principals were actively seeking to return their position to a place of strength and meaningful purpose in teacher-school board bargaining sessions. Many believed that principals should not be involved in the negotiating process, or at best they should merely

¹ Ray A. Howe, "It's a Mistake to Allow Collective Bargaining to Change the Way You Run Your Schools," The American School Board Journal 166, no. 3 (March 1979): 39.

provide support and advice to the board. Some believed that school boards and superintendents should actively encourage their principals to provide more than "support and advice" in collective negotiations. Others believed that principals should have the opportunity to become a partner with the superintendent and school board in some kind of a team management bargaining unit.²

Principals in Tennessee have found themselves in an unusual dilemma. The 1978 "Education Professional Negotiation Act" in the Tennessee Code Annotated has placed the school principals with the teachers in the negotiating process (see Appendix A). This development has caused these middle managers to ask questions, such as (1) "What is my function in collective negotiations?" and (2) "Have collective negotiations restricted my leadership and managerial authority in the school?". These questions and others have shown a real need for more research to be conducted on how Tennessee public school principals viewed collective negotiations, and what influences these negotiations have had on their perceived managerial authority.

The Problem

Statement of the Problem

The problem of this study was to determine if collective negotiations had restricted the perceived managerial authority of Tennessee's public school principals within selected demographic variables.

² Larry Janes and Ned Lovell, "A Systematic Labor-Relations Model: Returning the Principal to the Driver's Seat," NASSP Bulletin 66, no. 451 (February 1982): 73-78.

Purpose of the Study

The purpose of this study was to investigate how Tennessee's public school principals viewed their perceived managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale.

Significance of the Study

The directions of Tennessee teacher-school board negotiations in recent years have caused school principals to take a "back seat" in their leadership and managerial responsibilities dealing with policy issues. As salaries and teacher benefits have become less of a contract issue due to restricted financial resources of local governmental bodies, and the advent of Tennessee's Career Ladder Program, which has offered financial incentives to teachers, more and more teacher negotiated contracts have focused their bargaining energies upon school policy issues. Traditionally, these policy issues have belonged to the prerogative and discretion of school principals. Even so, superintendents and school boards in Tennessee have expected their principals to administer the schools as if collective negotiations never happened. Some writers believed that without the principal's active participation in the collective negotiating process, few negotiated agreements would be effectively administered. Kohler and Hill contended that, "Middle management must be given opportunity for input if any contract agreements are to be effectively administered at the working unit level."³ This study was significant to the extent

³ Lewis T. Kohler and Frederick W. Hill, "Preparing for School District Negotiations," American School and University 52, no. 4 (December 1979): 42-43.

that it identified how Tennessee's public school principals in collective negotiations perceived their managerial authority under the negotiated agreement.

Limitations

1. The participants in the study were limited to public school principals in Tennessee as listed in the 1985-86 Tennessee Directory, published by the Tennessee Department of Education.

2. The study was limited to the principals of the seventy-eight school systems in Tennessee in 1985-86 which were under collective negotiations as identified by the Tennessee School Boards Association.

3. The study was limited to 315 randomly selected public school principals--25 percent of the 1260 principals under collective negotiations. There were 242 usable responses from the study.

4. Responses were limited to a personal data sheet and Pauline's Principals On-Job Discretion Scale.

5. The data gathered were limited to a one-time response.

Assumptions

1. Public school principals in Tennessee were the instructional leaders and managers of their schools.

2. Public school principals in Tennessee wish to have sufficient discretion in managing their schools.

3. Public school principals in Tennessee wanted to participate and have meaningful input in teacher-school board negotiations.

4. Pauline's Principals On-Job Discretion Scale and the demographic data sheet were appropriate instruments for this study.

Hypotheses

The following research hypotheses were formulated.

Hypothesis 1. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations whose ages are: 21-35 years old, 36-50 years old, 51-70 years old in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 2. There will be a significant difference between the scores of male and female Tennessee public school principals under collective negotiations in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 3. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations whose highest educational degrees are: Bachelor's, Master's, Specialist's, Doctor's in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 4. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations whose years of experience as teachers are: 1-5 years, 6-10 years, 11 or more years in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 5. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations whose years of experience as principals are: 1-5 years, 6-10 years, 11-20 years, 21 or more years in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion

Scale.

Hypothesis 6. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations who now supervise: 20 or fewer teachers, 21-40 teachers, 41-60 teachers, 61 or more teachers in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 7. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations whose 1985-86 school students' enrollments are: 250 or fewer students, 251-500 students, 501-750 students, 751-1,000 students, 1,001 or more students in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 8. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations whose 1985-86 school systems' enrollments are: 0-4,999 students, 5,000-14,999 students, 15,000 or more students in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 9. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations who administer: elementary schools, junior high/middle/intermediate schools, high schools, other schools in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 10. There will be a significant difference between the scores of those Tennessee public school principals under collective

negotiations whose school systems are: city/town/special, county in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 11. There will be significant differences between the scores of those Tennessee public school principals under collective negotiations from the "three" geographical sections of east, middle, west Tennessee in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 12. There will be significant differences between the scores of those Tennessee public school principals whose school systems have been under collective negotiations for: 1-3 years, 4-6 years, 7-9 years, 10 or more years in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 13. There will be a significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems' principals have participated in some phase of collective negotiations versus those public school principals whose school systems' principals have not participated in some phase of collective negotiations in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Hypothesis 14. There will be a significant difference between the scores of those Tennessee public school principals under collective negotiations who wish to have Tennessee's 1978 "Education Professional Negotiations Act" amended to allow principals a choice of whether to negotiate with the teachers' negotiating unit or with management personnel versus those public school principals who do not wish the

1978 "EPNA" amended in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale.

Definitions of Terms

Discretion

Discretion is the freedom or power to act or judge on one's own.⁴

Collective Negotiations

(Collective Bargaining;
Professional Negotiations)

Collective negotiations is a process whereby employees as a group and their employers make offers and counter-offers in good faith on the conditions of their employment relationship for the purpose of reaching a mutually acceptable agreement, and the execution of a written document incorporating any such agreement if requested by either party. It is also a process whereby a representative of the employees and their employer jointly determine their conditions of employment.⁵

Managerial Authority

Managerial authority is the right to plan, organize, and control the activities of the organization for which the executive is responsible, and consists principally of the rights of decision and command

⁴ The American Heritage Dictionary, 2nd ed. (Boston: Houghton Mifflin, 1985), 404.

⁵ Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers, An Approach to School Administration (Chicago: Rand McNally, 1966), 418.

for this purpose. Authority, both managerial and operative, is a derivative of responsibility.⁶

Negotiating Unit
(Bargaining Unit)

A negotiating unit is a group of employees recognized by the employer or group of employers, or designated by an authorized agency as appropriate for representation by an organization for purposes of collective negotiations.⁷

Perceive

To perceive is to become aware of directly through any of the senses, or to become aware of in one's mind.⁸

Perception

Perception is an insight, intuition, or knowledge gained by perceiving.⁹

Phases of Collective
Negotiations

Phases of collective negotiations refer to the two distinct stages of development in the negotiating process of prenegotiations' and "during" negotiations' activities in which school principals may or may not be

⁶ Carter V. Good, ed., Dictionary of Education, 3rd ed. (New York: McGraw-Hill, 1973), 51.

⁷ Lieberman and Moskow, 425.

⁸ The American Heritage Dictionary, 920.

⁹ The American Heritage Dictionary, 920.

involved. A third phase, the postnegotiations' activity of contract administration, involves practically every school principal under collective negotiations.¹⁰

Principal

A principal is the administrative head and professional leader of a school division or unit, such as a high school, junior high school, or elementary school.¹¹

Responsibility

Responsibility is the obligation that an individual assumes when he/she accepts a general work assignment or job, to perform properly the functions and duties that have been assigned to him/her, to the best of his/her ability, in accordance with the directions of the executive to whom he/she is accountable; the right that corresponds to this obligation is authority.¹²

Procedures

The following procedures were followed in conducting the study.

1. Related literature was reviewed.
 - A. An ERIC computer search of literature was conducted.
 - B. Sherrod Library of East Tennessee State University was searched for relevant articles, books, and materials.

¹⁰ Warren T. Greenleaf and Leroy V. Goodman, eds., School Management Handbook Number 6: Negotiating and Administering Contracts--July, (ERIC, ED 222 992, 1982), 7.

¹¹ Good, 436.

¹² Good, 498.

C. Dissertation Abstracts International was used to determine the content and relevancy of dissertations for this study.

2. A copy of the 1985-86 Tennessee Directory was secured from the Tennessee Department of Education which contained the names and addresses of all public school principals in Tennessee.

3. The Tennessee School Boards Association was contacted and requested to provide the names of the Tennessee public school systems which were in collective negotiations during 1985-86.

4. A random selection of 25 percent of those public school principals in collective negotiations was made.

5. A sampling of negotiated agreements was secured from the seventy-eight school systems under collective negotiations for the purpose of reviewing the "policy issue articles."

6. Pauline's Principals On-Job Discretion Scale and a validated demographic data sheet were selected for use in the study.

7. A letter was written and mailed along with the Discretion Scale, data sheet, and a self-addressed, stamped envelope explaining the purpose and soliciting principals' responses.

8. Two weeks later a follow-up letter was written to those principals who had not responded.

9. When approximately 50 percent of the responses were collected, the data were analyzed and recorded in tables.

10. A summary of the findings was prepared and recorded.

11. Conclusions were drawn from the data and recommendations were made.

Organization of the Study

Chapter 1 contains an introduction, the statement of the problem, the purpose of the study, the significance of the study, the limitations, the assumptions, the hypotheses, the definitions of terms, the procedures, and the organization of the study.

Chapter 2 contains a review of relevant literature.

Chapter 3 contains a description of the methods and procedures used in the study.

Chapter 4 contains a presentation and analysis of the data.

Chapter 5 contains a summary of the study with conclusions and recommendations for further study.

CHAPTER 2

Review of Relevant Literature

Introduction

A review of the literature was conducted to identify relevant research essential to an investigation of previous studies dealing with collective negotiations; principals' leadership, participation, and roles under collective negotiations; phases of collective negotiations; the effects collective negotiations have had on the educational policies and the managerial authority of principals; and the future leadership and managerial styles of principals under collective negotiations.

In the portion of the literature dealing with collective negotiations, there was a brief historical background of collective negotiations. This was followed by a section dealing with principals as the educational leaders of the schools.

A section of the literature review pertained to the importance of principals' participation under collective negotiations. Some of the roles "opened" to principals in the negotiating process were outlined. The different phases of collective negotiations as being vital areas for principals' involvement were reviewed.

The literature review on the effects of collective negotiations on the educational policies, and the managerial authority of principals were discussed. The future leadership and managerial styles of principals under collective negotiations concluded the literature review.

In order to identify pertinent studies and information on collective negotiations; principals' leadership, participation, and

roles under collective negotiations; phases of collective negotiations; the effects collective negotiations have had on the educational policies and the managerial authority of principals; and the future leadership and managerial styles of principals under collective negotiations; bibliographies, periodicals, and references to major works were reviewed. In addition, an Educational Resources Information Center (ERIC) search was conducted using the Sherrod Library facilities at East Tennessee State University.

Historical Background of Collective Negotiations

Collective negotiations by workers in the United States has had a long and colorful history. The basic motivation behind laborers wanting to organize has been primarily economic. Lieberman and Moskow pointed to the Philadelphia Cordwainers case in 1806 as the beginning of workers uniting and bargaining for higher wages. The defendants were found guilty by the courts of a criminal conspiracy to raise their wages; thus, making any concerted group action illegal.¹ Thirty-six years later in 1842, the case of Commonwealth v. Hunt in the state of Massachusetts marked the end of the doctrine of criminal conspiracy. Unions were not viewed as unlawful bodies.²

For the next fifty years not much labor union activity came to the attention of the courts. Then in 1890, the U.S. Congress passed the Sherman Anti-Trust Act which attempted to deal with the monopoly powers

¹ Myron Lieberman and Michael H. Moskow, Collective Negotiations for Teachers, An Approach to School Administration (Chicago: Rand McNally, 1966), 63.

² Lieberman and Moskow, 63.

of business trusts.³ Through the years that followed, the U.S. Supreme Court viewed labor unions as a form of "trust." In 1914, Sections 6 and 20 of the Clayton Act removed labor unions from the application of the anti-trust laws of the Sherman Act.⁴

Modern day legal precedents for collective negotiations in the private sector were to be found in three major acts of Congress during the past fifty years. They were:

1. The Wagner Act (National Labor Relations Act of 1935)--restricted the employer's ability to oppose and undermine employee organizations; thus, encouraging the formation of labor unions.

2. The Taft-Hartley Act (Labor-Management Relations Act of 1947)--illegal strikes and closed-shop agreements were not allowed, and strikes against the federal government were outlawed.

3. The Landrum-Griffin Act of 1959--regulated the internal affairs of unions and guaranteed the right of individual union members.⁵

Although these three legislative acts "do not apply directly to collective negotiations in education, they have served as models for state legislation."⁶

A fourth major document permitting federal employees to join together for the purpose of negotiating salary and fringe benefits was a Presidential executive order. President John F. Kennedy's Executive Order 10988 of 1962 guaranteed the right of federal employees to join employee organizations for the purpose of negotiating collective

³ Lieberman and Moskow, 63. ⁴ Lieberman and Moskow, 64.

⁵ Dee Schofield, "Collective Negotiations and the Principal," School Leadership Digest, (ERIC, ED 123 738, 1976), 9.

⁶ Schofield, 9-10.

agreements with federal agencies.⁷ "Several states enacted legislation shortly after the federal action enabling state and local public employees to organize and bargain or consult with their employers."⁸

Collective negotiations for public school teachers represented one of the three most significant changes in public education in the last thirty years. "Only desegregation and large numbers of specialized aid programs have had a comparable impact on the nature of schooling in America."⁹ Prior to the early 1960's, the largest and oldest teachers' organization, the National Education Association (NEA), prided itself on remaining above the economic affairs of labor in the private sector. Many matters were considered beneath the dignity of a professional organization like the NEA.¹⁰ However, NEA's main rival for classroom teachers' membership, the American Federation of Teachers (AFT), was organized specifically with labor methods as its foundation.¹¹

The modern day legal precedents for collective negotiations in the private/public sectors helped to establish the legitimate basis for classroom teachers to bargain collectively with school boards. The state of Wisconsin (1959) was the first state to pass a state statute permitting teachers to bargain collectively. In 1961, the United

⁷ Schofield, 9-10.

⁸ William B. Castetter, The Personnel Function in Educational Administration, 4th ed. (New York: Macmillan, 1981), 135.

⁹ Douglas E. Mitchell et al., "The Impact of Collective Bargaining on School Management and Policy," American Journal of Education 89, no. 2 (February 1981): 147.

¹⁰ Schofield, 7.

¹¹ Schofield, 8.

Federation of Teachers won bargaining rights for New York City teachers. In 1962, the National Education Association entered the field by adopting a resolution asking boards of education to voluntarily develop negotiation agreements.¹² By 1982, more than two-thirds of the United States had passed statutes permitting collective bargaining for teachers.¹³ Goldschmidt explained the recent development of collective negotiations in education for the following reasons:

1. Modification of the sovereign immunity doctrine.
2. Threats to teacher job security coupled with inflation's effect on salaries.
3. Increased teacher concern over their access to and influence over educational policy decisions.
4. Changes in social conditions and work force demographics.¹⁴

Principals as Educational Leaders

Traditionally, school principals have come to their positions from the classroom. "The first public school principal we know about was somebody who headed up the Quincy School in Boston in 1836."¹⁵ The reasons for leaving the classroom have been mainly economical, "and a

¹² Paul Houts, "A Report from DESP," The National Elementary Principal 47, no. 4 (February 1968): 68.

¹³ Steven Goldschmidt, The Effects of Collective Bargaining on School Administration Leadership, eds. Kenneth Duckworth and Wynn DeBevoise (ERIC, ED 227 547, 1982), 5.

¹⁴ Goldschmidt, 4-5.

¹⁵ Dan Lortie, Complex Work Relationships of Elementary School Principals, eds. Kenneth Duckworth and Wynn DeBevoise (ERIC, ED 227 547, 1982), 53-54.

desire to have greater power and prestige to influence the educational programs of their administered school."¹⁶

The desire of the school principal to be the educational leader in the building he/she managed was recognized by most educators. According to Asnard, "Most educators recognize that the principal has been the effective, direct educational leader of the teachers in school."¹⁷

McGinnis contended that:

The principal, as a leader of a crucial educational enterprise, is the first line gatekeeper to the supervision of instruction, to the interpretation and implementations of the educational program, to the stimulation of community support, and to the counseling on educational matters in the ever changing school scene.¹⁸

Williams found in his research study that, "All principals perceived themselves to be instructional leaders."¹⁹ Reed, writing about the problems school principals faced in Washington, D.C., stated that:

The principal, as the chief administrator and instructional leader of the school, has final responsibility for the conduct of school operations. His performance evaluations are directly related to the achievement of established educational objectives. It is the principal alone who is held accountable for the success or failure of the educational program at his school.²⁰

¹⁶ Marianne Michels, "The Changing Role of the Principal as a Response to Teacher Unionism in Educational Organization," Thrust for Education Leadership 5, no. 5 (May 1976): 23.

¹⁷ Robert R. Asnard, "Directions in Negotiations," The National Elementary Principal 48, no. 1 (September 1968): 22-23.

¹⁸ Lowell McGinnis, "The Principal and the Collective Agreement," Thrust for Educational Leadership 6, no. 3 (January 1977): 23.

¹⁹ L. E. Williams, "The Impact of Collective Bargaining on the Instructional Leadership Role of the Newfoundland School Principal," DAI 43 (1983): 3807-A.

²⁰ Vincent E. Reed, "The Do's and Don'ts of Living with a Teachers' Contract," NASSP Bulletin 61, no. 409 (May 1977): 83.

Principals' Participation Under
Collective Negotiations

Since school principals were held accountable for the success or failure of the educational programs in their schools, they must be given the opportunity to participate in the collective negotiations' process. In their "Platform 1982," the National Association of Elementary School Principals identified the issue, and set forth the most practical solution for principals' participation in collective negotiations:

Many of these negotiated agreements yield decisions that have serious impact on the educational programs for which principals are held accountable. It is, therefore, axiomatic that principals should have a role in the negotiations process in order to capitalize on their unique perspective of the complex factors in elementary education. Platform 1982, NAESP.²¹

"As front-line administrator, the principal must have substantial input to the district's negotiating positions, preferably through participation in the negotiation process itself."²² Howe commented that principals must be a part of the bargaining process, whether formally or informally, in those elements that affect the instructional and management programs of the building.²³ Pauline found in his study of school principals in two New York counties that, "principals should participate in the negotiations effort to protect their own jobs and autonomy."²⁴ The

²¹ Warren T. Greenleaf and Leroy V. Goodman, eds., School Management Handbook Number 6: Negotiating and Administering Contracts--July (ERIC, ED 222 992, 1982), 30.

²² Greenleaf and Goodman, 8.

²³ Robert C. Howe, How to Make the Best Use of Your Principals (ERIC, ED 242 008, 1983), 8.

²⁴ Robert A. Pauline, "The Principal's Role in Teacher Collective Negotiations and On-Job Discretion," DAI 43 (1983): 3773-A.

National Association of Elementary School Principals also believed that principals must have sufficient opportunity to help shape the negotiating process. "There is the danger otherwise that the school board team may bargain away provisions that are crucial to the school's day-to-day operations, thereby undermining the principal's effectiveness."²⁵

Principals have expressed a willingness to participate in determining the rules and regulations which they have to administer.²⁶ Pisapia and Sells found evidence from data collected from a national random sample of administrators that:

Based on the evidence administrators want their authority preserved, or at least defined; they want to be involved in decisions which affect their authority and role in the educational process; they want their positions clarified, and their voices heard.²⁷

The alternative for principals not participating in the collective negotiations' process was grim. Caldwell and others found in their studies that "if principals were denied input into professional-personal concerns, and if perceived authority over staff and students was decreased, it only seemed reasonable that lower self-interest and self-protection desires would increase."²⁸ Barea found that if principals had no input into the bargaining process, they could expect their responsibilities to

²⁵ Greenleaf and Goodman, 8.

²⁶ Thomas P. Gilroy et al., Educator's Guide to Collective Negotiations (Columbus: Charles E. Merrill, 1969), 68.

²⁷ John R. Pisapia and Jack D. Sells, "Administrator Protections in Negotiated Contracts," NASSP Bulletin 62, no. 421 (November 1978): 53.

²⁸ William E. Caldwell et al., Perceived Job Satisfaction of Secondary School Principals as Related to the Collective Bargaining Process (ERIC, ED 203 494, 1981), 14.

grow and their authority to manage and direct the labor force to diminish.²⁹

Principals' Roles Under Collective Negotiations

Principals should be given a choice to participate under collective negotiations. Whether principals participated within the structure of the teacher organization, in a separate entity of their own, or with management in a team bargaining unit was really an academic question. "The important point is that principals participate. Otherwise, they fail to help the negotiation process achieve its most important function-- improvement of the educational program."³⁰

Principals as Members of Teachers' Organizations

Historically, principals have been close to the rank and file of teacher organizations. Schofield pointed out that for over 100 years (until 1972) most of the leadership of the NEA was composed of school administrators.³¹ Even though by the early 1970's, teacher and principal roles were certainly defined differently; nevertheless, there remained a strong bond between organized teachers and principals.³²

Tennessee's 1978 "Education Professional Negotiations Act" placed school principals together with teachers in the same bargaining unit.³³

²⁹ Norman Barea, "Separate Bargaining Units--A Must for Today's Principal," NASSP Bulletin 61, no. 409 (May 1977): 48.

³⁰ Robert L. Jozwiak, "Professional Negotiation: Some Questions and Comments," The National Elementary Principal 49, no. 1 (September 1969): 42.

³¹ Schofield, 6.

³² Schofield, 6.

³³ Tennessee, Tennessee Code Annotated, Title 49, Public Chapter No. 570 Professional Negotiations Act (1978).

The leadership of the Tennessee Education Association (TEA) responded to the question, "Why are principals and other administrators included in the (Tennessee) bargaining unit?," in the following way:

1. Because negotiated benefits will go to all professional personnel--not just classroom teachers.
2. Because the goal to improve education is a goal of administrators as well as classroom teachers.
3. Because some of the tough issues to be negotiated, such as grievance procedures and discipline policies, need input from administrators as well as classroom teachers.
4. Because competent administrators who are doing their work well and who are not intimidated by superiors will have no difficulty working under a formal contract. Any who are intimidated or afraid for their jobs will have trouble with or without a formal contract.³⁴

Several authorities on collective negotiations have advised that principals should not be a part of the teachers' organization when bargaining. "An organization which represents a classroom teacher unit is inappropriate to represent administrators or supervisors in negotiation."³⁵ According to Kanner the "militant voices" within the association would not permit him to negotiate for the teachers. "He is naive to assume that the teachers' association negotiating team will have his best interests uppermost in their minds."³⁶ Epstein believed it was wise for principals to sever their membership ties with teachers' organizations. "Their continuation as members has become an anomaly and

³⁴ Tennessee Education Association, "Negotiations--Answers to Your Questions," Tennessee Teacher 48, no. 1 (August 1980): 16.

³⁵ Robert L. Ackerly and W. Stanfield Johnson, Critical Issues in Negotiations Legislation (Washington, D.C.: The National Association of Secondary School Principals, 1969), 4.

³⁶ Lawrence T. Kanner, "The Changing Role of Administration," NASSP Bulletin 61, no. 408 (April 1977): 39.

an anachronism since the coming of teacher negotiations. It bears within it too many contradictions."³⁷ Barea asserted that, "Principals need to be classified separately from teachers so they can distinguish their working conditions, rights, responsibilities, and duties."³⁸

In an Alabama study of principals and collective negotiations, it was found that teachers and principals identified the principal's role in collective negotiations as being closely associated with the teachers.

"This alignment would surely cause serious difficulties in those situations in which a principal exercised managerial authority"³⁹

Because of confusion arising when teachers and principals were together in the same bargaining unit, Holley and others recommended that states enact a statute refusing to allow any bargaining units composed of teachers and principals together.⁴⁰ "Once the state statute is enacted, the school administration must assure principals that they do in fact have 'legitimate managerial authority' to make decisions, recommend organizational actions, and take administrative initiatives."⁴¹

³⁷ Ben Epstein, "A Principal Shares Some Thoughts on the Era of Collective Negotiations in Public Education," The Collective Dilemma: Negotiations in Education, eds. Patrick W. Coalton and Harold I. Goodwin (Worthington, Ohio: Charles A. Jones, 1969), 122.

³⁸ Barea, 44.

³⁹ William H. Holley, Jr., J. Boyd Scebra, and William Rector, "Perceptions of the Role of the Principal in Professional Negotiations," Journal of Collective Negotiations 5, no. 4 (1976): 368.

⁴⁰ Holley, Scebra, and Rector, 368-69.

⁴¹ Holley, Scebra, and Rector, 369.

Principals as Members of
Principals' Organizations

Ackerly and Johnson believed that an organization composed solely of administrators was the appropriate group to represent administrators in negotiations.⁴² Greenleaf and Goodman reported that principals could feel pressure to organize because of their being left out of the decision-making process in collective negotiations by school boards and teachers' organizations.⁴³ "Principals are most likely to bargain collectively in those areas that have strong teachers' unions, and where bargaining with teachers has already been underway for some years."⁴⁴

In a 1975 study of principals in the United States and Canada by The American School Board Journal, it was learned that 86 percent of the responding principals were in favor of state laws that would guarantee their right to bargain directly with school boards.⁴⁵ Ackerly and Johnson favored state legislation that would recognize the distinct interests of principals by permitting them to negotiate independently.⁴⁶ Barea believed there should be some legal basis permitting principals to organize. "Either a school code or a state statute should authorize the action."⁴⁷

⁴² Ackerly and Johnson, 4.

⁴³ Greenleaf and Goodman, 29.

⁴⁴ Greenleaf and Goodman, 25.

⁴⁵ "The Brewing--And, Perhaps, Still Preventable--Revolt of the School Principals," The American School Board Journal 163, no. 1 (January 1976): 25.

⁴⁶ Ackerly and Johnson, 3.

⁴⁷ Barea, 44.

Barea pointed out that there could be some real problems for principals with their own negotiating unit. Principals could face hostility from superintendents and school boards. There was also the possibility of job loss. The attitude of the superintendent and school board would dictate the situation.⁴⁸

Principals as Members of Management Personnel

According to Barea the team management concept was a method for acquiring closer communication and cooperation between administrators, superintendents, and school boards.⁴⁹ Janes and Lovell described their team management bargaining model in the following way:

The Team Management Bargaining Model is a five-step process that combines the skills of contract item analysis and negotiation team membership with contract administration. The model also allows for the inclusion of two other steps when negotiations do not resolve contract issues and employees walk off the job: strike management, and poststrike management.⁵⁰

Salmon believed that if principals were involved with the superintendent/school board team, there would be progress made toward improved education.⁵¹ Kohler and Hill gave the following reasons why principals should be on management's team in the negotiating process:

⁴⁸ Barea, 49.

⁴⁹ Barea, 49.

⁵⁰ Larry Janes and Ned B. Lovell, "A Systematic Labor-Relations Model: Returning the Principal to the Driver's Seat," NASSP Bulletin 66, no. 451 (February 1982): 74.

⁵¹ Paul B. Salmon, "The Administrative Team? Salmon: It's a Step Forward for Schools," The American School Board Journal 164, no. 6 (June 1977): 27.

1. Teachers and other employees on the union's negotiating team were more factual--less likely to exaggerate statements.
2. Principals had an intimate knowledge of specific teaching and other working conditions.
3. The status of principals was enhanced.
4. Representative principals could inform others of the negotiating team regarding morale and expectations of teachers.
5. Principals had a unique educational experience in management-labor relations.
6. Principals could better interpret the negotiated contract to other principals and supervisors.⁵²

Dulac and Taylor found in a study of 228 Maine principals that "secondary principals believed their actual role was often on the school board's side. Elementary principals disagreed to a significant extent."⁵³

Pauline concluded from his study in New York that principals should be active, consultative members of the school board's negotiating efforts with teachers.⁵⁴

In 1977, the Pennsylvania School Boards Association conducted a study among 693 school principals. Their purpose was to assess whether the School Board Association's efforts to include principals on the central office's management team had had any effect on the principals' attitudes toward their decision-making power in staffing, budget, and collective bargaining. The findings indicated that the principals had adequate decision-making power to perform their duties.⁵⁵

⁵² Lewis T. Kohler and Frederick W. Hill, "Preparing for School District Negotiations," American School and University 52, no. 4 (December 1979): 44-45.

⁵³ Paul G. Dulac and Raymond G. Taylor, Jr., "The Role of the School Principal During Collective Bargaining Between School Boards and Teachers," Education 104, no. 3 (Spring 1984): 240.

⁵⁴ Pauline, DAI, 3773-A.

⁵⁵ Fred M. Heddinger, "Do Your School Principals Have Enough Decision-Making Power? In Pennsylvania, They Do," The American School Board Journal 165, no. 2 (February 1978): 30-32.

Barea found that the team management concept had not been successful in the State of Michigan, except in smaller districts.⁵⁶ Schofield concluded that:

Although in some districts the management team concept has been instigated to allow middle administrative personnel more say in central office decisions and in their own job-related concerns, the continued expansion of collective negotiations' units indicates that the management team is not that satisfactory a means of representing administrators' special interests.⁵⁷

Lieberman agreed that principals should not be on management's bargaining team because of the fear that they could express sympathy for the union's point of view. "Such sentiments will only stiffen union determination to get concessions on the item."⁵⁸

Phases of Collective Negotiations

There were generally three phases of collective negotiations: prenegotiations, "during" negotiations, and postnegotiations. According to Houts perceptive superintendents would involve the principals at these three stages:

1. When lists of items come from the teachers' group, the principal should be brought in to analyze what effect these demands will have on the educational program and if, in fact, they are at all feasible.
2. During the actual negotiating dialogue, the principal may or may not be involved. This will be a purely local matter.
3. After the contract has been negotiated, the principal will again be brought in to discuss the educational implications of the new contract.⁵⁹

⁵⁶ Barea, 49.

⁵⁷ Schofield, 3.

⁵⁸ Myron Lieberman, "It's an Invitation to Trouble," The American School Board Journal 164, no. 6 (June 1977): 25.

⁵⁹ Houts, 66.

Pre negotiations

Most writers on collective negotiations believed there should be a procedure for principals to review the proposed packages of the teachers' organizations and present their evaluations of them. "So far as principals are concerned, the most important part of the negotiations must take place well before anyone sits down at the table, in a series of meetings between principals and the negotiating team."⁶⁰ In a study conducted by Paige from six selected Pennsylvania school systems, it was learned that the majority of principals perceived they should take a more active part in the collective bargaining process by becoming knowledgeable of the items in the master contract.⁶¹ A concerned superintendent stated that:

Once the teacher organization submits its proposals, I meet with the building principals to obtain their views and their ideas for counterproposals. Of particular importance is the expected impact of each proposal on the principal's ability to operate his school. Liaison with principals must continue as proposals and counterproposals are formulated.⁶²

Caldwell and others concluded in a study of Pennsylvania secondary principals in the early 1980's that principals who provide meaningful input felt self-actualized and more satisfied with their roles as managers.⁶³

⁶⁰ Greenleaf and Goodman, 10-11.

⁶¹ Mabel Paige, "The Perceived Effects of Collective Bargaining Agreements Negotiated Between Teachers and Boards of Education on the Functions of the Elementary Principal," DAI 46 (1985): 1149-A.

⁶² Raymond R. Troxell, Jr., "What Are the Ingredients of Successful Negotiations?," NASSP Bulletin 61, no. 405 (January 1977): 105-106.

⁶³ Caldwell et al., 8.

The agenda for the prenegotiations' meetings should include the following:

1. Problems that have arisen under the current contract and need to be fixed.
2. Proposals teachers are likely to put forward that would lead to trouble at the level of building management.
3. A careful examination of the board proposals for the negotiation to identify possibilities for putting principals in an awkward situation.⁶⁴

"During" Negotiations

The "during" negotiations' phase was considered that period in which the teachers' bargaining team and the school boards' bargaining team sat down together and discussed proposals and counterproposals. Most studies showed that the principal should not be at the bargaining table. "This role is not acceptable to most principals and will not produce positive results in the basic managerial aspects of working with staff on a daily basis."⁶⁵ The main argument raised against having principals at the table was the possibility of "adversarial negotiations" driving a wedge between principals and teachers.⁶⁶ Pauline concurred that data from his study of principals did not indicate that "sitting at the bargaining table provided principals with any stronger discretionary authority than being active as consultants in the negotiating process."⁶⁷

⁶⁴ Greenleaf and Goodman, 11.

⁶⁵ Caldwell et al., 8.

⁶⁶ Greenleaf and Goodman, 10.

⁶⁷ Pauline, DAI, 3773-A.

Postnegotiations

The postnegotiations' phase of collective negotiations affected every principal in a school system. All principals must administer the negotiated agreement between teachers and school boards. The National Association of Elementary School Principals stated that the principal needed information in three main categories in order to administer the negotiated agreement. They were: "(1) on the agreement itself, (2) on the district's interpretations of the agreement, and (3) on the degree of flexibility that the district is willing to afford the principal."⁶⁸ However, surveys showed that a majority of principals received no formal in-service training or preparation either in contract administration or in the terms of the particular contract that applied in their district.⁶⁹ Barea concluded that when the principal finally received the negotiated agreement, he usually had more responsibility with the same or even less authority.⁷⁰

Effects of Collective Negotiations on Educational Policy Issues

Goldschmidt defined educational policy as "the set of decisions that direct the development and implementation of educational programs."⁷¹ The bargaining of educational policies by school boards was allowed under state law. "The topics of negotiation are governed by state statute. Every state with a bargaining statute specifies the issues

⁶⁸ Greenleaf and Goodman, 30.

⁶⁹ Greenleaf and Goodman, 19.

⁷⁰ Barea, 47.

⁷¹ Goldschmidt, 28.

subject to bargaining."⁷² However, if a certain topic is not listed in a state's laws, that topic can be negotiated by agreement between the teachers' organization and the school board.⁷³ Castetter believed there were at least two criteria against which the negotiability of any item should be tested: "(1) its relationship to the strategic aims of the system for its human resources, and (2) its impact on the prerogatives the system must retain to administer the institution effectively."⁷⁴

In the early 1980's Mitchell and others conducted a study in eight school systems under collective negotiations--four in Illinois, a state with no statute outlining bargaining for teachers, and four in California, a state with a statute permitting bargaining. Their research indicated that collective bargaining had been a principal cause of:

(1) substantially altered definitions of teachers' work responsibilities; (2) basic changes in the mechanisms which control how teachers will perform their jobs; and (3) modifications in the authority available to school principals and other middle managers.⁷⁵

Most authorities were not surprised at these findings. They viewed them as the rising power and influence of teachers' unions/organizations during the past twenty-five years. Kanner, based on statements by Albert Shanker, at one time the president of the American Federation of Teachers, stated that the ultimate objective of teachers in negotiated agreements was the "power to establish not only salaries and working

⁷² Greenleaf and Goodman, 8.

⁷³ Greenleaf and Goodman, 5.

⁷⁴ Castetter, 172.

⁷⁵ Mitchell et al., 155.

conditions, but also to determine educational policy."⁷⁶ Goldschmidt contended that teachers wanting to bargain educational policies was nothing new. "The new variable is teacher unions. . . . In order to recruit and hold membership, unions must continually demonstrate their ability to achieve teacher goals, including the bargaining of policy decisions."⁷⁷ Castetter also believed that unions had extended their "sphere of influence" into those areas traditionally considered to be prerogatives of administration.⁷⁸

The question arises, "Why have teachers' unions/organizations placed such great emphasis on educational policy issues in the negotiated agreements?" The most prominent answer seemed to be economics. "Experts attribute the trend to adverse financial circumstances: having run out of money to offer, school boards are trading power instead."⁷⁹ In the state of Washington, the legislature established a state-wide teachers' salary; therefore, removing salaries from the bargaining table. "With salaries removed from the table, unions may be expected to focus even more attention on achieving control of educational policy decisions in order to retain the support of their members."⁸⁰ In the state of Oregon teachers were not able to bargain for large salaries due to large budget deficits and high unemployment of people. With economic items removed from the negotiations, "the union and management have

⁷⁶ Kanner, 35.

⁷⁷ Goldschmidt, 26.

⁷⁸ Castetter, 165.

⁷⁹ Greenleaf and Goodman, 10.

⁸⁰ Goldschmidt, 26-27.

little left to discuss except the manner in which the educational program will be operated."⁸¹

What were the items considered in school board-teachers' negotiations?

Castetter made the following statement:

High among the list of items frequently considered at negotiations' sessions are salaries, wages, collateral benefits, class size, consultation in setting school calendars, lunch and rest periods, adequacy of physical facilities for teachers, transfers, teacher planning time, protection of teachers from physical assault, nonteaching functions, control of student behavior, school closings at noon before holidays and vacations, academic freedom, and recruitment of unqualified personnel.⁸²

In the state of Michigan, Barea listed the following policy items that directly affected the management of schools:

- Class size
- Type of classes taught
- Length of school day
- Curriculum implementation
- Hiring practices
- Faculty meetings
(numbers, times, length)
- Length of class periods
- Length of lunch periods
- Times of lunch periods
- Preparation periods
- Lunch supervision
- Hall supervision
- Bus duty
- Use of aides
- Discipline procedures
- Evaluation
- Staff reduction
- Selection of Department Chairman
- Committees
- After-school activities
- Handling of money
- In-service programs
- School calendar
- Substitute teachers
- Transfers
- Vacancies
- Promotions
- Merit pay
- Curriculum development
- Grievance procedures
- Department budgets⁸³

The National Association of Elementary School Principals found that policy questions most finding their way into the negotiated agreements were those dealing with curriculum and materials.⁸⁴ Goldschmidt agreed:

⁸¹ Goldschmidt, 27.

⁸² Castetter, 172.

⁸³ Barea, 45-46.

⁸⁴ Greenleaf and Goodman, 9.

Our research suggests that teachers increasingly influence curriculum decisions through contract negotiations. In some school districts, teacher-administrator joint committees have the authority to make binding decisions on curriculum. We also see teacher-controlled committees that must approve any changes in district testing programs or any newly proposed curricula before such matters are considered by the school board.⁸⁵

Mitchell and others discovered in their studies of school systems in Illinois and California that there was a distinction made between "teachers' extra duties and their regular work responsibilities" in the negotiated contracts.

Some extracurricular and parent-contact activities which formerly were a routine part of teacher work responsibilities are no longer being performed by teachers at all. Others are being performed less frequently and then only after building-level administrators exert strong efforts to entice, cajole, or coerce the teaching staff into accepting responsibility for them.⁸⁶

Goldschmidt concluded by stating, "Contrary to the prognostications of some, we believe policy bargaining will almost certainly increase in the future."⁸⁷

The Effects of Collective Negotiations on the Managerial Authority of Principals

Many studies in recent years have been conducted to determine the effects of collective negotiations on school principals' authority in managing their schools. According to the National Association of Elementary School Principals, the results of these studies were mixed.

Some studies do report a reduction in the decision-making power of principals. Others find that gains in teacher

⁸⁵ Goldschmidt, 22.

⁸⁶ Mitchell et al., 156.

⁸⁷ Goldschmidt, 26.

influence come at the expense of the central office, with principals' authority remaining relatively unchanged. Still others find that the change is inconsequential if it exists at all. That the results are indecisive may speak to the complexity of the problem.⁸⁸

Williams attributed these "mixed" results to what he called "the differentiated response" by school principals under collective negotiations. By this he meant that principals differed "in many ways (e.g., the kind of schools in which they work, their personality and leadership style, the district contract under which they work). . . ."⁸⁹ Thus, their responses to questions ran from very negative to mildly positive. The factors that accounted for this "differentiated response" were:

1. Variations in district contract provisions and state statutes--some contract provisions or state statutes have placed severe constraints on the principal's prerogatives to manage the school in the way he or she has become accustomed. Many principals who work under these restrictions will report that their ability to lead the school is very constricted.
2. Different stages in collective bargaining "maturity"--the different stages that principals and teachers go through to arrive at the place where labor and management work together in implementing decisions arrived at collectively with a minimum of disruption and a reasonable amount of mutual respect.
3. Differing leadership styles--The days of unilateral decision making were over. Teachers must be involved in decisions that affected them. Principals must be willing to share decision making under collective negotiations.⁹⁰

⁸⁸ Greenleaf and Goodman, 16-17.

⁸⁹ Richard C. Williams, "The Impact of Collective Bargaining on the Principal--What Do We Know?," Education and Urban Society 11, no. 2 (February 1979): 176.

⁹⁰ Richard C. Williams, "The Impact of Collective Bargaining on the Principal--What Do We Know?," 177-78.

Most authorities believed that teacher-school board negotiations had affected the principals' managerial authority. Before the advent of collective negotiations, principals were free to exercise a good deal of discretion in managing their schools.⁹¹ In data collected from a national randomly selected group of principals, it was learned that teacher-school board bargaining had the capacity to reduce discretionary powers of the principal.⁹² The principals' day-to-day jobs had shifted from informal to formal, structured ways of solving school problems.⁹³ Barea stated that, "The ability to manage, operate, and direct the labor force has become too eroded in the opinion of most principals."⁹⁴

Much of the principals' anger and frustrations in managing their schools were caused by the actions of the superintendents and school boards in their negotiations with teachers. According to Andree, "Their perceptions vary concerning what remains of their administrative domains after school boards and teachers' unions have encroached upon and limited their powers."⁹⁵ In a 1975 survey of principals in Canada and the United States, it was found that principals resented school boards and superintendents negotiating "management prerogatives;" then, expecting the principals to continue to "manage."⁹⁶ Kowalski agreed that, "Every

⁹¹ Greenleaf and Goodman, 16.

⁹² Pisapia and Sells, 44.

⁹³ Greenleaf and Goodman, 17-18.

⁹⁴ Barea, 47.

⁹⁵ Robert G. Andree, The Art of Negotiation (Lexington: D. C. Heath, 1972), 87.

⁹⁶ "It's Late, But There's Still Time to Give Your Principals a Real Say in Management," The American School Board Journal 163, no. 2 (February 1976): 34.

teacher contract affects the tasks of school administrators. And too often the effects of these contracts are not analyzed carefully enough by school boards."⁹⁷

Some writers believed that collective negotiations have not weakened the principals' authority. Randles contended that principals who work within "bilaterally negotiated contracts" might have more potential power than ever before in managing their schools.⁹⁸ Nicholson and Nasstrom, citing studies in the early 1970's, stated that no "indisputable proof" existed that collective negotiations had restricted the principal's authority, but instead had required a "redefinition of the parameters of authority."⁹⁹ Reed made the following statements concerning how principals in Washington, D.C., viewed their sharing the decision-making process with teachers in their schools:

They began to realize that consultation with teachers and teacher representatives did not diminish their authority, but rather enhanced it; that sharing the decision-making process did not rob them of being the final decision maker; and that living successfully with a teachers' contract took a little common sense and a lot of human relations.¹⁰⁰

⁹⁷ Theodore J. Kowalski, "Are You Pushing Your Administrators into Collective Bargaining?," The American School Board Journal 165, no. 7 (July 1978): 35.

⁹⁸ Harry E. Randles, "The Principal and Negotiated Contracts," The National Elementary Principal 55, no. 2 (November/December 1975): 61.

⁹⁹ Everett W. Nicholson and Roy R. Nasstrom, "The Impact of Collective Negotiations on Principals," NASSP Bulletin 58, no. 384 (October 1974): 103.

¹⁰⁰ Reed, 81.

Future Leadership and Managerial Styles of Principals
Under Collective Negotiations

The leadership and managerial styles of principals of the future under collective negotiations would require the principal to evaluate his/her present style of leadership. He/She must be ready to take the necessary steps of change required to meet the new realities facing the principalship in teacher-school board negotiations.¹⁰¹ Principals must become the instructional leaders of the schools and share the decision-making process with their teachers. "This new role of the principal will represent not an erosion of former responsibilities, but rather an enhancement of them."¹⁰² Nicholson and Nasstrom believed the sharing of the decision-making process would not destroy the principal's role, but would require an understanding of how "to share decision-making power while exercising it."¹⁰³

Principals must develop and cultivate good interpersonal relationships with their staffs. According to Kanner, "The new principal will draw a large measure of his strength from the quality of his interpersonal relationships with his staff."¹⁰⁴ Troxell believed that administrators would learn to be successful with "the new formalized employee relations techniques."¹⁰⁵ To be sure, the day of the principal as "sovereign and absolute monarch ruling through divine right is gone."¹⁰⁶

¹⁰¹ Richard C. Williams, "The Principal and Collective Bargaining," Thrust for Educational Leadership 7, no. 1 (October 1977): 29.

¹⁰² Houts, 66-67.

¹⁰³ Nicholson and Nasstrom, 106.

¹⁰⁴ Kanner, 40.

¹⁰⁵ Troxell, 107.

¹⁰⁶ Kanner, 40.

Reed gave the following leadership guidelines for principals to follow under future negotiations:

1. Know your contract.
2. Recognize your authority to run the school but do not flaunt it.
3. Keep your cool. . . .
4. Share the decision-making process but be the final decision maker.
5. Don't hesitate to take appropriate disciplinary action when required.
6. Be open in your dealings with teachers.
7. Know when to delegate authority and how much.
8. Do not be afraid to admit you're wrong.¹⁰⁷

Williams gave the best summary of the style of principal needed for the future under collective negotiations:

In summary, the successful principal under collective bargaining will require maturity, flexibility, and openness. Principals will have to recognize that collective bargaining requires that they view the operation of the school as the responsibility of many people. While the principal still plays a major role in decision making in the school, others will be included in that process under a set of procedures and regulations that have been established in the district. The principal no longer has the choice of whether or not to include teacher's opinions in some decisions--they will, by right, be included.¹⁰⁸

Summary

The history of collective negotiations for workers in the United States was about as old as America itself. Throughout the nineteenth and twentieth centuries, labor organizations (unions) were able to gain legal status and represent workers in bargaining for higher wages and benefits. Only within the past twenty-five years have teachers been

¹⁰⁷ Reed, 84.

¹⁰⁸ Richard C. Williams, "The Principal and Collective Bargaining," 12-13.

able to bargain collectively with school boards. This right to bargain was hailed by some observers as being one of the most significant changes in public education.

School principals have been recognized by most authorities as the educational leaders and managers of their schools. Having come from the ranks of the teachers, they were responsible for the conduct of the school operations.

In order for principals to continue in their roles as educational leaders and managers, it was vitally important that they have meaningful input and participation into the negotiating process between teachers and school boards. However, the research studies were not clear as to whether principals' roles were best served as members with teachers' organizations, principals' groups, or with management personnel. What was clear in the findings was that principals should be involved in the planning and preparation phases of collective negotiations--especially the prenegotiations' and postnegotiations' phases. Sitting at the bargaining table during negotiations was not recommended.

The effects of collective negotiations on educational policy issues were discussed. If a state statute does not list specific items that were negotiable, then most issues could be negotiated by teachers and school boards. The research showed that it was in this area of policy issues that teachers' unions have gained the most power and influence over the past years. Due to economic limitations by school boards in the areas of salaries, educational policies were "sacrificed" for the appeasement of teachers' organizations.

The literature pertaining to the effects of collective negotiations on the managerial authority of principals was mixed. One author attributed the mixed reviews to what was called "the differentiated response" by principals. In essence, principals' perceptions were "colored" as to the contract provisions and state statutes, the "maturity" of the collective bargaining stages, and the different leadership styles of principals. However, most authorities did believe that principals were affected in a negative way under collective negotiations.

The principals of the future needed to realize that changes and modifications of leadership and managerial styles would have to be made in dealing with teacher-school board negotiated agreements. Shared decision-making, developed and cultivated good interpersonal relationships, professional maturity, flexibility, and openness were a few prerequisites needed by principals to lead and manage a quality teaching-learning environment under collective negotiations.

CHAPTER 3

Research Methodology and Instruments

Introduction

This chapter contains the research design, selection of the sample, a description of the instruments used in this study, procedures followed in collecting the data, and a summary of the statistical analysis of the data.

Research Design

The procedures of ex post facto research were used in this study. Sometimes called causal-comparative research, its aim was to discover possible causes for a behavior pattern by "comparing subjects in whom this pattern is present with similar subjects in whom it is absent or present to a lesser degree."¹ As part of descriptive research, ex post facto techniques were particularly appropriate in the behavioral sciences, "because many of the types of behavior that interest the researcher cannot be arranged in a realistic setting."² "The analysis of the relationships between nonmanipulated variables and the development of generalizations, extending its conclusions beyond the sample observed" were concerns of ex post facto research.³ Fred N. Kerlinger defined

¹ Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, 4th ed. (New York: Longman, 1983), 533.

² John W. Best, Research in Education, 4th ed. (Englewood Cliffs, New Jersey: Prentice Hall, 1981), 94.

³ Best, 124.

ex post facto research as follows:

Ex post facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.⁴

Despite being widely used in educational research projects, ex post facto research has three major weaknesses:

1. The independent variables cannot be manipulated;
2. Subjects cannot be randomly assigned to treatment groups; and
3. Causes are often multiple rather than single.⁵

Even though these were weaknesses, Kerlinger stated that ex post facto research must be continued in the behavioral sciences. "The most important social scientific and educational research problems do not lend themselves to experimentation, although many of them do lend themselves to controlled inquiry of the ex post facto kind."⁶

Selection of the Sample

The purpose of this study was to investigate how Tennessee's public school principals viewed their perceived managerial authority under collective negotiations. The Tennessee School Boards Association was contacted in January, 1986, for a listing of those Tennessee school systems under collective negotiations in 1985-86 (see Appendix B). Seventy-eight school systems were identified by TSBA. A copy of the

⁴ Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart and Winston, 1973), 379.

⁵ Best, 123.

⁶ Kerlinger, 391-92.

1985-86 Tennessee Directory was used to identify the target population: the names and school addresses of the 1260 principals in the seventy-eight school systems.

In order to facilitate the collection of data, the procedure of stratified random sampling of the 1260 principals was used.

The stratified sampling procedure assures the research worker that the sample will be representative of the population in terms of certain critical factors that have been used as a basis for stratification, and also assures him of adequate cases for subgroup analysis.⁷

The strata were composed of the "three" geographical sections of Tennessee (see Appendix C). Of the 1260 school principals under collective negotiations, 577 (45.79 percent) were from east Tennessee; 432 (34.29 percent) were from middle Tennessee; and 251 (19.92 percent) were from west Tennessee. Each principal in the stratum was placed randomly on a list and assigned a number beginning with 001 and running consecutively until all names were assigned numbers. Using a table of random numbers, a sample of 315 total school principals (25 percent of 1260) was selected from the three strata: east Tennessee--144 school principals (45.79 percent); middle Tennessee--108 school principals (34.29 percent); and west Tennessee--63 school principals (19.92 percent). This group was identified as the sample from the target population. The data collected, analyzed, and interpreted in the study came from this randomly selected sample.

⁷ Borg and Gall, 249.

The Instrument

Pauline's Principals On-Job Discretion Scale, developed by Robert A. Pauline, was selected as the appropriate instrument for use in this study after the researcher had reviewed a sampling of "Contract Agreements" from eight of the seventy-eight school systems under collective negotiations (see Appendix D). Contact was made by telephone with Pauline requesting permission to use his research instrument. A letter of written permission was received (see Appendix E). Pauline's Principals On-Job Discretion Scale was administered to the 315 randomly selected school principals to determine if collective negotiations had restricted their perceived managerial authority in their schools.

Pauline's Principals On-Job Discretion Scale was developed and tested by Pauline as part of a dissertation project at Fordham University with 223 school principals in two New York counties under collective negotiations. Through principals' interviews and a literature search, ten items (once the sole prerogative of principals before collective negotiations) were identified which frequently appeared as clauses in teachers' contracts.

The ten contract items (dependent variables) on the discretion scale were:

1. Transfer and Assigning Teachers to Grade Level and Subject--Transfer and teaching assignment are important issues to the degree that they are determined by teacher seniority.
2. Discipline of Teachers--The inclusion of this item in a contract could make virtually any action taken by a principal subject to the grievance procedure. The authority role of the principal would be greatly minimized by this provision.
3. Meeting with Teachers for Professional Purposes--It is important to the management of a school that the principal be able to meet with the instructional staff. To what degree this might be limited by a contractual decree is of concern.

4. Assigning Teachers "Extra Work"--This is a provision which speaks to such items as parent conferences, evening meetings, students' extra help, etc., all of which are important in the delivery of services to the school public.

5. Improving Teachers' Instructional Skills--This is an important role, which is often referred to as staff development or in-service education. To what extent principals have authority in this area is an important consideration.

6. Principals' Options in the Disciplining of Students--Language speaking to this issue may appear as a contract item. Such language may be interpreted by teachers to mean that the principal, not the teacher, is responsible for student discipline.

7. Development and Implementation of New Curriculum--The development of curriculum--its scope and sequence, and the actual teaching process are vitally important matters to building principals. The degree to which curriculum development is spoken to in contractual agreements would have an impact on the principal's prerogatives in this area.

8. Assigning Duties to Teachers--Duty assignments refer to such items as lunchroom, hall and playground supervision, etc. The orderly functioning of a school requires that students be supervised, and to what extent principals have the authority to assign teachers to such supervisory responsibilities is important.

9. Selection of Textbooks and Materials--Important to the educational process are the instructional supplies which teachers utilize. The degree to which this item is spoken to in contractual agreements would affect principals' prerogatives in this area.

10. Assignment of Pupils to Classrooms for Instruction--This contract item would address itself to the maximum number of students allowed in a classroom, the total number of students a teacher might meet with during a specified time period and also the nature of the class group, all of which are matters important to the administration of a school.⁸

Principals were asked to rate themselves on the amount of on-job discretion (authority) they had for each of the contract items. A five point scale was employed ranging from Complete Discretion (5) to No Discretion (1).⁹

⁸ Robert A. Pauline, The Principal's Role in Teacher Collective Negotiations and On-Job Discretion, Ed.D. Diss., Fordham University, 1983 (Ann Arbor: UMI, 1983), pp. 46-49.

⁹ Pauline, 80.

Reliability. Reliability as defined by Kerlinger was the accuracy or precision of a measuring instrument.¹⁰ Kerlinger also spoke of reliability as being defined through error: the more error, the greater the unreliability; the less error, the greater the reliability. Thus, two equivalent definitions of reliability:

1. Reliability is the proportion of the "true" variance to the total obtained variance of the data yielded by a measuring instrument.
2. Reliability is the proportion of error variance to the total obtained variance yielded by a measuring instrument subtracted from 1.00, the index 1.00 indicating perfect reliability.¹¹

Cronbach defined reliability in terms of a "reliability coefficient."

The principles were as follows:

1. A reliability coefficient tells what proportion of the test variance is nonerror variance.
2. The reliability coefficient depends on the length of the test.
3. The reliability coefficient depends on the spread of scores in the group studied.
4. A test may measure reliably at one level of ability and unreliably at another level.
5. The validity coefficient cannot exceed the square root of the reliability coefficient.¹²

To test the reliability of the ten items used to determine principals' discretion, Pauline subjected the scale responses on the returned questionnaires to Cronbach's alpha coefficient test. "The alpha coefficient of .77 for the ten items confirmed that the discretion scale was comprised of ten items that worked together in the task of

¹⁰ Kerlinger, 443.

¹¹ Kerlinger, 446.

¹² Lee J. Cronbach, Essentials of Psychological Testing, 2nd ed. (New York: Harper and Brothers, 1960), 129.

discriminating between high and low discretion scores."¹³ If any of the ten items had been deleted, the alpha score would have gone down, decreasing the reliability of the discretion scale.¹⁴

Validity. Validity as defined by Kerlinger represented the degree to which a scale measured what it was designed to measure.¹⁵ In an effort to validate the questionnaire for completeness, clarity, and relevance, Pauline drafted a questionnaire and sent it to twenty-five principals (representing the elementary, junior high/middle, and high school levels) who, as a pilot group, were asked to complete and return the instrument.¹⁶ Fifteen principals returned the questionnaire, "each of whom were subsequently interviewed (by Pauline) to determine their reactions to the individual survey questions and to ascertain that the information obtained was relevant to the questions of the study."¹⁷

Pauline had in mind the following questions for the pilot group he interviewed:

1. Do planned procedures produce the data desired?
2. Do any communication problems arise?
3. Are the methods for recording data practical and manageable?
4. Are the planned methods for coding replies, analyzing interview data, and the tabulation of data appropriate?¹⁸

After minor changes were made, the instrument was considered valid. Then Pauline submitted the questionnaire to the research population--223 school principals (with 165 responding) in two New York counties.¹⁹

¹³ Pauline, 50.

¹⁴ Pauline, 50.

¹⁵ Kerlinger, 457.

¹⁶ Pauline, 55.

¹⁷ Pauline, 55.

¹⁸ Pauline, 54-55.

¹⁹ Pauline, 55-57.

Demographic Data Sheet

The demographic data sheet was composed of fourteen items (independent variables) with subgroups for the principals to mark the appropriate responses. The demographic data sheet was submitted to a group of twelve doctoral fellows at East Tennessee State University. It was analyzed and revised by the group and assumed to be effective for the purposes of test validity and reliability.

Data Collection

Once approval to pursue this study was granted by the East Tennessee State University Institutional Review Board, each school principal selected randomly in the research sample was mailed the demographic data sheet (see Appendix F), a copy of Pauline's Principals On-Job Discretion Scale (see Appendix G), and a self-addressed, stamped envelope for the return of the instruments. A cover letter explaining the purpose of the study, encouraging participation in the research, and assuring anonymity was included (see Appendix H).

Two weeks later a follow-up letter was sent to those principals who had not responded (see Appendix I). When approximately 50 percent of the questionnaires had been received, the data were recorded and submitted to a computer at East Tennessee State University for statistical analysis.

Data Analysis

A mean composite on-job discretion score of the ten items from Pauline's Principals On-Job Discretion Scale was obtained from the returned questionnaires, allowing the researcher to compare scores of

the principals' groups according to the following demographic data:

- (1) Age levels;
- (2) Sex;
- (3) Highest formal educational levels obtained;
- (4) Years of experience as teachers;
- (5) Years of experience as principals;
- (6) Numbers of teachers presently supervising;
- (7) 1985-86 school students' enrollments;
- (8) 1985-86 school systems' enrollments;
- (9) Types of schools administering;
- (10) Types of school systems;
- (11) Geographical sections of Tennessee;
- (12) Numbers of years school systems under collective negotiations;
- (13) Participation of school systems' principals in some phase of collective negotiations; and
- (14) Amending Tennessee's 1978 "Education Professional Negotiations Act" to allow principals a choice of negotiating with teachers or with management personnel.

Mean scores on each of the ten items from Pauline's Principals On-Job Discretion Scale were also determined, permitting the researcher to compare scores of the principals' groups according to the same demographic data.

The declarative format for each hypothesis was stated in Chapter 1. For purposes of statistical analysis, the null format for each hypothesis was tested. The null hypotheses stated that no difference existed between the variables. A t-test for independent data was used to determine if two means were significantly different in H_2 , H_{10} , H_{13} , and H_{14} . An analysis of variance (ANOVA) statistical technique was used to determine if there were significant differences between the levels of the independent variables in H_1 , H_3 , H_4 , H_5 , H_6 , H_7 , H_8 , H_9 , H_{11} , and H_{12} . A Newman-Keuls procedure was used if the analysis of variance showed a significant difference between the highest and lowest means of the independent variables. The Newman-Keuls procedure was applied in

order to determine where the significant differences were found. The minimum acceptable level for determining statistical significance for differences was the .05 level.

The use of the t-test, analysis of variance, and Newman-Keuls statistical techniques (parametric tests) were justified on the basis of the following assumptions: (1) sample randomly selected; (2) interval levels of data; (3) normal distribution of sample; and (4) sample was representative of the population.

Summary

The research methodology and procedures were presented in this chapter. The instrument chosen for the study was Pauline's Principals On-Job Discretion Scale developed and validated by Robert A. Pauline.

A sample of 315 Tennessee public school principals (25 percent of 1260) under collective negotiations was selected for the study. When approximately 50 percent of the questionnaires had been received, the data were analyzed using t-test for independent data, analysis of variance, and Newman-Keuls statistical procedures.

CHAPTER 4

Presentation and Analysis of Data

Introduction

The results and findings obtained from the data gathered in this study are presented in this chapter. The analysis of the sample used in the research is described in section one. The demographic data of Tennessee's public school principals under collective negotiations are presented in the second section of the chapter. The data for the tables were tabulated from the responses of principals to questions included in Part One of the instrument. Although a total of 242 responses were analyzed, a few tables reflect a smaller number due to some missing values.

Descriptive data showing Tennessee's public school principals' perceived managerial authority under collective negotiations in each of ten responsibilities from Pauline's Principals On-Job Discretion Scale are presented in the third section of the chapter. The data for the tables were tabulated from the responses of principals to questions included in Part Two of the instrument.

Statistics reporting the analysis of the null hypotheses are reported in section four. The computer services of East Tennessee State University were utilized to obtain the statistical analyses.

Analysis of the Sample

The stratified random sample included 315 public school principals from east, middle, and west Tennessee who were under teacher-school

board negotiated agreements during the 1985-86 school year. This sample represented 25 percent of the 1260 school principals under collective negotiations. There were a total of 242 respondents used in the study for a 76.83 percent return. Another ten respondents (3.17 percent) were not used due to incomplete information on Part Two of the instrument, or because of late returns after the data had been compiled. Respondents included 113 principals from east Tennessee, 81 principals from middle Tennessee, and 48 principals from west Tennessee. Data describing the sample are presented in Table 1.

Table 1

Tennessee's Public School Principals
Randomly Selected for the Sample

Geographical Section	Total Number of Principals Selected for Sample	Number of Respondents	Percent of Respondents
East	144	113	78.47
Middle	108	81	75.00
West	63	48	76.19
Total	315	242	(mean) 76.83

Demographic Data of Tennessee's Public School
Principals Under Collective Negotiations

Part One of the questionnaire included fourteen questions concerning the demographic data of Tennessee's public school principals. Respondents were asked to complete the items in Part One by circling the appropriate

responses. The demographic data of public school principals in Tennessee were summarized in the following fourteen subdivisions.

Age

Tennessee's public school principals were requested to circle the age category to which each belonged. As a group, the majority of the principals were "middle aged." An examination of the data showed that thirteen (5.37 percent) principals were thirty-five years of age or younger. One hundred and thirty-five (55.79 percent) principals were between the ages of thirty-six and fifty years. Ninety-four (38.84 percent) principals were in the age category of fifty-one to seventy years. A summary of the age categories as indicated by Tennessee's public school principals is presented in Table 2.

Table 2

Age of Tennessee's Public School Principals

Age Group	Number	Percent
21 - 35	13	5.37
36 - 50	135	55.79
51 - 70	94	38.84
Total	242	100.00

Sex

Tennessee's public school principals were requested to circle the appropriate gender. An examination of the data showed that 203 (83.88

percent) principals were classified as males and thirty-nine (16.12 percent) were classified as females. A summary of the gender of Tennessee's public school principals is presented in Table 3.

Table 3
Sex of Tennessee's Public School Principals

Sex	Number	Percent
Males	203	83.88
Females	39	16.12
Total	242	100.00

Formal Education

Tennessee's public school principals were requested to circle one of four categories of highest degree of formal education obtained. There were no principals used in the study whose highest degree was a Bachelor's Degree. A majority of the principals, 163 (67.35 percent), indicated they held a Master's Degree. Fifty-eight (23.97 percent) principals held a Specialist's Degree. Twenty-one principals held a doctorate. The data for highest degree of formal education obtained of Tennessee's public school principals are summarized in Table 4, page 56.

Table 4

Formal Education of Tennessee's Public School Principals

Highest Degree Obtained	Number	Percent
Bachelor's	0	0.00
Master's	163	67.35
Specialist's	58	23.97
Doctor's	21	8.68
Total	242	100.00

Years of Experience
as a Teacher

Tennessee's public school principals were requested to circle one of three categories indicating length of time served as a teacher. An examination of the data showed that thirty-three (13.69 percent) principals had served between one to five years as a teacher. Fifty-five (22.82 percent) principals had served between six to ten years as a teacher. A majority of the principals, 153 (63.49 percent), indicated they had served eleven or more years as a teacher. The data for years of experience as a teacher of Tennessee's public school principals are summarized in Table 5, page 57.

Years of Experience
as a Principal

Tennessee's public school principals were requested to circle one of four categories indicating length of time served as a principal. An

examination of the data showed that fifty-nine (24.48 percent) principals had served as a principal for five or fewer years. Fifty-four (22.41 percent) principals had served between six to ten years as a principal. Ninety-seven (40.25 percent) principals indicated they had served from eleven to twenty years as a principal. Thirty-one (12.86 percent) principals had served twenty-one or more years as a principal. The data for years of experience as a principal of Tennessee's public school principals are summarized in Table 6, page 58.

Table 5
Years of Experience as a Teacher of Tennessee's
Public School Principals

Years of Experience as a Teacher	Number	Percent
1 - 5	33	13.69
6 - 10	55	22.82
11 or more	153	63.49
Total	241	100.00

Number of Teachers
Now Supervised

Tennessee's public school principals were requested to circle one of four categories indicating the number of teachers they were now supervising. Sixty-seven (27.68 percent) principals supervised twenty or fewer teachers. A majority of principals, 123 (50.83 percent), supervised between twenty-one to forty teachers. Thirty-three principals

(13.64 percent) supervised forty-one or more teachers, but less than sixty-one teachers. Nineteen (7.85 percent) principals indicated they supervised sixty-one or more teachers. The data for number of teachers now supervised of Tennessee's public school principals are summarized in Table 7, page 59.

Table 6
Years of Experience as a Principal of Tennessee's
Public School Principals

Years of Experience as a Principal	Number	Percent
1 - 5	59	24.48
6 - 10	54	22.41
11 - 20	97	40.25
21 or more	31	12.86
Total	241	100.00

1985-86 School Student Enrollment

Tennessee's public school principals were requested to circle one of five categories indicating their 1985-86 school students' enrollments. Thirty-six (14.88 percent) principals had an enrollment of 250 or fewer students. Eighty-four (34.71 percent) of the principals had an enrollment from 251 to 500 students. Sixty-seven (27.68 percent) principals had an enrollment between 501 and 750 students. Thirty-one (12.81 percent) principals had an enrollment from 751 to 1,000 student. Twenty-four

(9.92 percent) principals indicated they had enrollments of 1,001 or more students. The data for the 1985-86 school students' enrollments of Tennessee's public school principals are presented in Table 8.

Table 7

Number of Teachers Now Supervised of Tennessee's
Public School Principals

Number of Teachers Now Supervising	Number	Percent
20 or fewer	67	27.68
21 - 40	123	50.83
41 - 60	33	13.64
61 or more	19	7.85
Total	242	100.00

Table 8

1985-86 School Student Enrollment of Tennessee's
Public School Principals

1985-86 School Student Enrollment	Number	Percent
250 or fewer	36	14.88
251 - 500	84	34.71
501 - 750	67	27.68
751 - 1,000	31	12.81
1,001 or more	24	9.92
Total	242	100.00

1985-86 School System Enrollment

Tennessee's public school principals were requested to circle one of three categories indicating their 1985-86 school systems' enrollments. Forty-nine (20.25 percent) principals were in school systems with fewer than five thousand enrollment. Ninety-three (38.43 percent) principals were in school systems whose enrollments were between 5,000 and 14,999 students. One hundred (41.32 percent) principals were in school systems whose enrollments were 15,000 or more students. The data for the 1985-86 school systems' enrollments of Tennessee's public school principals are presented in Table 9.

Table 9

1985-86 School System Enrollment of Tennessee's Public School Principals

1985-86 School System Enrollment	Number	Percent
0 - 4,999	49	20.25
5,000 - 14,999	93	38.43
15,000 or more	100	41.32
Total	242	100.00

Type of School

Tennessee's public school principals were requested to circle one of four categories indicating the type of school they administered. A majority of the principals, 133 (54.96 percent), administered elementary

schools. Forty-two (17.35 percent) principals indicated they were principals of either junior high, middle, or intermediate schools. Thirty-three (13.64 percent) principals administered high schools. Thirty-four (14.05 percent) principals indicated they were principals of "other" schools: fifteen were principals of K-8 schools; seven were principals of K-12 schools; five were principals of special educational schools; four were principals of grades 7-12 schools; and three were principals of vocational/technical schools. The data for the type of school of Tennessee's public school principals are presented in Table 10.

Table 10

Type of School of Tennessee's
Public School Principals

Type of School	Number	Percent
Elementary	133	54.96
Jr. High/Middle/Intermediate	42	17.35
High	33	13.64
Other	34	14.05
Total	242	100.00

Type of School System

Tennessee's public school principals were requested to indicate their type of school system by circling the appropriate category. Eighty (33.06 percent) respondents in the study were principals of either city, town, or special school systems. Two-thirds of the principals,

162 (66.94 percent), were principals of county school systems. The data for the type of school system of Tennessee's public school principals are presented in Table 11.

Table 11
Type of School System of Tennessee's
Public School Principals

Type of School System	Number	Percent
City/Town/Special	80	33.06
County	162	66.94
Total	242	100.00

Geographical Section

Tennessee's public school principals were requested to circle one of three categories indicating the geographical section of Tennessee where they were principals. Most of the principals, 113 (46.69 percent), were located in east Tennessee. Eighty-one (33.47 percent) principals were located in middle Tennessee. Forty-eight (19.84 percent) principals were located in west Tennessee. The data for the geographical section of Tennessee's public school principals are presented in Table 12, page 63.

Number of Years School System Under Collective Negotiations

Tennessee's public school principals were requested to circle one of four categories indicating the number of years their school systems were

under collective negotiations. Fourteen (5.81 percent) principals indicated their school systems had been under collective negotiations for three or fewer years. Most of the principals from the categories, 105 (43.57 percent), signified their school systems had been under collective negotiations between four and six years. Sixty-seven (27.80 percent) principals came from school systems which had been under collective negotiations from seven to nine years. Fifty-five (22.82 percent) principals indicated their school systems had been under collective negotiations for ten or more years. The data for the number of years Tennessee's public school principals' school systems were under collective negotiations are presented in Table 13, page 64.

Table 12

Geographical Section of Tennessee's
Public School Principals

Geographical Section	Number	Percent
East	113	46.69
Middle	81	33.47
West	48	19.84
Total	242	100.00

Table 13

Number of Years Tennessee's Public School Principals'
School Systems Under Collective Negotiations

Number of Years School System Under Collective Negotiations	Number	Percent
1 - 3	14	5.81
4 - 6	105	43.57
7 - 9	67	27.80
10 or more	55	22.82
Total	241	100.00

School System's Principals
Participate in Some Phase
of Collective Negotiations

Tennessee's public school principals were requested to indicate by circling either yes or no if their school system's principals participated in some phase of collective negotiations. The majority of principals, 143 (60.08 percent), indicated the principals in their school systems did participate in some phase of collective negotiations. Ninety-five (39.92 percent) principals signified their school systems' principals did not participate in some phase of collective negotiations. The data for Tennessee's school systems' principals participating in some phase of collective negotiations are presented in Table 14, page 65.

Table 14

Tennessee's School Systems' Principals Participate
in Some Phase of Collective Negotiations

Tennessee's School Systems' Principals Participate in Some Phase of Collective Negotiations	Number	Percent
Yes	143	60.08
No	95	39.92
Total	238	100.00

Amendment of Tennessee's 1978
"Educational Professional
Negotiations Act" to Allow
Principals a Choice--Negotiate
with Teachers' Negotiating
Unit or with Management
Personnel

Tennessee's public school principals were requested to indicate by circling either yes or no if they wanted Tennessee's 1978 "Education Professional Negotiations Act" amended to allow principals a choice of either negotiating with the teachers' negotiating unit or with management personnel. A large majority of the principals, 184 (80.35 percent), indicated they wanted the Tennessee law amended so they could have a choice. Forty-five (19.65 percent) principals indicated they did not want the Tennessee law amended. The data for Tennessee's public school principals' stance on amending Tennessee's 1978 "Education Professional Negotiations Act" to allow principals a choice--negotiate with the

teachers' negotiating unit or with management personnel are presented in Table 15.

Table 15

Tennessee's Public School Principals' Stance on
Amending Tennessee's 1978 "Education
Professional Negotiations Act" to
Allow Principals a Choice--
Negotiate with Teachers'
Negotiating Unit or With
Management Personnel

Tennessee's 1978 "EPNA" Should Be Amended to Allow Principals a Choice--Negotiate with Teachers' Negotiating Unit or with Management Personnel	Number	Percent
Yes	184	80.35
No	45	19.65
Total	229	100.00

Data Indicating Tennessee's Public School Principals'
Perceived Managerial Authority Under
Collective Negotiations

Part Two of the questionnaire, Pauline's Principals On-Job Discretion Scale, included ten responsibilities of building principals often found in negotiated agreements between teachers and school boards. These responsibilities might or might not be restricted by the terms and conditions of teachers' contracts. Principals were asked to circle the appropriate number of how they perceived the amount of discretion

(managerial authority) they had in making decisions in each of the ten responsibilities. The numerical code for circling an answer was based on the following: 0 = no discretion; 1 = little discretion; 2 = some discretion; 3 = considerable discretion; and 4 = complete discretion. The data showing Tennessee's public school principals' perceived managerial authority under collective negotiations in each of the ten responsibilities from Pauline's Principals On-Job Discretion Scale are presented in the following subdivisions.

Profile Summary of Principals'
Perceived Managerial Authority
Under Collective Negotiations

The perceived discretion of the principals' managerial responsibilities as measured by Pauline's Principals On-Job Discretion Scale ranged from a mean low (2.022) of "some discretion" in "Responsibility I: Selection of textbooks and materials" to a mean high (3.525) of "considerable discretion" in "Responsibility J: Assignment of pupils to classroom for instruction. . . ." The following were the mean scores of the respondents in each of the ten responsibilities on Pauline's Principals On-Job Discretion Scale:

<u>Responsibilities of Building Principals</u>	<u>Mean Scores</u>
* <u>Responsibility A</u> : Transfer/assigning teachers to grade level, subject, . . .	3.044
* <u>Responsibility B</u> : Discipline of teachers	2.607
* <u>Responsibility C</u> : Meeting with teachers for professional purposes	3.448
* <u>Responsibility D</u> : Assigning teachers "extra work"	3.009
* <u>Responsibility E</u> : Improving teachers' instructional skills	3.049

<u>Responsibilities of Building Principals</u>	<u>Mean Scores</u>
* <u>Responsibility F</u> : Disciplining of students	3.456
* <u>Responsibility G</u> : Development/implementation of new curriculum	2.539
* <u>Responsibility H</u> : Assigning duties to teachers	3.310
* <u>Responsibility I</u> : Selection of textbooks/materials	2.022
* <u>Responsibility J</u> : Assigning pupils to classrooms	<u>3.525</u>
	Mean: 3.001

Graph 1 on page 69 presents a profile summary of Tennessee's public school principals' perceived managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale.

Age

A comparison of the mean scores in the different age levels of Tennessee's public school principals indicated that "younger" principals perceived themselves to be more restrictive than the "older" principals in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. The mean scores of the principals in the different age levels were: Ages 21-35: 2.654; ages 36-50: 2.974; and ages 51-70: 3.080. A comparison of the mean scores and standard deviations of the different age levels concerning the perceived managerial authority of Tennessee's public school principals under collective negotiations is presented in Table 16, page 70.

PAULINE'S PRINCIPALS ON-JOB DISCRETION SCALE*

Below are listed responsibilities of building principals which may, or may not, be restricted by the terms and conditions of teachers' contracts. Indicate by circling the appropriate number how you perceive the amount of discretion you have in making decisions in the following areas. The numerical code is indicated below.**

Managerial Responsibilities	4 - complete discretion 3 - considerable discretion 2 - some discretion 1 - little discretion 0 - no discretion				
	complete discretion	considerable discretion	some discretion	little discretion	no discretion
	4	3	2	1	0
A. Transfer and assigning teachers to grade level, subject, etc.	4	3	2	1	0
B. Discipline of teachers	4	3	2	1	0
C. Meeting with teachers for professional purposes	4	3	2	1	0
D. Assigning teachers "extra work" (parent conferences, evening meetings, students' "extra help")	4	3	2	1	0
E. Improving teachers' instructional skills	4	3	2	1	0
F. Your options in the disciplining of students	4	3	2	1	0
G. Development and implementation of new curriculum	4	3	2	1	0
H. Assigning of duties to teachers (lunchroom, hall, playground, etc.)	4	3	2	1	0
I. Selection of textbooks and materials	4	3	2	1	0
J. Assignment of pupils to classroom for instruction (size of classroom, grouping, etc.)	4	3	2	1	0

* Robert A. Pauline, The Principal's Role in Teacher Collective Negotiations and On-Job Discretion, Ed.D. Diss., Fordham University, 1983 (Ann Arbor: UMI, 1983), p. 116.

** (Numerical code changed from rating scale of 1-5 to 0-4. Permission for modification granted by Pauline on April 4, 1986.)

Graph 1:

Profile Summary of Tennessee's Public School Principals'
Perceived Managerial Authority Under Collective Negotiations

Table 16

Comparison Between Perceptions of Principals with Different Age Levels
of Their Managerial Authority Under Collective Negotiations as
Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)					
	21 - 35 N = 13		36 - 50 N = 135		51 - 70 N = 94	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	2.692	1.377	3.067	.874	3.043	1.026
B. Discipline of teachers	2.308	1.182	2.526	.937	2.745	.854
C. Meeting with teachers for professional purposes	3.462	.519	3.407	.736	3.489	.563
D. Assigning teachers "extra work"	2.308	1.032	3.022	.958	3.117	.890
E. Improving teachers' instructional skills	2.692	.751	2.963	.737	3.202	.520
F. Disciplining of students	3.308	.630	3.437	.568	3.468	.543
G. Development/implementation of new curriculum	2.000	1.000	2.563	.869	2.606	.832
H. Assigning duties to teachers	3.077	.760	3.237	.948	3.436	.824
I. Selection of textbooks/materials	1.692	1.032	1.985	.889	2.085	.969
J. Assigning pupils to classroom	3.000	1.000	3.533	.632	3.606	.643
Mean	2.654		2.974		3.080	

Sex

A comparison of the mean scores between Tennessee's male and female principals indicated only slight differences in how they perceived their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. The mean scores of the principals according to gender were: Males: 3.003; and Females: 2.972. A comparison of the mean scores and standard deviations of Tennessee's male and female public school principals concerning their perceived managerial authority under collective negotiations is presented in Table 17, page 72.

Formal Education

A comparison of the mean scores in the different formal educational levels of Tennessee's public school principals indicated only slight differences in how they perceived their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. However, the principals with doctorates did perceive their managerial authority in the areas of "assigning teachers 'extra work'" and "development and implementation of new curriculum" to be slightly more restrictive than those principals with masters' and specialists' degrees. The mean scores of the principals in the different formal educational levels were: Master's: 2.989; Specialist's: 3.026; and Doctor's: 2.990. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to different formal educational levels is presented in Table 18, page 73.

Table 17

Comparison Between Perceptions of Principals by Sex
of Their Managerial Authority Under Collective
Negotiations as Measured by Pauline's
Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)			
	Males N = 203		Females N = 39	
	\bar{X} .	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.044	.956	3.000	1.026
B. Discipline of teachers	2.611	.913	2.538	.996
C. Meeting with teachers for professional purposes	3.463	.639	3.333	.772
D. Assigning teachers "extra work"	3.039	.959	2.923	.900
E. Improving teachers' instructional skills	3.025	.663	3.128	.732
F. Disciplining of students	3.443	.554	3.436	.598
G. Development/implementation of new curriculum	2.567	.867	2.462	.884
H. Assigning duties to teachers	3.335	.882	3.154	.961
I. Selection of textbooks/materials	1.990	.901	2.103	1.071
J. Assigning pupils to classroom	3.512	.685	3.641	.584
Mean	3.003		2.972	

Table 18

Comparison Between Perceptions of Principals with Different Formal Educational Levels of Their Managerial Authority Under Collective Negotiations as Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)					
	Master's Degree N = 163		Specialist's N = 58		Doctor's N = 21	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.043	.977	2.966	.898	3.190	1.078
B. Discipline of teachers	2.595	.879	2.655	1.069	2.476	.873
C. Meeting with teachers for professional purposes	3.479	.632	3.310	.706	3.524	.750
D. Assigning teachers "extra work"	3.018	.906	3.103	.949	2.810	1.250
E. Improving teachers' instructional skills	3.025	.675	3.034	.674	3.190	.680
F. Disciplining of students	3.393	.538	3.500	.570	3.667	.658
G. Development/implementation of new curriculum	2.534	.911	2.672	.758	2.333	.796
H. Assigning duties to teachers	3.288	.914	3.345	.870	3.333	.856
I. Selection of textbooks/materials	1.988	.909	2.138	.981	1.810	.928
J. Assigning pupils to classroom	3.528	.679	3.534	.681	3.571	.598
Mean	2.989		3.026		2.990	

Years of Experience
as a Teacher

A comparison of the mean scores in the different years of experience as a teacher of Tennessee's public school principals indicated only slight differences in how they perceived their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. Those principals who had been teachers for five or fewer years perceived their managerial authority in the area of "selection of textbooks and materials" to be slightly more restrictive when compared to the scores of the other principals. The mean scores of the principals with different years of experience as a teacher were: 1-5 years: 2.915; 6-10 years: 2.998; and 11 or more years: 3.016. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to different years of experience as a teacher is presented in Table 19, page 75.

Years of Experience
as a Principal

A comparison was made of the mean scores in the different years of experience as a principal of Tennessee's public school principals. The comparison indicated that principals with five or fewer years as principal perceived themselves to be more restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than the principals in the other three categories. The mean scores of the principals with different years of experience as a principal were: 1-5 years: 2.848; 6-10 years:

Table 19

Comparison Between Perceptions of Principals with Different Years of Experience as Teachers of Their Managerial Authority Under Collective Negotiations as Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 241)					
	1 - 5 N = 33		6 - 10 N = 55		11 or more N = 153	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.273	.911	3.127	.818	2.954	1.022
B. Discipline of teachers	2.424	.867	2.709	.875	2.588	.950
C. Meeting with teachers for professional purposes	3.424	.751	3.345	.645	3.484	.650
D. Assigning teachers "extra work"	2.848	.939	2.982	1.027	3.065	.922
E. Improving teachers' instructional skills	2.939	.747	3.000	.667	3.072	.660
F. Disciplining of students	3.424	.561	3.418	.567	3.458	.562
G. Development/implementation of new curriculum	2.455	1.003	2.455	.857	2.608	.845
H. Assigning duties to teachers	3.212	1.023	3.327	.963	3.314	.847
I. Selection of textbooks/materials	1.727	.944	2.127	.883	2.039	.924
J. Assigning pupils to classroom	3.424	.708	3.491	.717	3.575	.646
Mean	2.915		2.998		3.016	

3.043; 11-20 years: 3.027; and 21 or more years: 3.136. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to different years of experience as a principal is presented in Table 20, page 77.

Number of Teachers
Now Supervised

A comparison was made of the mean scores in the different numbers of teachers now supervised by Tennessee's public school principals. This comparison indicated that principals who supervised forty or fewer teachers perceived themselves to be slightly more restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than those principals who supervised more than forty teachers. The mean scores of the principals with different numbers of teachers they now supervised were: 20 or fewer teachers: 2.919; 21-40 teachers: 2.994; 41-60 teachers: 3.106; and 61 or more teachers: 3.111. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to different numbers of teachers now supervised is presented in Table 21, page 78.

1985-86 School Student Enrollment

A comparison was made of the mean scores in the different school students' enrollments of 1985-86 of Tennessee's public school principals. The comparison indicated that principals whose schools had more than one

Table 20

Comparison Between Perceptions of Principals with Different Years of Experience as Principals of Their Managerial Authority Under Collective Negotiations as Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 241)							
	1 - 5 N = 59		6 - 10 N = 54		11 - 20 N = 97		21 or more N = 31	
	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	2.797	1.171	3.037	.889	3.113	.945	3.258	.631
B. Discipline of teachers	2.475	.971	2.593	1.000	2.629	.905	2.742	.773
C. Meeting with teachers for professional purposes	3.390	.743	3.444	.634	3.474	.647	3.452	.624
D. Assigning teachers "extra work"	2.729	1.112	3.111	.883	3.093	.879	3.194	.873
E. Improving teachers' instructional skills	2.814	.656	3.074	.749	3.093	.647	3.258	.575
F. Disciplining of students	3.373	.641	3.444	.502	3.464	.560	3.484	.508
G. Development/implementation of new curriculum	2.407	.873	2.556	.984	2.608	.861	2.645	.661
H. Assigning duties to teachers	3.119	.966	3.463	.884	3.268	.848	3.613	.615
I. Selection of textbooks/materials	2.034	.964	2.148	.920	1.907	.902	2.097	.908
J. Assigning pupils to classroom	3.339	.779	3.556	.718	3.619	.567	3.613	.615
Mean	2.848		3.043		3.027		3.136	

Table 21

Comparison Between Perceptions of Principals with Different Numbers of Teachers Now Supervised of Their Managerial Authority Under Collective Negotiations as Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)							
	20 or fewer N = 67		21 - 40 N = 123		41 - 60 N = 33		61 or more N = 19	
	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	2.791	1.135	3.081	.883	3.121	.927	3.474	.697
B. Discipline of teachers	2.522	1.005	2.577	.932	2.667	.777	2.895	.809
C. Meeting with teachers for professional purposes	3.373	.693	3.455	.631	3.455	.711	3.579	.692
D. Assigning teachers "extra work"	2.955	1.093	3.049	.895	3.061	.788	3.000	1.054
E. Improving teachers' instructional skills	2.970	.717	3.016	.627	3.152	.667	3.263	.806
F. Disciplining of students	3.403	.605	3.423	.558	3.545	.506	3.526	.513
G. Development/implementation of new curriculum	2.493	1.050	2.537	.803	2.697	.770	2.579	.769
H. Assigning duties to teachers	3.358	.865	3.276	.871	3.364	.895	3.211	1.182
I. Selection of textbooks/materials	1.896	1.017	2.008	.864	2.273	.911	1.947	1.026
J. Assigning pupils to classroom	3.433	.763	3.520	.670	3.727	.452	3.632	.597
Mean	2.919		2.994		3.106		3.111	

thousand students enrolled perceived themselves to be slightly less restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than those principals whose school students' enrollments were less than one thousand. The mean scores of the principals with different 1985-86 school students' enrollments were: 250 or fewer students: 2.883; 251-500 students: 2.944; 501-750 students: 3.060; 751-1,000 students: 3.023; and 1,001 or more students: 3.154. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to their 1985-86 school students' enrollments is presented in Table 22, page 80.

1985-86 School System Enrollment

A comparison was made of the mean scores in the different school systems' enrollments of 1985-86 of Tennessee's public school principals. The comparison indicated only slight differences by principals in their perceived managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. The mean scores of the principals with different 1985-86 school systems' enrollments were: 0-4,999 students: 3.049; 5,000-14,999 students: 2.974; 15,000 or more students: 2.995. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to their 1985-86 school systems' enrollments is presented in Table 23, page 82.

Table 22

Comparison Between Perceptions of Principals with Different 1985-86
School Students' Enrollments of Their Managerial Authority Under
Collective Negotiations as Measured by Pauline's Principals
On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)									
	250 or fewer N = 36		251-500 N = 84		501-750 N = 67		750-1,000 N = 31		1,001 or more N = 24	
	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	2.722	1.137	2.952	.956	3.119	.913	3.129	.957	3.458	.721
B. Discipline of teachers	2.306	1.117	2.619	.805	2.672	.824	2.452	1.207	2.958	.751
C. Meeting with teachers for professional purposes	3.306	.749	3.333	.646	3.567	.583	3.516	.724	3.583	.654
D. Assigning teachers "extra work"	2.944	1.068	2.964	.987	3.104	.855	3.000	.931	3.125	.947
E. Improving teachers' instructional skills	2.944	.754	2.976	.620	3.104	.654	3.000	.683	3.292	.751
F. Disciplining of students	3.417	.649	3.345	.549	3.552	.558	3.387	.495	3.583	.504
G. Development/implementation of new curriculum	2.333	1.069	2.595	.793	2.552	.909	2.613	.803	2.625	.770
H. Assigning duties to teachers	3.472	.774	3.250	.890	3.313	.891	3.387	.761	3.125	1.227

Table 22 (continued)

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)									
	250 or fewer N = 36		251-500 N = 84		501-750 N = 67		750-1,000 N = 31		1,001 or more N = 24	
	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
I. Selection of textbooks/ materials	1.889	1.116	1.988	.885	1.985	.862	2.161	.860	2.125	1.076
J. Assigning pupils to classroom	3.500	.697	3.417	.764	3.627	.599	3.581	.564	3.667	.565
Mean	2.883		2.944		3.060		3.023		3.154	

Table 23

Comparison Between Perceptions of Principals with Different 1985-86
School Systems' Enrollments of Their Managerial Authority Under
Collective Negotiations as Measured by Pauline's Principals
On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)					
	0 - 4,999 students N = 49		5,000 - 14,999 students N = 93		15,000 or more students N = 100	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	2.918	.975	3.000	1.043	3.130	.884
B. Discipline of teachers	2.673	.922	2.667	.925	2.500	.927
C. Meeting with teachers for professional purposes	3.449	.614	3.301	.777	3.570	.537
D. Assigning teachers "extra work"	3.143	.890	2.968	1.005	3.010	.927
E. Improving teachers' instructional skills	3.041	.611	2.892	.729	3.180	.626
F. Disciplining of students	3.531	.544	3.441	.561	3.400	.569
G. Development/implementation of new curriculum	2.694	.918	2.591	.875	2.440	.833
H. Assigning duties to teachers	3.388	.909	3.301	.942	3.270	.851
I. Selection of textbooks/materials	2.265	.785	2.065	.953	1.830	.943
J. Assigning pupils to classroom	3.388	.671	3.516	.761	3.620	.565
Mean	3.049		2.974		2.995	

Type of School

A comparison was made of the mean scores in the different types of schools administered by Tennessee's public school principals. The comparison indicated that principals of high schools perceived themselves to be less restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than those principals in the other categories. The mean scores of the principals with different types of schools were: elementary schools: 2.914; junior high/middle/intermediate schools: 3.083; high schools: 3.312; and other schools: 2.918. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to their types of schools is presented in Table 24, page 84.

Type of School System

A comparison was made of the mean scores in the different types of school systems of Tennessee's public school principals. The comparison indicated that county school principals perceived themselves to be less restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than those principals in city, town, or special school systems. The mean scores of the principals with different types of school systems were: city/town/special: 2.909; and county: 3.042. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to types of school systems is presented in Table 25, page 85.

Table 24

Comparison Between Perceptions of Principals with Different Types of Schools Administered of Their Managerial Authority Under Collective Negotiations as Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)							
	Elementary Schools N = 133		Jr. High/ Middle/ Intermediate Schools N = 42		High Schools N = 33		Other Schools N = 34	
	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.038	.900	2.952	1.035	3.273	.977	2.912	1.111
B. Discipline of teachers	2.444	.988	2.786	.782	3.000	.750	2.588	.857
C. Meeting with teachers for professional purposes	3.436	.667	3.524	.505	3.545	.754	3.265	.710
D. Assigning teachers "extra work"	2.842	1.029	3.405	.701	3.364	.859	2.912	.753
E. Improving teachers' instructional skills	2.992	.680	3.048	.623	3.333	.692	2.941	.649
F. Disciplining of students	3.406	.578	3.524	.505	3.576	.561	3.353	.544
G. Development/implementation of new curriculum	2.414	.906	2.690	.749	2.970	.684	2.500	.896
H. Assigning duties to teachers	3.195	.839	3.357	.958	3.758	.751	3.235	1.046
I. Selection of textbooks/materials	1.887	.918	2.000	.988	2.485	.755	2.029	.937
J. Assigning pupils to classroom	3.481	.692	3.548	.593	3.818	.465	3.441	.786
Mean	2.914		3.083		3.312		2.918	

Table 25

Comparison Between Perceptions of Principals in
City/Town/Special and County School Systems
of Their Managerial Authority Under
Collective Negotiations as Measured
by Pauline's Principals On-Job
Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)			
	City/Town Special Systems N = 80		County Systems N = 162	
	\bar{X}	s	\bar{X}	s
A. Transfer/assigning teachers to grade level, subject	3.087	.860	3.012	1.015
B. Discipline of teachers	2.425	.938	2.685	.909
C. Meeting with teachers for professional purposes	3.462	.635	3.432	.677
D. Assigning teachers "extra work"	2.837	1.061	3.111	.878
E. Improving teachers' instructional skills	3.025	.729	3.049	.648
F. Disciplining of students	3.350	.597	3.488	.537
G. Development/implementation of new curriculum	2.387	.771	2.630	.905
H. Assigning duties to teachers	3.075	.991	3.420	.825
I. Selection of textbooks/materials	1.912	.970	2.056	.907
J. Assigning pupils to classroom	3.525	.573	3.537	.715
Mean	2.909		3.042	

Geographical Section

A comparison was made of the mean scores in the different geographical sections of Tennessee's public school principals. The comparison indicated that principals from west Tennessee perceived themselves to be slightly more restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than those principals from east and middle Tennessee. The mean scores of the principals from different geographical sections of Tennessee were: east: 3.019; middle: 3.027; and west: 2.900. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to the different geographical sections of Tennessee is presented in Table 26, page 87.

Number of Years School System Under Collective Negotiations

A comparison was made of the mean scores of Tennessee's public school principals concerning the number of years their school systems had been under collective negotiations. The comparison indicated only slight differences by principals in their perceived managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. The mean scores of the principals from school systems with different numbers of years under collective negotiations were: 1-3 years: 3.036; 4-6 years: 3.023; 7-9 years: 3.008; and 10 or more years: 2.942. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning their perceived managerial authority under collective negotiations according to the

Table 26

Comparison Between Perceptions of Principals from the Different Geographical Sections of Tennessee of Their Managerial Authority Under Collective Negotiations as Measured by Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 242)					
	East N = 113		Middle N = 81		West N = 48	
	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.106	.958	3.000	1.000	2.937	.932
B. Discipline of teachers	2.602	.892	2.741	.863	2.354	1.062
C. Meeting with teachers for professional purposes	3.398	.738	3.432	.611	3.562	.542
D. Assigning teachers "extra work"	3.097	.945	3.049	.947	2.792	.944
E. Improving teachers' instructional skills	2.982	.641	3.136	.703	3.021	.699
F. Disciplining of students	3.372	.585	3.494	.527	3.521	.545
G. Development/implementation of new curriculum	2.575	.864	2.617	.860	2.375	.890
H. Assigning duties to teachers	3.336	.902	3.395	.847	3.083	.942
I. Selection of textbooks/materials	2.115	.933	1.926	.919	1.896	.928
J. Assigning pupils to classroom	3.602	.606	3.481	.743	3.458	.683
Mean	3.019		3.027		2.900	

number of years their school systems were under collective negotiations is presented in Table 27, page 89.

School Systems' Principals
Participate in Some Phase
of Collective Negotiations

A comparison was made of the mean scores of Tennessee's public school principals concerning whether or not their school systems' principals participated in some phase of collective negotiations. The comparison indicated only slight differences by principals in their perceived managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. The means scores of the principals on whether or not their school systems' principals participated in some phase of collective negotiations were: those principals who answered yes: 3.022; and those principals who answered no: 2.970. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning whether or not their school systems' principals participated in some phase of collective negotiations is presented in Table 28, page 90.

Amendment of Tennessee's 1978
"Education Professional Negotiations
Act" to Allow Principals a Choice--
Negotiate with Teachers' Negotiating
Unit or with Management Personnel

A comparison was made of the mean scores of Tennessee's public school principals concerning whether or not Tennessee's 1978 "Education Professional Negotiations Act" should be amended to allow principals a choice of negotiating with the teachers' negotiating unit or with management personnel. The comparison indicated that principals who

Table 27

Comparison Between Perceptions of Principals with Different Numbers of
Years School Systems Under Collective Negotiations of Their Managerial
Authority Under Collective Negotiations as Measured by
Pauline's Principals On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 241)							
	1 - 3 years		4 - 6 years		7 - 9 years		10 or more years	
	N = 14		N = 105		N = 67		N = 55	
	\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	2.857	1.099	3.067	.973	3.149	.942	2.891	.956
B. Discipline of teachers	2.857	1.231	2.610	.838	2.672	.894	2.418	1.031
C. Meeting with teachers for professional purposes	3.571	.646	3.438	.619	3.418	.762	3.473	.604
D. Assigning teachers "extra work"	3.214	.893	3.057	.979	3.090	.848	2.855	.989
E. Improving teachers' instructional skills	3.000	.784	3.057	.648	2.925	.681	3.164	.688
F. Disciplining of students	3.643	.497	3.467	.589	3.418	.555	3.382	.527
G. Development/implementation of new curriculum	2.500	1.092	2.638	.822	2.448	.974	2.527	.766
H. Assigning duties to teachers	3.143	1.167	3.286	.968	3.388	.816	3.309	.767
I. Selection of textbooks/materials	2.286	.994	2.048	.892	1.955	.976	1.945	.931
J. Assigning pupils to classroom	3.286	.994	3.562	.664	3.612	.576	3.455	.689
Mean	3.036		3.023		3.008		2.942	

Table 28

Comparison Between Perceptions of Principals Whose
School Systems' Principals Participate/Do Not
Participate in Some Phase of Collective
Negotiations of Their Managerial
Authority Under Collective
Negotiations as Measured
by Pauline's Principals
On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 238)			
	Principals Participate N = 143		Principals Do Not Participate N = 95	
	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.091	.847	2.968	1.134
B. Discipline of teachers	2.706	.854	2.453	1.019
C. Meeting with teachers for professional purposes	3.469	.680	3.400	.642
D. Assigning teachers "extra work"	3.084	.908	2.916	1.018
E. Improving teachers' instructional skills	3.084	.655	2.979	.699
F. Disciplining of students	3.441	.539	3.453	.597
G. Development/implementation of new curriculum	2.545	.894	2.568	.846
H. Assigning duties to teachers	3.217	.943	3.474	.783
I. Selection of textbooks/materials	2.042	.911	1.958	.967
J. Assigning pupils to classroom	3.538	.625	3.526	.742
Mean	3.022		2.970	

wanted the state statute amended perceived themselves to be slightly more restrictive in their managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale than those principals who did not want the state statute amended. The mean scores of the principals on whether or not the state statute should be amended were: those principals who answered yes: 2.961; and those principals who answered no: 3.100. A comparison of the mean scores and standard deviations of Tennessee's public school principals concerning whether or not the state statute should be amended is presented in Table 29, page 92.

Reporting Analysis of the Hypotheses

The declarative format for each hypothesis was stated in Chapter 1. For purposes of statistical analysis the null format for each hypothesis was tested. The null hypotheses stated that no difference existed between the variables. The analysis of variance (ANOVA) was used to determine if there were significant differences between the levels of the independent variables in Null Hypotheses 1, 3, 4, 5, 6, 7, 8, 9, 11, and 12. The analysis of variance showed a significant difference between the levels in Null Hypotheses 1, 5, and 9. The Newman-Keuls procedure was applied to these three hypotheses to determine where the significant differences were to be found. A t-test for independent data was used to determine where significant differences existed for Null Hypotheses 2, 10, 13, and 14. A significant difference was found in Null Hypothesis 10. The .05 level of significance was established for accepting or rejecting the null hypotheses of this study. Although a total of 242

Table 29

Comparison Between Perceptions of Principals Who Want/Do
Not Want Tennessee's 1978 "Education Professional
Negotiations Act" Amended Allowing Principals a
Negotiating Choice of Their Managerial
Authority Under Collective Negotiations
as Measured by Pauline's Principals
On-Job Discretion Scale

Managerial Responsibilities	N, Mean Scores, and Standard Deviations (N = 229)			
	Principals Want 1978 "EPNA" Amended N = 184		Principals Do Not Want 1978 "EPNA" Amended N = 45	
	\bar{X}	S	\bar{X}	S
A. Transfer/assigning teachers to grade level, subject	3.033	.923	3.089	.996
B. Discipline of teachers	2.587	.907	2.689	.949
C. Meeting with teachers for professional purposes	3.380	.675	3.578	.621
D. Assigning teachers "extra work"	2.962	.937	3.156	1.021
E. Improving teachers' instructional skills	2.995	.673	3.133	.661
F. Disciplining of students	3.418	.557	3.489	.589
G. Development/implementation of new curriculum	2.516	.836	2.622	1.007
H. Assigning duties to teachers	3.223	.929	3.511	.787
I. Selection of textbooks/materials	2.000	.923	2.133	.869
J. Assigning pupils to classroom	3.495	.677	3.600	.688
Mean	2.961		3.100	

responses was analyzed, some tables reflect a smaller number due to some missing values. Significant differences were indicated by placing an asterisk beside the value. Degrees of freedom are denoted by DF, sum of squares by SS, mean squares by MS, number by N, means by \bar{X} , and standard deviations by S.

Hypotheses Analyzed Using Analysis of Variance
and Newman-Keuls Procedure

Null Hypothesis 1

Null Hypothesis 1 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations whose ages are: 21-35 years old, 36-50 years old, 51-70 years old in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 30.

Table 30

Analysis of Variance for Perceptions of Principals
with Different Age Levels of Their Managerial
Authority Under Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	2	224.5804	112.2902	4.7463	0.0095*
Within groups	239	5654.3163	23.6582		

* $P \leq .05$

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within three age groups resulting in a grand mean of 29.025. In the 21-35 age group thirteen (5.37 percent) responses were analyzed which revealed a mean of 26.539. The 36-50 age group resulted in 135 (55.79 percent) responses being analyzed with a mean of 29.741, and the 51-70 age group resulted in ninety-four (38.84 percent) responses being analyzed for a mean of 30.798.

Statistical treatment of the data revealed a significant difference was found. The F-ratio was 4.7463 with the F-probability being 0.0095 which was less than the .05 level.

Further analysis was conducted to determine where the significant difference was to be found. Results of the Newman-Keuls procedure are presented in Table 31, page 95. Specific differences between the age groups have an asterisk placed in the proper row/column. The age group of 21-35 years old (Group 1) differed significantly from the age group of 36-50 years old (Group 2) and the third age group of 51-70 years old. Thus, the null hypothesis was rejected as it related to significant differences between the age group of 21-35 and age groups 36-50 and 51-70. However, the null hypothesis failed to be rejected as it related to a significant difference between the age group of 36-50 and age group 51-70.

Null Hypothesis 3

Null Hypothesis 3 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations whose highest educational degrees are:
Bachelor's, Master's, Specialist's, Doctor's in how they perceive their

managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 32.

Table 31

Newman-Keuls Procedure for Perceptions of Principals
with Difference Age Levels of Their Managerial
Authority Under Collective Negotiations

Group	21 - 35	36 - 50	51 - 70
Means	26.5385	29.7407	30.7979
21 - 35			
26.5385			
36 - 50	*		
29.7407			
51 - 70	*		
30.7979			

* Significant at the .05 level

Table 32

Analysis of Variance for Perceptions of Principals
with Different Formal Educational Levels of Their
Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	2	5.9542	2.9771	.1212	.8860
Within groups	239	5872.9425	24.5730		

P > .05

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within three formal educational groups (no principals were analyzed with Bachelor's degrees) resulting in a grand mean of 30.017. In the Master's group 163 (67.35 percent) responses were analyzed with a mean of 29.891. Fifty-eight (23.97 percent) responses from the Specialist's group were analyzed with a mean of 30.257, and twenty-one (8.68 percent) responses from the Doctor's group were analyzed with a mean of 29.904.

Statistical treatment of the data revealed no significant difference in the perceptions of principals with different formal educational levels of their managerial authority under collective negotiations, as evidenced by a F-ratio of .1212 with a F-probability of .8860. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 4

Null Hypothesis 4 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations whose years of experience as teachers are: 1-5 years, 6-10 years, 11 or more years in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 33, page 97.

A total of 241 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within three groups of different lengths of time served as a teacher resulting in a grand mean of 29.762. In the 1-5 years' group of experience as a

teacher, thirty-three (13.69 percent) responses were analyzed with a mean of 29.150. Fifty-five (22.82 percent) responses were analyzed in the 6-10 years' group of experience as a teacher with a mean of 29.981. In group three, 11 or more years of experience as a teacher, 153 (63.49 percent) responses were analyzed with a mean of 30.157.

Table 33

Analysis of Variance for Perceptions of Principals
with Different Years of Experience as Teachers of
Their Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	2	27.4367	13.7184	.5580	.5731
Within groups	238	5851.8963	24.5860		

P > .05

Statistical treatment of the data revealed no significant difference in the perceptions of principals with different years of experience as teachers in relation to their managerial authority under collective negotiations, as evidenced by a F-ratio of .5580 with a F-probability of .5731. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 5

Null Hypothesis 5 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations whose years of experience as principals are:

1-5 years, 6-10 years, 11-20 years, 21 or more years in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 34.

Table 34

Analysis of Variance for Perceptions of Principals
with Different Years of Experience as Principals
of Their Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	3	210.9526	70.3175	2.9590	.0331*
Within groups	237	5632.0433	23.7639		

* $P \leq .05$

A total of 241 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within four groups of different lengths of time served as a principal resulting in a grand mean of 30.131. In group one of 1-5 years served as a principal, fifty-nine (24.48 percent) responses were analyzed with a mean of 28.475. In group two of 6-10 years served as a principal, fifty-four (22.41 percent) responses were analyzed resulting in a mean of 30.426. Ninety-seven (40.25 percent) responses were analyzed in the 11-20 years' group of experience as a principal with a mean of 30.268. In group four of 21 or more years served as a principal, thirty-one (12.86 percent) responses were analyzed for a mean of 31.355.

Statistical treatment of the data revealed a significant difference was found. The F-ratio was 2.9590 with the F-probability being .0331 which was less than the .05 level.

Further analysis was conducted to determine where significant differences were to be found. Results of the Newman-Keuls procedure are presented in Table 35. Those principals who had served five or fewer years as a principal differed significantly from those principals who had served 11-20 years and twenty-one or more years as principals. Thus, the null hypothesis was rejected as it related to significant differences between those principals who had served 1-5 years as a principal, and those principals who had served 11-20 years and 21 or more years as principals. However, the null hypothesis failed to be rejected as it related to significant differences between the other groups of principals.

Table 35

Newman-Keuls Procedure for Perceptions of Principals
with Different Years of Experience as Principals of
Their Managerial Authority Under
Collective Negotiations

Group	1-5 years	11-20 years	6-10 years	21 or more years
Means	28.4746	30.2680	30.4259	31.3548
1-5 years 28.4746				
11-20 years 30.2680	*			
6-10 years 30.4259				
21 or more years 31.3548	*			

* Significant at the .05 level

Null Hypothesis 6

Null Hypothesis 6 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations who now supervise: 20 or fewer teachers, 21-40 teachers, 41-60 teachers, 61 or more teachers in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 36.

Table 36

Analysis of Variance for Perceptions of Principals
with Different Numbers of Teachers Now Supervised
of Their Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	3	104.1492	34.7164	1.4308	.2344
Within groups	238	5774.7475	24.2636		

P > .05

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within four groups of different numbers of teachers they now supervised resulting in a grand mean of 30.326. In group one were those principals who supervised twenty or fewer teachers. There were sixty-seven (27.68 percent) responses analyzed with a mean of 29.194. In group two were those principals who supervised from 21-40 teachers. There were 123 (50.83 percent) responses analyzed resulting in a mean of 29.942. Group three

contained those principals who supervised from 41-60 teachers. There were thirty-three (13.64 percent) responses analyzed in this group for a mean of 31.062. Group four had principals who supervised more than sixty teachers. Nineteen (7.85 percent) responses were analyzed in group four for a mean score of 31.106.

Statistical treatment of the data revealed no significant difference in the perceptions of principals with different numbers of teachers they now supervised in relation to their managerial authority under collective negotiations, as evidenced by a F-ratio of 1.4308 with a F-probability of .2344. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 7

Null Hypothesis 7 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations whose 1985-86 school students' enrollments are: 250 or fewer students, 251-500 students, 501-750 students, 751-1,000 students, 1,001 or more students in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 37, page 102.

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within five different groups of the 1985-86 school students' enrollments resulting in a grand mean of 30.126. In group one were those school students' enrollments of 250 or fewer students. Thirty-six (14.88 percent) responses were analyzed from this group with a mean of 28.833. Group

two contained those school students' enrollments from 251 to 500. Eighty-four (34.71 percent) responses were analyzed from this group with a mean of 29.439. In group three were those school enrollments of 501 to 750 students with sixty-seven (27.68 percent) responses analyzed with a mean of 30.595. Group four contained those school students' enrollments from 751 to 1,000. Thirty-one (12.81 percent) responses were analyzed from this group with a mean of 30.226. In group five were those school enrollments of more than 1,000 students with twenty-four (9.92 percent) responses analyzed with a mean of 31.541.

Table 37

Analysis of Variance for Perceptions of Principals
with Different 1985-86 School Students' Enrollments
of Their Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	4	157.6972	39.4243	1.6331	.1666
Within groups	237	5721.1995	24.1401		

P > .05

Statistical treatment of the data revealed no significant difference in the perceptions of principals with different 1985-86 school students' enrollments in relation to their managerial authority under collective negotiations, as evidenced by a F-ratio of 1.6331 with a F-probability of .1666. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 8

Null Hypothesis 8 stated there will be no significant difference between the scores of those Tennessee public school principals under collective negotiations whose 1985-86 school systems' enrollments are: 0-4,999 students, 5,000-14,999 students, 15,000 or more students in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 38.

Table 38

Analysis of Variance for Perceptions of Principals
with Different 1985-86 School Systems' Enrollments
of Their Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	2	18.0953	9.0477	.3690	.6918
Within groups	239	5860.8013	24.5222		

P > .05

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within three different groups of the 1985-86 school systems' enrollments resulting in a grand mean of 30.060. In group one were those school systems' enrollments of less than five thousand students. Forty-nine (20.25 percent) responses were analyzed from this group with a mean of 30.490. Group two contained those school systems' enrollments from 5,000 to 14,999

students. Ninety-three (38.43 percent) responses were analyzed from this group with a mean of 29.742. In group three were those school systems whose enrollments were 15,000 or more students. There were 100 (41.32 percent) responses analyzed from this group with a mean of 29.950.

Statistical treatment of the data revealed no significant difference in the perceptions of principals with different 1985-86 school systems' enrollments in relation to their managerial authority under collective negotiations, as evidenced by a F-ratio of .3690 with a F-probability of .6918. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 9

Null Hypothesis 9 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations who administer: elementary schools, junior high/middle/intermediate schools, high schools, other schools in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 39, page 105.

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within four different groups of types of schools administered resulting in a grand mean of 30.566. Elementary school principals were in group one. There were 133 (54.96 percent) responses analyzed from this group with a mean of 29.135. Forty-two (17.35 percent) responses were analyzed from

group two, junior high/middle/intermediate school principals, with a mean of 30.833. Group three contained high school principals. There were thirty-three (13.64 percent) responses analyzed from this group with a mean of 33.121. In group four there were principals who administered other schools. Thirty-four (14.05 percent) responses were analyzed from this group with a mean of 29.177.

Table 39

Analysis of Variance for Perceptions of Principals
with Different Types of Schools Administered
of Their Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	3	473.0431	157.6810	6.9421	.0002*
Within groups	238	5405.8536	22.7137		

* $P \leq .05$

Statistical treatment of the data revealed a significant difference was found. The F-ratio was 6.9421 with the F-probability being .0002 which was less than the .05 level.

Further analysis was conducted to determine where the significant difference was to be found. Results of the Newman-Keuls procedure are presented in Table 40, page 106. Specific differences between the groups of different types of schools administered by principals have an asterisk placed in the proper row/column. High school principals differed significantly from all of the other principals' groups:

elementary principals, other school principals, and junior high/middle/intermediate principals. Thus, the null hypothesis was rejected as it related to significant differences between high school principals and the other groups of principals. However, the null hypothesis failed to be rejected as it related to significant differences between the other groups of principals.

Table 40

Newman-Keuls Procedure for Perceptions of Principals
with Different Types of Schools Administered of
Their Managerial Authority Under
Collective Negotiations

Group Means	Elementary Principals	Other School Principals	Junior High/ Middle/ Intermediate Principals	High School Principals
	29.1353	29.1765	30.8333	33.1212
Elementary Principals 29.1353				
Other School Principals 29.1765				
Junior High/ Middle/ Intermediate Principals 30.8333				
High School Principals 33.1212	*	*	*	

* Significant at the .05 level

Null Hypothesis 11

Null Hypothesis 11 stated there will be no significant differences between the scores of those Tennessee public school principals under collective negotiations from the "three" geographical sections of east, middle, west Tennessee in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 41.

Table 41

Analysis of Variance for Perceptions of Principals
from the Different Geographical Sections of
Tennessee of Their Managerial Authority
Under Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	2	57.7747	28.8873	1.1860	.3072
Within groups	239	5821.1220	24.3562		

P > .05

A total of 242 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within three different geographical sections of Tennessee resulting in a grand mean of 29.818. East Tennessee principals were in group one. There were 113 (46.69 percent) responses analyzed from this group with a mean of 30.185. Eighty-one (33.47 percent) responses were analyzed from those principals from middle Tennessee resulting in a mean of 30.271. West

Tennessee principals were in group three. Forty-eight (19.84 percent) responses were analyzed from this group with a mean of 28.999.

Statistical treatment of the data revealed no significant difference in the perceptions of principals from the different geographical sections of Tennessee in relation to their managerial authority under collective negotiations, as evidenced by a F-ratio of 1.1860 with a F-probability of .3072. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Null Hypothesis 12

Null Hypothesis 12 stated there will be no significant differences between the scores of those Tennessee public school principals whose school systems have been under collective negotiations for: 1-3 years, 4-6 years, 7-9 years, 10 or more years in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 42.

Table 42

Analysis of Variance for Perceptions of Principals
with Different Numbers of Years School Systems
Under Collective Negotiations of Their
Managerial Authority Under
Collective Negotiations

Source	DF	SS	MS	F-ratio	F-prob.
Between groups	3	26.2461	8.7487	.3573	.7839
Within groups	237	5803.7373	24.4883		

P > .05

A total of 241 responses were analyzed for perceptions of principals of their managerial authority under collective negotiations within four different groups of the numbers of years school systems were under collective negotiations. These responses resulted in a grand mean of 30.020. In group one of 1-3 years, there were fourteen (5.81 percent) responses analyzed resulting in a mean of 30.357. Group two, 4-6 years, a total of 105 (43.57 percent) responses were analyzed with a mean of 30.230. Sixty-seven (27.80 percent) responses were analyzed in group three, 7-9 years, with a mean of 30.075. In group four, 10 or more years school systems under collective negotiations, there were fifty-five (22.82 percent) responses analyzed with a mean of 29.419.

Statistical treatment of the data revealed no significant difference in the perceptions of principals from school systems with different numbers of years under collective negotiations in relation to their managerial authority under collective negotiations. This was evidenced by a F-ratio of .3573 with a F-probability of .7839. Therefore, the null hypothesis failed to be rejected at the .05 level of significance.

Hypotheses Analyzed Using t-test for Independent Data

Null Hypothesis 2

Null Hypothesis 2 stated there will be no significant difference between the scores of male and female Tennessee public school principals under collective negotiations in how they perceive their managerial

authority as measured by Pauline's Principals On-Job Discretion Scale.

The results of the analysis are listed in Table 43.

Table 43

Means, Standard Deviations, and t-Value of Mean Differences of Perceptions of Male and Female Principals of Their Managerial Authority Under Collective Negotiations

Group	N	\bar{X}	S	t-value	P
Males	203	30.0296	4.813	0.36	0.719
Females	39	29.7179	5.610		

df = 240 P > .05

The difference was tested between the perceptions of male and female public school principals of their managerial authority under collective negotiations. When 203 (83.88 percent) male and thirty-nine (16.12 percent) female principals were compared on the basis of their perceptions of their managerial authority under collective negotiations, the mean score for male principals was 30.0296 with a standard deviation of 4.813 compared to a mean score of 29.7179 with a standard deviation of 5.610 for the female principals. The t-score was 0.36 with a significance level of 0.719, which was not a significant difference. A t-score of 1.960 was necessary with an N of 242 to establish a significant difference at the .05 level.

It was hypothesized that there would be no significant difference between the scores of male and female Tennessee public school principals

under collective negotiations in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. With a t-score of 0.36 and a level of significance at 0.719, the null hypothesis that there would be no significant difference failed to be rejected.

Null Hypothesis 10

Null Hypothesis 10 stated there will be no significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems are: city/town/special, county in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 44.

Table 44

Means, Standard Deviations, and t-Value of Mean Differences of Perceptions of Principals in Different School Systems of Their Managerial Authority Under Collective Negotiations

Group	N	\bar{X}	S	t-value	P
City/Town/ Special	80	29.0875	4.827	-1.99	0.048*
County	162	30.4198	4.949		

df = 240 * $P \leq .05$

The difference was tested between the perceptions of those principals in city, town, or special school systems and those principals in county school systems of their managerial authority under collective negotiations. Eighty (33.06 percent) principals from city, town, or special school systems and 162 (66.94 percent) principals from county school systems were compared on the basis of their perceptions of their managerial authority under collective negotiations. The mean score for the principals from the city, town, or special school systems was 29.0875 with a standard deviation of 4.827 compared to a mean score of 30.4198 with a standard deviation of 4.949 for the principals from the county school system. The t-score was -1.99 with a significance level of 0.048, which was a significant difference. A t-score of 1.960 was necessary with an N of 242 to establish a significant difference at the .05 level.

It was hypothesized that there would be no significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems were city, town, or special and those Tennessee public school principals under collective negotiations whose school systems were county in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. With a t-score of -1.99 and a level of significance at 0.048, the null hypothesis that there would be no significant difference was rejected.

Null Hypothesis 13

Null Hypothesis 13 stated there will be no significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems' principals have participated in some phase of collective negotiations versus those public school principals whose school systems' principals have not participated in some phase of collective negotiations in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 45.

Table 45

Means, Standard Deviations, and t-Value of Mean Differences of Perceptions of Principals Whose School Systems' Principals Participate/Do Not Participate in Some Phase of Collective Negotiations of Their Managerial Authority Under Collective Negotiations

Group	N	\bar{X}	S	t-value	P
Principals Participate	143	30.2168	4.709	0.79	0.428
Principals Do Not Participate	95	29.6947	5.340		

df = 236 P > .05

The difference was tested between the perceptions of those principals whose school systems' principals participate in some phase of collective negotiations and those principals whose school systems' principals do not participate in some phase of collective negotiations of their managerial authority under collective negotiations. There were 143 (60.08 percent) principals from the first group whose school systems' principals participated in some phase of collective negotiations and ninety-five (39.92 percent) principals from the second group whose school systems' principals did not participate in some phase of collective negotiations. The mean score for the first group of principals was 30.2168 with a standard deviation of 4.709 compared to a mean score of 29.6947 with a standard deviation of 5.340 for the second group of principals. The t-score was 0.79 with a significance level of 0.428, which was not a significant difference. A t-score of 1.960 was necessary with an N of 238 to establish a significant difference at the .05 level.

It was hypothesized that there would be no significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems' principals have participated in some phase of collective negotiations versus those public school principals whose school systems' principals have not participated in some phase of collective negotiations in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. With a t-score of 0.79 and a level of significance at 0.428, the null hypothesis that there would be no significant difference failed to be rejected.

Null Hypothesis 14

Null Hypothesis 14 stated there will be no significant difference between the scores of those Tennessee public school principals under collective negotiations who wish to have Tennessee's 1978 "Education Professional Negotiations Act" amended to allow principals a choice of whether to negotiate with the teachers' negotiating unit or with management personnel versus those public school principals who do not wish the 1978 "EPNA" amended in how they perceive their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. The results of the analysis are listed in Table 46.

Table 46

Means, Standard Deviations, and t-value of Mean Differences of Perceptions of Principals Who Want/Do Not Want Tennessee's 1978 "Education Professional Negotiations Act" Amended Allowing Principals a Negotiating Choice of Their Managerial Authority Under Collective Negotiations

Group	N	\bar{X}	S	t-value	P
Principals Who Want "EPNA" Amended	184	29.6087	4.933	-1.68	0.095
Principals Who Do Not Want "EPNA" Amended	45	31.000	5.192		

df = 227 P > .05

The difference was tested between the perceptions of those principals who wanted Tennessee's 1978 "EPNA" amended allowing them a negotiating choice and those principals who did not want the statute amended of their managerial authority under collective negotiations. There were 184 (80.35 percent) principals from the first group who wanted the 1978 "EPNA" amended and forty-five (19.65 percent) principals in the second group who did not want the 1978 "EPNA" amended. The mean score for those principals who wanted the statute amended was 29.6087 with a standard deviation of 4.933 compared to a mean score of 31.000 with a standard deviation of 5.192 for those principals who did not want the statute amended. The t-score was -1.68 with a significance level of 0.095, which was not a significant difference. A t-score of 1.960 was necessary with an N of 229 to establish a significant difference at the .05 level.

It was hypothesized that there would be no significant difference between the scores of those Tennessee public school principals under collective negotiations who wished to have Tennessee's 1978 "Education Professional Negotiations Act" amended to allow principals a choice of whether to negotiate with the teachers' negotiating unit or with management personnel versus those public school principals who did not wish the 1978 "EPNA" amended in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. With a t-score of -1.68 and a level of significance at 0.095, the null hypothesis that there would be no significant difference failed to be rejected.

Summary

The purpose of this study was to investigate how Tennessee's public school principals viewed their perceived managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale. A total of 242 responses from Tennessee public school principals under collective negotiations were utilized in the study. This return represented 19.21 percent of the 1260 principals under collective negotiations in 1985-86.

Fourteen null hypotheses were formulated for testing. Ten of the null hypotheses were tested using the analysis of variance. If a significant difference was shown, the Newman-Keuls procedure was applied to determine where significant differences lay. Four of the null hypotheses were tested using the t-test for independent data.

Ten of the null hypotheses were not rejected as no significant difference was found. Four null hypotheses were rejected as analyses revealed significant differences in Hypotheses 1, 5, 9, and 10.

CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The problem of this study was to determine if collective negotiations had restricted the perceived managerial authority of Tennessee's public school principals within selected demographic variables.

Fourteen demographic variables (the independent variables) were selected for the study. They were: (1) Age; (2) Sex; (3) Highest formal educational levels obtained; (4) Years of experience as teachers; (5) Years of experience as principals; (6) Numbers of teachers presently supervising; (7) 1985-86 school students' enrollments (8) 1985-86 school systems' enrollments; (9) Types of schools administered; (10) Types of school systems; (11) Geographical sections of Tennessee; (12) Numbers of years school systems under collective negotiations; (13) Participation of school systems' principals in some phase of collective negotiations; and (14) Amending Tennessee's 1978 "Education Professional Negotiations Act" to allow principals a choice of negotiating with teachers or with management personnel.

Pauline's Principals On-Job Discretion Scale (the dependent variable), developed by Robert A. Pauline, was selected as the instrument for use in this study. The instrument listed ten responsibilities of public school principals which might or might not be restricted by the terms and conditions of teachers' negotiated agreements with school boards. The principals marked the instrument as to how they perceived their managerial authority (discretion) under collective

negotiations. The numerical code for marking was: 0 = no discretion; 1 = little discretion; 2 = some discretion; 3 = considerable discretion; and 4 = complete discretion.

The stratified, randomly selected sample included 315 public school principals who were under collective negotiations in Tennessee during the 1985-86 school year. This sample represented 25 percent of the 1260 public school principals in the seventy-eight school systems with teacher-school board negotiated agreements. Respondents used in the study included 242 public school principals, which represented a 76.83 percent return. The 242 respondents also represented 19.21 percent of all the public school principals in Tennessee who were under collective negotiations during 1985-86.

Fourteen hypotheses were formulated for this study. An analysis of variance (ANOVA) statistical technique was used to determine if there were significant differences between the levels of the independent variables in Hypotheses 1, 3, 4, 5, 6, 7, 8, 9, 11, and 12. Significant differences were found in Hypotheses 1, 5, and 9. The Newman-Keuls procedure was applied to these three hypotheses to determine where the significant differences were to be found. A t-test for independent data was used to determine where significant differences existed in Hypotheses 2, 10, 13, and 14. A significant difference was found in Hypothesis 10. The .05 level of significance was established for accepting or rejecting the hypotheses in this study.

Findings

From the results of the data analysis and interpretation, the following findings are presented. The declarative format for each hypothesis as stated in Chapter 1 is used.

Hypothesis 1 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations whose ages were: 21-35 years old, 36-50 years old, 51-70 years old in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. This hypothesis was supported as it related to a significant difference found between those principals in the 21-35 years age group, and those principals in the other two age groups as to how they perceived their managerial authority under collective negotiations. However, this hypothesis was rejected as it related to significant differences between the age group of 36-50 and age group 51-70.

Hypothesis 2 stated that there would be a significant difference between the scores of male and female Tennessee public school principals under collective negotiations in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between male and female principals on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 3 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations whose highest educational degrees were: Bachelor's, Master's, Specialist's, Doctor's in how they perceived their

managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these four groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 4 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations whose years of experience as teachers were: 1-5 years, 6-10 years, 11 or more years in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these three groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 5 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations whose years of experience as principals were: 1-5 years, 6-10 years, 11-20 years, 21 or more years in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. This hypothesis was supported as it related to a significant difference found between those principals who had been principals for five or fewer years, and those principals who had been principals for 11-20 years and more than twenty years as to how they perceived their managerial authority under collective negotiations. However, this hypothesis was rejected as it related to significant differences between the other groups of principals.

Hypothesis 6 stated that there would be significant differences between the scores of those Tennessee public school principals under

collective negotiations who now supervised: 20 or fewer teachers, 21-40 teachers, 41-60 teachers, 61 or more teachers in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these four groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 7 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations whose 1985-86 school students' enrollments were: 250 or fewer students, 251-500 students, 501-750 students, 751-1,000 students, 1,001 or more students in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these five groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 8 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations whose 1985-86 school systems' enrollments were: 0-4,999 students, 5,000-14,999 students, 15,000 or more students in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these three groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 9 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations who administered: elementary schools, junior

high/middle/intermediate schools, high schools, other schools in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. This hypothesis was supported as it related to a significant difference found between those principals who administered high schools, and those principals in the other three groups: elementary principals, other school principals, and junior high/middle/intermediate school principals as to how they perceived their management authority under collective negotiations. However, this hypothesis was rejected as it related to significant differences between the other groups of principals.

Hypothesis 10 stated that there would be a significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems were: city/town/special, county in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. This hypothesis was supported by the significant difference found between those principals in city/town/special school systems, and those principals in county school systems in how they perceived their managerial authority under collective negotiations.

Hypothesis 11 stated that there would be significant differences between the scores of those Tennessee public school principals under collective negotiations from the "three" geographical sections of east, middle, west Tennessee in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these three groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 12 stated that there would be significant differences between the scores of those Tennessee public school principals whose school systems had been under collective negotiations for: 1-3 years, 4-6 years, 7-9 years, 10 or more years in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these four groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 13 stated that there would be a significant difference between the scores of those Tennessee public school principals under collective negotiations whose school systems' principals had participated in some phase of collective negotiations versus those public school principals whose school systems' principals had not participated in some phase of collective negotiations in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant difference existed between principals in these two groups on the basis of how they perceived their managerial authority under collective negotiations.

Hypothesis 14 stated that there would be a significant difference between the scores of those Tennessee public school principals under collective negotiations who wished to have Tennessee's 1978 "Education Professional Negotiations Act" amended to allow principals a choice of whether to negotiate with the teachers' negotiating unit or with management personnel versus those public school principals who did not wish the 1978 "EPNA" amended in how they perceived their managerial authority as measured by Pauline's Principals On-Job Discretion Scale. No significant

difference existed between principals in these two groups on the basis of how they perceived their managerial authority under collective negotiations. However, this hypothesis came "close" to being accepted with a *t*-score of -1.68 and a significant level of 0.095.

Conclusions

The following conclusions were reached with respect to the interpretation of the data presented in this study:

1. The data collected indicated that the typical Tennessee public school principal under collective negotiations included in this study was a male elementary principal holding a Master's degree from an east Tennessee county school system of over 5,000 students. He was between the ages of thirty-six and fifty years old, who had served as a teacher for more than ten years, and as a principal from eleven to twenty years. He supervised a teaching staff of twenty-one to forty teachers with a school enrollment of between 251 and 500 students. His school systems' principals have participated in some phase of collective negotiations during the past four to six years his school system has been under a teachers' negotiated agreement. He very much would like to see Tennessee's 1978 "Education Professional Negotiations Act" amended to allow him a choice of negotiating with the teachers' negotiating unit or with management personnel. He perceived himself as having "considerable discretion" in his managerial authority under collective negotiations as measured by Pauline's Principals On-Job Discretion Scale.

2. An analysis of the data indicated that a significant difference existed between those principals in the 21-35 years age group, and those principals in the two other age groups of 36-50 and 51-70 in how they

perceived their managerial authority under collective negotiations. Generally, the younger age group of principals perceived themselves as having less managerial authority under collective negotiations than the other two older groups of principals.

3. An analysis of the data indicated that a significant difference existed between those principals who had been principals for five or fewer years, and those who had been on the job for eleven to twenty years and more than twenty years as to how they perceived their managerial authority under collective negotiations. Generally, those principals who had been principals for five or fewer years perceived themselves as having less managerial authority under collective negotiations than those principals who had been in the principalship for more than ten years.

4. An analysis of the data indicated that a significant difference existed between those principals who administered high schools, and those principals in the other three groups: elementary principals, other school principals, and junior high/middle/intermediate school principals as to how they perceived their managerial authority under collective negotiations. Generally, the high school principals perceived themselves as having more managerial authority under collective negotiations than the principals in the other three groups.

5. An analysis of the data indicated that a significant difference existed between those principals in city/town/special school systems, and those principals in county school systems as to how they perceived their managerial authority under collective negotiations. Generally, the county school principals perceived themselves as having more managerial

authority under collective negotiations than the principals from the city/town/special school systems.

6. Although no statistically significant difference was found between those principals who wanted/did not want Tennessee's 1978 "EPNA" amended to allow them a choice of negotiating with the teachers' negotiating unit or with management personnel, a majority of the principals (80.35 percent) wanted the statute amended to allow them a choice.

7. Tennessee public school principals perceived themselves as having "considerable discretion" in their managerial authority of their schools under collective negotiations, with a mean score of 3.001 out of a possible 4.000 as measured by Pauline's Principals On-Job Discretion Scale.

Recommendations

As a result of the findings of this study, the following proposals were recommended:

1. This study included only those Tennessee public school principals under collective negotiations and their perceived managerial authority. Another study should be conducted between those public school principals who are under collective negotiations and those public school principals who are not under collective negotiations as to how they perceive their managerial authority of their schools.

2. This study dealt with perceptions of Tennessee public school principals concerning their managerial authority under collective negotiations. Another study should be conducted with classroom teachers and superintendents as to how they perceived the principals' managerial authority under collective negotiations.

3. The school principals' organization in Tennessee should lobby the state legislature to amend the 1978 "Education Professional Negotiations Act" allowing principals a choice of negotiating with the teachers' negotiating unit or with management personnel.

4. Additional research should be conducted to ascertain if "less managerial authority" under collective negotiation, as perceived by the younger aged principals, those principals who have been in the principalship for less than six years, and city/town/special school principals, had affected their leadership abilities in their schools.

5. Research studies need to be conducted to determine if high school principals' perceptions of "more managerial authority" under collective negotiations indicated their leadership abilities were uninhibited.

6. Within the next five to seven years, a replication of this study should be conducted to ascertain the reliability of the findings and conclusions.

7. Different research methodology should be used in another study in order to check the validity of the findings. Another instrument should be selected and other statistical tests used with the hypotheses.

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APPENDICES

APPENDIX A

**PUBLIC CHAPTER NO. 570
PROFESSIONAL NEGOTIATIONS ACT**

PUBLIC CHAPTER NO. 370
PROFESSIONAL NEGOTIATIONS ACT

AN ACT To amend Tennessee Code Annotated, Title 49, to provide for a framework of school board-professional employee negotiations by establishing uniform and orderly methods for recognition and negotiating between professional employee organizations and boards of education; establishing unlawful acts; and remedies for violation of the Act.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

Title 49 of Tennessee Code Annotated be and the same is hereby amended by adding thereto a new chapter as follows:

- SECTION 1. Short Title. This act may be cited as the "Education Professional Negotiations Act."
- SECTION 2. Statement of Purpose. It is the purpose of this act to prescribe the legitimate rights and obligations of boards of education and their professional employees and to establish procedures governing relationships between them which are designed to meet the special requirements and needs of public education.
- Boards of education and their professional employees have an obligation to the public to exert their full and continuing efforts to achieve the highest possible education standards in the institutions which they serve. This requires establishment and maintenance of an educational climate and working environment which will attract and retain a highly qualified professional staff and stimulate optimum performance by such staff.
- Experience has shown that boards of education and their professional employees can best reach these objectives if each utilizes the ability, experience, and judgment of the other in formulating policies and making decisions that involve terms and conditions of professional service and other matters of mutual concern. It is the purpose and policy of this act, in order to protect the rights of individual employees in their relations with boards of education, and to protect the rights of the boards of education and the public in connection with employer-employee disputes affecting education, to recognize the rights of professional employees of boards of education to form, join, and assist professional employee organizations to meet, confer, consult, and negotiate with boards of education over matters relating to terms and conditions of professional service and other matters of mutual concern through representatives of their own choosing, to engage in other activities for the purpose of establishing, maintaining, protecting and improving educational standards, and to establish procedures which will facilitate and encourage amicable settlements of disputes.
- SECTION 3. Definitions. When used in this act--
- (a) The term "board of education" or "local board of education" means the local school district board of education as defined in Tennessee Code Annotated 49-102.
- (b) The phrase "professional employees" includes any person employed by any local board of education in a position which requires a certificate issued by the state department of education for service in public elementary and secondary schools of Tennessee supported, in whole or in part, by local, state or federal funds.
- (c) The phrase "person" includes one or more individuals, organizations, associations, or their representatives.
- (d) The term "professional employees' organization" means any organization with membership open to professional employees as defined in Section 3(b), in which such employees participate and which exists for the purpose in whole or in part, of dealing with boards of education concerning, but not limited to, grievances, wages, hours of employment or conditions of work. Such organization may establish reasonable rules and regulations for conducting business, including provisions for the dismissal of individuals from membership.
- (e) The term "negotiations" is that process whereby the chief executive of a board of education or such representatives as it may designate, and representatives of a recognized professional employees' organization meet at reasonable times and confer, consult, discuss, exchange information, opinions and proposals, in a good faith endeavor to reach agreement on matters within the scope of discussions, and incorporate such agreements into a written agreement. The term "negotiator" means that person or persons selected by the board of education and the professional employees' organization to do the negotiating. The board may select the superintendent, any member of the board, or full-time system-wide employees as prescribed in Section 6. The professional employees' organization may select from among those who are members of the organization.
- (f) The term "memorandum of agreement" means a written memorandum of understanding arrived at by the representatives of the board of education and a recognized professional employees' organization, which shall be presented to the board of education and to the membership of such organization for ratification or rejection.
- (g) The term "mediation" is that process by which an impartial third party assists in reconciling a dispute regarding compensation, benefits, duties and other terms and conditions of employment and service between representatives of the board of education and the recognized professional employees' organization through interpretation, suggestion and advice.
- (h) The term "fact-finding" means investigation of an existing dispute by an individual, panel, or board with the fact-finder submitting a report to the parties describing the issues involved. The report may contain recommendations for settlement and may be made public after the parties to the dispute have had an opportunity to study it.
- (i) The term "arbitration" refers to the process of determination of disputed matters by submission of private unofficial persons selected for a purpose, and in a manner consistent with this act. Arbitration under this act is not governed by the provisions of Tennessee Code Annotated 23-301, et seq.
- (j) The term "negotiating unit" means those professional employees in the respective school districts as defined in Section 3(b) exclusive of those persons specifically named as management personnel.
- (k) The term "management personnel" means those professional employees certified by the board of education to represent it in the negotiating process.
- (l) The term "strike" means the failure with others to report for duty, the willful absence from one's position, the stoppage of work, or the abstinence in whole or in part from the full, faithful, and proper performance of the duties of employment, and without the lawful approval of one's superior, or in any manner interfering with the operation of the public school system, for the purpose of inducing or coercing the recognition of any employee organization or a change in the conditions or compensation or the rights, privileges, or obligations or employment.

(m) The term "representative" includes any person, or group of persons, organization, or association who is designated and authorized by the respective negotiating unit or local board of education to negotiate and act for it under the provisions of this act.

SECTION 4. Recognition of Professional Employees Organizations.

(a) Upon the submission by one or more professional employees' organizations to the appropriate local board of education between October 1 and November 1 of any year, a request for recognition together with signed petition cards which constitute thirty percent (30%) or more of the professional employees, said board of education and the requesting employees' organization shall appoint persons to serve on a special election committee for the purpose of conducting an election as provided in subsection (b) of this section.

(b) In the event one or more professional employees' organizations submit a request for recognition as provided in subsection (a), a special secret ballot election will be conducted among the eligible professional employees to determine which requesting organization, if any, shall represent such employees. A special election committee shall be formulated to set the date, establish the time and place, establish the procedure and supervise the election process, supervise the counting of ballots and file the results with the board of education and the requesting professional employees' organizations. The election committee shall be composed of one (1) person selected by each professional employees' organization which has filed with the board of education a request for recognition as provided in subsection (a) plus an equal number of persons selected by the board of education. The requesting professional employees' organizations and the board of education shall select the persons to serve on this election committee and shall notify the other parties of such selection no later than November 15. These persons so selected shall select an additional person to serve as chairman. In the event any party has not named such election committee persons or a majority agreement cannot be reached upon the person to serve as chairman by November 20, upon request of any of the selected persons to serve on this committee the State Commissioner of Education shall within five (5) calendar days name those persons which otherwise should have been named. The election committee may upon majority approval appoint other persons to assist in conducting the election. Motions before the election committee shall require a majority vote of the membership of the full committee. The election committee persons or persons appointed to assist in conducting elections pursuant to this section shall not be compensated for this service. Voting places and times selected by the election committee shall be convenient and accessible for all eligible professional employees. A majority vote of those voting shall be required to secure representation by a professional employees' organization. Such secret ballot shall provide for a person to vote for no representation by any professional employee organization. If a majority vote is not secured, a second election shall be held between those organizations or non-organizations receiving the first and second largest number of votes. The secret ballot election shall be held and the results transmitted to the board and the respective professional employee organizations prior to January 1 next. Those persons or organizations initiating the election shall be assessed the costs necessitated in conducting the election by the election committee chairman. The professional employees' organization receiving a majority vote shall be designated as exclusive representative effective January 1 next for a period of twenty-four (24) months.

(c) The initial recognition will be for twenty-four (24) months and will be automatically extended for additional twenty-four (24) month periods unless between October 1 and October 15 for the second twelve (12) months of any recognition period:

1. The board of education challenges and substantiates that the recognized organization does not, in fact, possess a majority of the professional employees as paid members.
2. Another professional employees' organization files application for recognition with the board of education together with signed petition cards which constitute a majority of the professional employees. In such event, an election between the competing organizations will be held according to the provisions of subsection (b) of this section.

(d) When a professional employees' organization has met the requirements of recognition in this section as the exclusively recognized organization, the board of education and such organization shall, in good faith, enter into negotiations, and if agreement is reached, enter into a memorandum of agreement based upon such negotiations and comply with such agreement according to the provisions of this act.

SECTION 5. Rights Accompanying Formal Recognition. A professional employees' organization recognized pursuant to this act shall be the exclusive representative of all the professional employees employed by that board of education for the purpose of negotiating. A challenge to recognition may be made only by the board of education or another professional employees' organization as provided in Section 4.

SECTION 6. Management Personnel.

(a) During the first month following the initial recognition of a professional employees' organization and thereafter during the first two months of each fiscal year the board of education may designate and certify specific individuals as management personnel. Such individuals shall be allowed to retain membership in the recognized professional employees' organization, but shall not be considered to be a part of the negotiating unit. Upon request, the designated management personnel shall represent the board of education in all negotiation activities. Management personnel shall not be eligible to represent the recognized professional employees' organization, to vote on whether to accept or reject items to be negotiated, or items that have been negotiated, or to derive benefits from the negotiation efforts except those benefits which go to all professional employees of the school system. Management personnel must be designated by majority vote of the board of education from those employees who devote a majority of their time to the system wide area or areas of professional personnel management, fiscal affairs, or general management.

(b) All management personnel must be certified to the recognized organization with the first two (2) months of the school system's fiscal year. Those certified as management personnel shall be so classified through the current fiscal year only, but are subject to being recertified by the board of education for subsequent years. In the event a certified management person terminates employment or is transferred to a position which disqualifies him, the board of education shall have thirty (30) days following the filling of the vacated position to name and certify a replacement. Boards of education may name and certify management personnel not to exceed the schedule below according to the average daily attendance of schools for the previous school year as used by the state department of education in allocating state funds.

<u>School Systems with ADA</u>	<u>Allowable Number of Management Personnel</u>
less than 1,000	2
1,001 - 2,000	3
2,001 - 3,000	4
3,001 - 10,000	5
10,001 - 30,000	6
30,001 - 100,000	7
100,001 and over	8

SECTION 7. Professional Employee Rights. Professional employees shall have the right to self-organization, to form, join, or be assisted by organizations, to negotiate through representatives of their own choosing, and to engage in other concerted activities for the purpose of professional negotiations or other mutual aid or protection; Provided, professional employees shall also have the right to refrain from any or all such activities.

SECTION 8. Existing Rights Preserved. Those rights and responsibilities of boards of education, superintendents, and professional employees as contained in Title 49 of the Tennessee Code Annotated are not statutorily modified or repealed by this act.

SECTION 9. Unlawful Acts.

(a) It shall be unlawful for a board of education or its designated representative:

1. To impose or threaten to impose reprisals on professional employees, or to discriminate against professional employees by reason of their exercise of rights guaranteed by this act;
2. To interfere with, restrain, or coerce employees in the exercise of the rights guaranteed in Section 7 of this act;
3. To refuse or fail to negotiate in good faith or to execute a written memorandum incorporating any agreements reached with representatives of a recognized professional employees' organization as provided in this act;
4. To refuse to permit a professional employees' organization to have access at reasonable times to areas in which professional employees work, to use institutional bulletin boards, mail boxes, or other communication media, or to use institutional facilities at reasonable times for the purpose of meeting concerned with the exercise of the rights guaranteed by this act: Provided, that if a representative has been selected or designated pursuant to the provisions of this act, a board of education may deny such access and/or usage to any professional employees' organization other than the representative until such time as a lawful challenge to the majority status of the representative is sustained pursuant to this act;
5. To encourage or discourage membership in any organization by discrimination in hiring, granting of tenure, or other terms or conditions of employment: Provided, the board of education or its designated representative may express any views, arguments, or opinion on the subject of employer-employee relations, provided such expression contains no threat of reprimand, discharge, or promise or benefits.
6. To discharge or discriminate against an employee because he has filed an affidavit, petition, or complaint or given any information or testimony under this act;
7. To dominate, interfere, or assist in the administration of any professional employee organization;
8. To refuse to good faith mediate, arbitrate and/or participate in fact-finding efforts pursuant to this act.

(b) It shall be unlawful for a recognized professional employees' organization or its representatives:

1. To cause or attempt to cause a board of education to engage in conduct violative of the provisions of this act: Provided, this paragraph shall not be construed to impair the right of a professional employees' organization to prescribe its own rules with respect to operation involving the acquisition or retention of membership;
2. To refuse or fail to negotiate in good faith with a board of education, or to execute a written contract incorporating any agreements reached;
3. To interfere with, restrain, or coerce professional employees or a board of education in the exercise of rights granted in this act;
4. To refuse to good faith mediate, arbitrate and/or participate in fact-finding efforts pursuant to this act;
5. To engage in a strike;
6. To urge, coerce, or encourage others to engage in unlawful acts as defined in this act;
7. To enter onto the school grounds for the purpose of contacting professional employees in such a manner and at such times as will interfere with the normal operations of the school, except that agreement may be reached in any memorandum of agreement for grievance investigations and process by the recognized professional employees' organization.

(c) A complaint of an unlawful act as defined in this act must be filed in a Court of Record in writing within ninety (90) calendar days of the violation or such complaint is barred.

SECTION 10. Strikes—Remedy. If a strike occurs, the board of education may apply to the chancery court in the county to enjoin such strike. The application shall set forth the facts constituting the strike. If the court finds, after a hearing, that a strike has occurred, the court may enjoin the employees from participating in such strike.

When local boards of education shall have determined which employees engaged in or participated in a strike, such employees may be subject to dismissal or forfeit his/her claim to tenure status if they presently have attained tenure, and the same may revert to probationary teacher status for the next three (3) year period. Any employee that engaged in or participated in a strike who is not a tenured teacher may also be subject to dismissal.

No penalty, forfeiture of rights or privileges, or other sanction or fine imposed on a professional employees' organization, its officers, or its members as the result of a strike shall be negotiable by such organization and a board at any time.

SECTION 11. Scope of Negotiations. The board of education and the recognized professional employees' organization shall negotiate in good faith the following conditions of employment:

- (a) Salaries or wages;
- (b) Grievance procedures;
- (c) Insurance;
- (d) Fringe benefits, but not to include pensions or retirement programs of the Tennessee Consolidated Retirement System;
- (e) Working conditions;

- (f) Leave;
- (g) Student discipline procedures;
- (h) Payroll deductions.

Nothing shall prohibit the parties from agreeing to discuss other terms and conditions of employment in service, but it shall not be bad faith as set forth in this act to refuse to negotiate on any other terms and conditions. Either party may file a complaint in a Court of Record of any demands to meet on other terms and conditions and have an order of the Court requiring the other party to continue to meet in good faith on the required items of this section only. Any negotiations under the provisions of this act shall be meetings within the provisions of Tennessee Code Annotated, Title 8, Chapter 44.

SECTION 12. Scope of Memorandum of Agreement. The scope of a memorandum of agreement shall extend to all matters negotiated between the board of education and the professional employees' organization. Provided, the scope of such agreement shall not include proposals contrary to (i) federal or state law or applicable municipal charter; (ii) professional employee rights defined in this act; and (iii) board of education rights contained in this act or in Title 49 of Tennessee Code Annotated.

SECTION 13. Implementation of Memorandum of Agreement. When agreement is reached by the representatives of the board of education and the recognized professional employees' organization, they shall jointly prepare a memorandum of understanding, and, within fourteen (14) calendar days present it to their appropriate governing authorities for ratification, or rejection. These governing authorities, as soon as practical, shall consider the memorandum and take appropriate action. If either governing authority rejects or modifies any part of a proposed memorandum the matter shall be returned to the parties for further negotiation. The board of education may enter into such memorandum for a period not in excess of three (3) years. Any items negotiated by a board of education and a professional employees' organization which require funding shall not be considered binding until such time as the body empowered to appropriate the funds has approved such appropriation. In the event the amount of funds appropriated is less than the amount negotiated, the board or its representatives and the professional employees' organization or its representatives shall renegotiate an agreement within the amount of funds appropriated.

SECTION 14. Impasse in Negotiations Over the Terms and Conditions of Professional Service and Other Matters of Mutual Concern.

(a) Following reasonable efforts to reach agreement, either the board of education or the recognized professional employees' organization may, upon written notification to the other, request the services of the Federal Mediation and Conciliation Service. If such service is not available at a time agreeable to the requesting party, a mediator shall be selected by a three (3) member panel consisting of one (1) person selected by the board of education, one (1) selected by the recognized professional employees' organization, and a third person to serve as chairman selected by these two (2) persons. The mediator shall meet with the parties or their representatives, or both, forthwith, either jointly or separately, and shall take such other steps as he may deem appropriate in order to persuade the parties to resolve their differences and effect a mutually acceptable agreement. The mediator shall not, without the consent of both parties, make findings of fact or recommend terms of settlement. The costs of the services of the mediator appointed by the panel shall be borne by the party requesting the mediator.

(b) If the mediator is unable to bring the parties to agreement, either party may, by written notification to the other, request that their differences be submitted to fact-finding/advisory arbitration. Either party may request the American Arbitration Association to designate an arbitrator. The arbitrator so designated shall not, without the consent of both parties, be the same person who was appointed mediator pursuant to subsection (a) of this section.

(c) The arbitrator shall meet with the parties or their representatives, or both, either jointly or separately, make inquiries and investigations, hold hearings, and shall take such other steps as he deems appropriate. For the purpose of such hearings, investigations and inquiries, the arbitrator shall have the power to issue subpoenas requiring the attendance and testimony of witnesses and/or the production of evidence. The several departments, commissions, divisions, authorities, boards, bureaus, agencies, and officers of the State or any political subdivisions or agency thereof, including the board of education, shall furnish the arbitrator, upon his request, all records, papers and information in their possession relating to any matter under investigation by or in issue before the arbitrator. If the dispute is not settled prior thereto, the arbitrator shall make findings of fact and recommend terms of settlement, which recommendations shall be advisory only, and shall be made within thirty (30) calendar days after his appointment. Any findings of fact and/or recommended terms of settlement shall be submitted in writing to the parties. The arbitrator may, in his discretion, make such findings and recommendations public, and either the board of education or the professional employees' representative may make such findings and recommendations public if no agreement is reached within ten (10) calendar days after their receipt from the arbitrator. Upon completion of the processes of mediation, fact-finding, and advisory arbitration, this act stipulates no additional recourse or actions. The costs for the services of the arbitrator shall be borne by the party requesting the arbitrator.

SECTION 15. Disputes Over the Interpretation, Application or Violation of Existing Agreements. A board of education and a recognized professional employees' organization who enter into an agreement covering terms and conditions of professional service and/or other matters of mutual concern may include in such agreement procedures for final and binding arbitration of such disputes as may arise involving the interpretation, application or violation of such agreement.

SECTION 16. Decertification. When the board of education and the recognized professional employees' organization are presented with petitions bearing the signatures of a majority of the professional employees in the negotiating unit indicating they no longer desire to be represented by the recognized organization, an election committee shall be established according to the provisions of Section 4 of this act, and said elections committee shall conduct a decertification election by secret ballot in which all professional employees in the negotiating unit will have the choice of voting either for the continuation of recognition or for decertification of the recognized professional employees' organization. If a majority in the negotiating unit vote for decertification, the committee will thereupon notify the board of education and the recognized professional employees' organization that the organization is no longer the recognized representative. Those persons requesting a decertification election shall be assessed by the election committee chairman an amount adequate to pay for conducting the election. The terms and conditions of any existing memorandum of agreement shall continue in existence for the term of said memorandum, except that any reference to the recognized professional employees' organization shall mean the individual employee. The board of education shall not be required to negotiate with any subsequently recognized professional employees' organization for the remaining period of the existing memorandum of agreement, but shall negotiate at the appropriate time as set forth herein with a subsequently recognized professional employees' organization for a future period.

SECTION 17. Miscellaneous. This act shall not operate so as to annul, modify, or preclude the renewal or continuation of any recognition heretofore entered into between a board of education and a professional employees' organization. Upon the termination of an existing agreement, subsequent professional employee organization recognition shall be governed under the provisions of this act; Provided, however, the time schedule established in Section 4 shall not be applicable and recognition with all accompanying rights shall become available immediately upon the completion of the other required recognition procedures.

SECTION 18. Severability Clause. If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provision or application, and to that end the provisions of this act are declared to be severable.

SECTION 19. Effective Date of Act. This act shall take effect from and after its passage, the public welfare requiring it.

Signed by Governor Ray Blanton on March 10, 1978.

APPENDIX B

**TENNESSEE SCHOOL BOARDS ASSOCIATION 1985-86 SCHOOL
SYSTEMS UNDER COLLECTIVE NEGOTIATIONS**

TENNESSEE SCHOOL BOARDS ASSOCIATION
1985-86 School Systems Under
Collective Negotiations

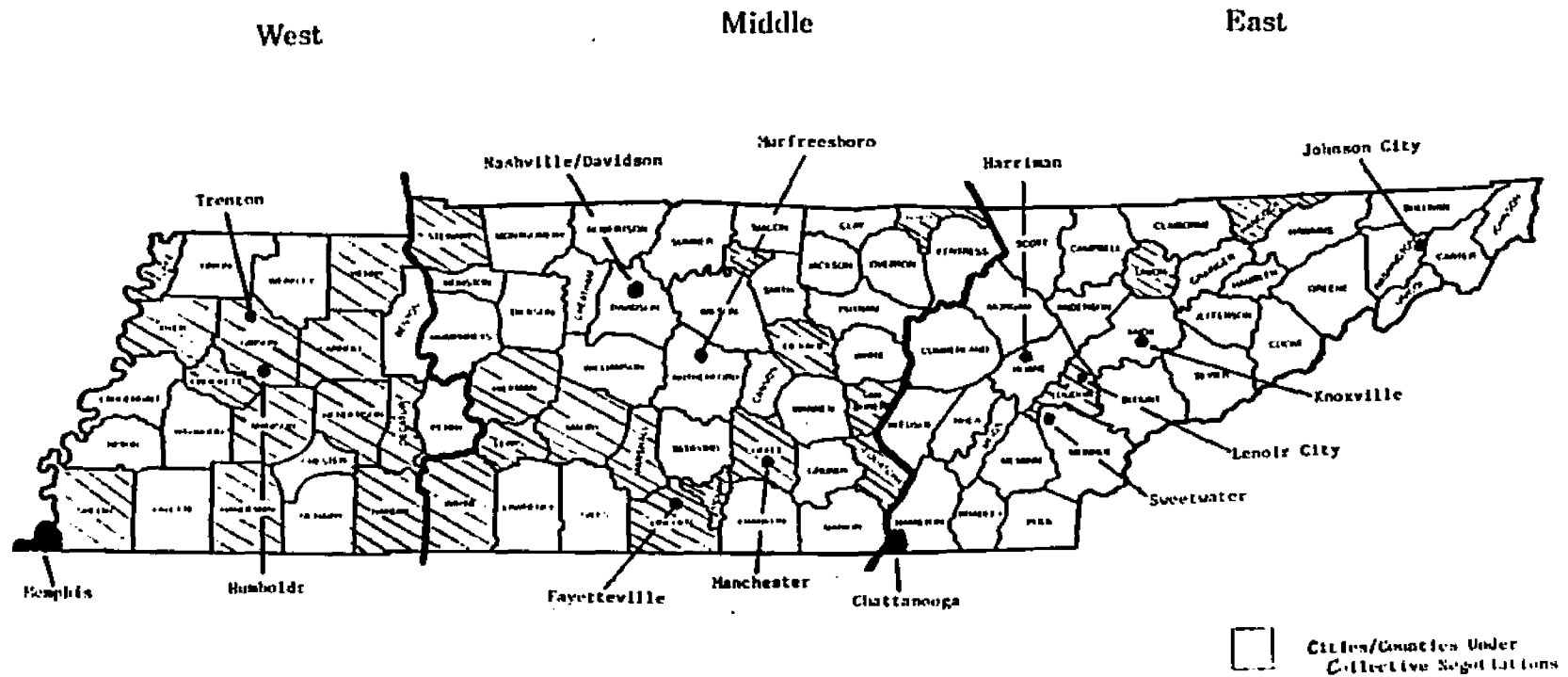
County

Anderson	Jackson	Unicoi
Bedford	Jefferson	Warren
Benton	Johnson	Washington
Bledsoe	Knox	Weakley
Blount	Lauderdale	White
Bradley	Lawrence	Williamson
Campbell	McMinn	Wilson
Cannon	McNairy	
Carter	Macon	
Cheatham	Marion	<u>City/Special</u>
Chester	Meigs	Chattanooga
Claiborne	Monroe	Fayetteville
Clay	Montgomery	Harriman
Cocke	Morgan	Humboldt
Cumberland	Obion	Johnson City
Dickson	Overton	Knoxville
Fayette	Perry	Lenoir City
Fentress	Polk	Manchester
Franklin	Putnam	Memphis
Giles	Rhea	Murfreesboro
Grainger	Roane	Nashville/Davidson
Greene	Robertson	Sweetwater
Grundy	Rutherford	Trenton
Hamblen	Scott	
Hamilton	Sevier	
Hawkins	Smith	
Haywood	Sullivan	
Houston	Sumner	
Humphreys	Tipton	

APPENDIX C

"THREE" GEOGRAPHICAL SECTIONS OF TENNESSEE SHOWING
SCHOOL SYSTEMS UNDER COLLECTIVE NEGOTIATIONS

The Three Grand Divisions of Tennessee



Map: George A. Finchum, Our State Tennessee (Atlanta: Allyn and Bacon, 1984), 43.

APPENDIX D

LETTER TO PUBLIC SCHOOL NEGOTIATOR



East Tennessee State University
College of Education

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

February 15, 1986

Public School Negotiator
State of Tennessee

Dear Sir:

I am presently a doctoral student in the Department of Supervision and Administration at East Tennessee State University in Johnson City, Tennessee. For my dissertation, I am working on a research project concerning school principals and the collective negotiations agreement.

I would greatly appreciate your assistance with this project. Would you please send a copy of the collective negotiations agreement from your school system? A stamped, self-addressed envelope has been included for the agreement.

Please be assured that your school system and the collective negotiations agreement will be held in the utmost of confidence. Again, thank you for your help.

Sincerely,

A handwritten signature in cursive script that reads "Gene Eller".

Oliver Eugene Eller, Jr.
Doctoral Candidate

Enclosure

APPENDIX E

LETTER FROM ROBERT A. PAULINE GRANTING PERMISSION TO
USE PAULINE'S PRINCIPALS ON-JOB DISCRETION SCALE

Elmsford Union Free School District

148

Elmsford, N. Y. 10523

914-592-8440

March 10, 1986

Mr. Oliver Eugene Eller, Jr.
918 Euclid Avenue
Bristol, Virginia 24201

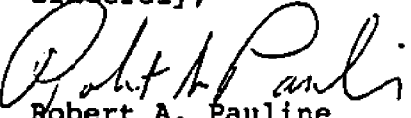
Dear Mr. Eller:

You have my permission to use the Principal's On-Job Discretion Scale. The On-Job Discretion Scale is found in my dissertation dated 1983 - completed with Fordham University.

You have my permission to duplicate and use the Principal's On-Job Discretion Scale in your research, and you may also include a copy of the instrument in the final copy of your dissertation.

Gene, best of luck - please let me know what your research "turns up".

Sincerely,


Robert A. Pauline
Superintendent of Schools

RAP/h

APPENDIX F

THE QUESTIONNAIRE: PART ONE

DEMOGRAPHIC DATA SHEET

QUESTIONNAIRE

PERCEPTIONS OF TENNESSEE PUBLIC SCHOOL PRINCIPALS
CONCERNING THEIR MANAGERIAL AUTHORITY
UNDER COLLECTIVE NEGOTIATIONS

Part One

Directions: Please circle appropriate response.

- | | |
|---|--|
| <p>1. Present Age:
A. 21-35 years
B. 36-50 years
C. 51-70 years</p> | <p>8. 1985-86 School System Enrollment:
A. 0-4,999 students
B. 5,000-14,999 students
C. 15,000 or more students</p> |
| <p>2. Circle One:
A. Male
B. Female</p> | <p>9. Type of School:
A. Elementary School
B. Jr. High/Middle/Intermediate School
C. High School
D. Other School
Describe _____</p> |
| <p>3. Formal Education
(Highest Degree Obtained):
A. Bachelor's Degree
B. Master's Degree
C. Specialist's Degree
D. Doctor's Degree</p> | <p>10. Type of School System:
A. City/Town/Special
B. County</p> |
| <p>4. Years of Experience as a Teacher:
A. 1-5 years
B. 6-10 years
C. 11 or more years</p> | <p>11. Geographical Section of Tennessee:
A. East
B. Middle
C. West</p> |
| <p>5. Years of Experience as a Principal:
A. 1-5 years
B. 6-10 years
C. 11-20 years
D. 21 or more years</p> | <p>12. Number of Years School System
Under Collective Negotiations:
A. 1-3 years
B. 4-6 years
C. 7-9 years
D. 10 or more years</p> |
| <p>6. Number of Teachers Now Supervising:
A. 20 or fewer teachers
B. 21-40 teachers
C. 41-60 teachers
D. 61 or more teachers</p> | <p>13. School System's Principals
Participate in Some Phase of
Collective Negotiations:
A. Yes
B. No</p> |
| <p>7. 1985-86 School Student Enrollment:
A. 250 or fewer students
B. 251-500 students
C. 501-750 students
D. 751-1,000 students
E. 1,001 or more students</p> | <p>14. Tennessee's 1978 "Education
Professional Negotiations Act"
Should Be Amended to Allow
Principals a Choice--Negotiate
with Teachers' Negotiating Unit
or With Management Personnel:
A. Yes
B. No</p> |

APPENDIX G

THE QUESTIONNAIRE: PART TWO

PAULINE'S PRINCIPALS ON-JOB DISCRETION SCALE

PAULINE'S PRINCIPALS ON-JOB DISCRETION SCALE*

Part Two

Below are listed responsibilities of building principals which may, or may not, be restricted by the terms and conditions of teachers' contracts. Indicate by circling the appropriate number how you perceive the amount of discretion you have in making decisions in the following areas. The numerical code is indicated below.**

4 - complete discretion
 3 - considerable discretion
 2 - some discretion
 1 - little discretion
 0 - no discretion

	complete discretion	considerable discretion	some discretion	little discretion	no discretion
	4	3	2	1	0
A. Transfer and assigning teachers to grade level, subject, etc.	4	3	2	1	0
B. Discipline of teachers	4	3	2	1	0
C. Meeting with teachers for professional purposes	4	3	2	1	0
D. Assigning teachers "extra work" (parent conferences, evening meetings, students' "extra help")	4	3	2	1	0
E. Improving teachers' instructional skills	4	3	2	1	0
F. Your options in the disciplining of students	4	3	2	1	0
G. Development and implementation of new curriculum	4	3	2	1	0
H. Assigning of duties to teachers (lunchroom, hall, playground, etc.)	4	3	2	1	0
I. Selection of textbooks and materials	4	3	2	1	0
J. Assignment of pupils to classroom for instruction (size of classroom, grouping, etc.)	4	3	2	1	0

* Robert A. Pauline, The Principal's Role in Teacher Collective Negotiations and On-Job Discretion, Ed.D. Dias., Fordham University, 1983 (Ann Arbor: UMI, 1983), p. 116.

** (Numerical code changed from rating scale of 1-5 to 0-4. Permission for modification granted by Pauline on April 4, 1986.)

APPENDIX H

COVER LETTER



**East Tennessee State University
College of Education**

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

April 7, 1986

Public School Principal
State of Tennessee

Dear Colleague:

The enclosed personal data sheet and "Pauline's Principals On-Job Discretion Scale" are designed to take only a few minutes of your time. Please complete both items and return them in the self-addressed, stamped envelope at your earliest convenience.

I am presently a doctoral student in Educational Administration at East Tennessee State University, Johnson City, Tennessee. I am engaged in a study entitled "Perceptions of Tennessee Public School Principals Concerning Their Managerial Authority Under Collective Negotiations." More specifically, the problem of this study was to determine if collective negotiations had restricted the perceived managerial authority of Tennessee's public school principals.

Thank you for your important contribution. Please rest assured that any information provided by you will be held in the utmost of confidence.

Sincerely,

Oliver Eugene Eller, Jr.
Doctoral Candidate

Charles W. Burkett
Chairman

Enclosures

APPENDIX I

FOLLOW-UP LETTER



**East Tennessee State University
College of Education**

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

April 21, 1986

Public School Principal
State of Tennessee

Dear Colleague:

Two weeks ago I sent you a questionnaire and data sheet concerning public school principals' perceptions of their managerial authority under collective negotiations. Perhaps this correspondence did not reach you or an oversight has been made.

If for some reason you have not completed and returned the questionnaire with the data sheet, I would appreciate it very much if you would take a few minutes to complete the enclosed ones and return them to me in the stamped, self-addressed envelope.

Your response is greatly valued and significant. Please be assured that any information provided by you will be absolutely confidential.

Thank you very much for your effort, time, and cooperation. A prompt response will be appreciated.

Sincerely,

Handwritten signature of Oliver Eugene Eller, Jr.

Oliver Eugene Eller, Jr.
Doctoral Candidate

Handwritten signature of Charles W. Burkett.

Charles W. Burkett
Chairman

Enclosures

VITA

OLIVER EUGENE ELLER, JR.

Personal Data: Date of Birth: May 7, 1941
 Place of Birth: Glade Springs, Virginia
 Marital Status: Married

Education: Public Schools, Bristol, Virginia.
 King College, Bristol, Tennessee; history, B.A., 1963.
 East Tennessee State University, Johnson City,
 Tennessee; educational administration, M.A., 1969.
 Southeastern Baptist Theological Seminary, Wake Forest,
 North Carolina; Biblical studies, 1974.
 East Tennessee State University, Johnson City,
 Tennessee; educational administration, Ed.S., 1981.
 East Tennessee State University, Johnson City,
 Tennessee; educational administration, Ed.D., 1986.

Professional
Experience: Teacher, Highland View/Washington-Lee Elementary
 Schools; Bristol, Virginia, 1963-1969.
 Principal, Thomas Jefferson Elementary School; Bristol,
 Virginia, 1969-1974.
 Director, Amman Baptist School; Amman, Jordan, 1974-1980.
 Teacher, Douglass Elementary School; Bristol, Virginia,
 1980-1982.
 Doctoral Fellow, East Tennessee State University;
 Johnson City, Tennessee, 1982.
 Director, Nazareth Baptist School; Nazareth, Israel,
 1982-1986.